

**A STUDY OF CLASSROOM ACTIVITIES AND LANGUAGE  
ANXIETY BETWEEN HIGH AND LOW ACADEMIC  
PERFORMANCE TEACHER STUDENTS  
AT RAJABHAT UNIVERSITIES**

**SIRINAN NUYPUKIAW**

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.....  
Miss Sirinan Nuypukiaw  
Candidate

.....  
Assoc. Prof. Songsri Soranastaporn,  
Ph.D. (Educational Administration and  
Foundations)  
Major advisor

.....  
Lect. Yuwadee Tirataradol,  
Ph.D. (Curriculum and Instruction)  
Co-advisor

.....  
Asst. Prof. Karansupamas Engchuan,  
Ph.D. (Linguistics)  
Co-advisor

.....  
Asst. Prof. Auemphorn Mutchimwong,  
Ph.D.  
Acting Dean  
Faculty of Graduate Studies  
Mahidol University

.....  
Lect. Kornsiri Boonyaparakob,  
Ph.D. (Curriculum and Instruction)  
Program Director  
Master of Arts Program in  
Applied Linguistics  
Faculty of Liberal Arts  
Mahidol University

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was submitted to the Faculty of Graduate Studies, Mahidol University  
for the degree of Master of Arts (Applied Linguistics)  
on  
October 29, 2013

.....  
Miss Sirinan Nuypukiaiw  
Candidate

.....  
Lect. Rungrawee Samawathdana,  
Ph.D. (Curriculum and Instruction)  
Chair

.....  
Assoc. Prof. Songsri Soranastaporn,  
Ph.D. (Educational Administration and  
Foundations)  
Member

.....  
Lect. Yuwadee Tirataradol,  
Ph.D. (Curriculum and Instruction)  
Member

.....  
Asst. Prof. Karansupamas Engchuan,  
Ph.D. (Linguistics)  
Member

.....  
Asst. Prof. Auemphorn Mutchimwong,  
Ph.D.  
Acting Dean  
Faculty of Graduate Studies  
Mahidol University

.....  
Lect. Aphilak Kasempholkoon,  
Ph.D. Program in Thai (Literature)  
Dean  
Faculty of Liberal Arts  
Mahidol University

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STUDENTS AT RAJABHAT UNIVERISTIES**

**SIRINAN NUYPUKIAW 5337687 LAAL/M**

**M.A. (APPLIED LINGUISTICS)**

**THESIS ADVISORY COMMITTEE: SONGSRI SORANASTAPORN, Ph.D.,  
KARANSUPAMAS ENGCHUAN, Ph.D., YUWADEE TIRATARADOL, Ph.D.**

**ABSTRACT**

The purposes of this study were: 1) to investigate classroom activities (CA) experienced by high and low academic performance teacher students in the language classroom, and used by them in the practicing process of teaching, 2) to explore the level of language anxiety in the high and low academic performance groups before employing CA in their practicing process of teaching, 3) to investigate the level of language anxiety in the high and low academic performance groups after employing CA in their practicing process of teaching, 4) to compare levels of 1) language anxiety in the two groups of teacher students before employing CA in the practicing process of teaching and 2) language anxiety in the two groups of teacher students after employing CA in the practicing process of teaching, and 5) to find the relationship between CA and language anxiety among RU teacher students.

In this study, the sample was 186 teacher students majoring in English at four Rajabhat universities. The subjects were selected by simple random sampling. The teacher students were classified as high and low academic performance by their grade point averages (GPA). Data collection in this study consisted of a CA questionnaire and the Foreign Language Classroom Anxiety Scale (FLCAS). The particular questionnaire was both valid and reliable with a Cronbach's alpha coefficient of 0.95.

The major results show that 1) all types of CA, especially participation mode activities, were often experienced in English class and used in the practicing process of teaching by both high and low academic performance teacher students. 2) The two groups of teacher students had high levels of language anxiety before employing CA in their practicing process of teaching. 3) High and low academic performance groups had high levels of language anxiety after employing CA in their practicing process of teaching. 4) There was no statistically significant difference in language anxiety between high and low academic performance groups; however, the low academic performance group had a higher degree of language anxiety than that of the high academic performance group both before and after employing CA in their practicing process of teaching. 5) CA had a relatively weak relationship with language anxiety among teacher students.

**KEY WORDS: CLASSROOM ACTIVITIES/ LANGUAGE ANXIETY/TEARCHER  
STUDENTS/ HIGH AND LOW ACADEMIC PERFORMANCE/  
RAJABHAT UNIVERSITIES**

142 pages

การศึกษากิจกรรมในห้องเรียน และ ความวิตกกังวลในการเรียนภาษาอังกฤษ ของนักศึกษาวิชาชีพครู มหาวิทยาลัยราชภัฏ ที่มีผลสัมฤทธิ์ทางการศึกษาในระดับสูงและต่ำ

A STUDY OF CLASSROOM ACTIVITIES AND LANGUAGE ANXIETY BETWEEN HIGH AND LOW ACADEMIC PERFORMANCE TEACHER STUDENTS AT RAJABHAT UNIVERISTIES

ศิรินันท์ นุชภูเขียว 5337687 LAAL/M

ศส.ม. (ภาษาศาสตร์ประยุกต์)

คณะกรรมการที่ปรึกษาวิทยานิพนธ์: ทรงศิริ สรณสถาพร, Ph.D., กรัณศุกมาศ เอ่งฉ้วน, Ph.D., ยวดี ธีรธราดล, Ph.D.

#### บทคัดย่อ

การวิจัยครั้งนี้มีวัตถุประสงค์เพื่อ 1) ศึกษาการทำกิจกรรมในห้องเรียน และในการฝึกสอนของนักศึกษาวิชาชีพครูที่มีผลสัมฤทธิ์ทางการศึกษาในระดับสูงและต่ำ 2) ศึกษาระดับความวิตกกังวลในการเรียนภาษาอังกฤษของนักศึกษาวิชาชีพครูทั้งสองกลุ่ม ก่อนการทำกิจกรรมในการฝึกสอน 3) ศึกษาระดับความวิตกกังวลในการเรียนภาษาอังกฤษของนักศึกษาวิชาชีพครูทั้งสองกลุ่มหลังการทำกิจกรรมในการฝึกสอน 4) เปรียบเทียบความแตกต่างของระดับความวิตกกังวลในการเรียนภาษาอังกฤษระหว่างนักศึกษาวิชาชีพครูทั้งสองกลุ่ม ทั้งก่อนการทำกิจกรรมในการฝึกสอน และหลังการทำกิจกรรมในการฝึกสอน 5) ศึกษาความสัมพันธ์ระหว่างกิจกรรมในห้องเรียนและความวิตกกังวลในการเรียนภาษาอังกฤษของนักศึกษาวิชาชีพครูทั้งสองกลุ่ม

กลุ่มตัวอย่างคือนักศึกษาวิชาชีพครู คณะครุศาสตร์ สาขาวิชาภาษาอังกฤษ จากมหาวิทยาลัยราชภัฏ 4 แห่ง จำนวน 186 คน ซึ่งได้มาโดยใช้วิธีการสุ่มอย่างง่าย กลุ่มตัวอย่างแบ่งออกเป็นสองกลุ่มคือ นักศึกษาที่มีผลสัมฤทธิ์ทางการศึกษาในระดับสูงและต่ำ โดยแบ่งกลุ่มตามเกรดเฉลี่ย แบบสอบถามที่ใช้ในงานวิจัยประกอบด้วย แบบสอบถามกิจกรรมในห้องเรียน และแบบสอบถามความวิตกกังวลในการเรียนภาษาอังกฤษโดยผ่านการตรวจสอบความตรงตามเนื้อหา และวิเคราะห์หาค่าความเที่ยงของแบบสอบถาม ซึ่งมีค่าความเชื่อมั่นเท่ากับ 0.95

ผลการวิจัยพบว่า 1) นักศึกษาทั้งสองกลุ่มเคยมีประสบการณ์การทำกิจกรรมในห้องเรียน และในการฝึกสอนระดับสูง โดยเฉพาะกิจกรรมที่เกี่ยวข้องกับลักษณะการทำงาน 2) นักศึกษาวิชาชีพครูทั้งสองกลุ่มมีความวิตกกังวลในการเรียนภาษาอังกฤษ ก่อนการทำกิจกรรมในการฝึกสอนในระดับสูง 3) นักศึกษาวิชาชีพครูทั้งสองกลุ่ม มีความวิตกกังวลในการเรียนภาษาอังกฤษระดับสูง หลังการทำกิจกรรมในการฝึกสอน 4) ไม่พบค่าความแตกต่างอย่างมีนัยสำคัญทางสถิติของระดับความวิตกกังวลระหว่างนักศึกษาสองกลุ่ม แต่นักศึกษาวิชาชีพครูที่มีผลสัมฤทธิ์ทางการศึกษาในระดับต่ำ มีระดับความวิตกกังวลในการเรียนภาษาอังกฤษสูงกว่านักศึกษาที่มีผลสัมฤทธิ์ทางการศึกษาในระดับสูง ทั้งก่อนและหลังการทำกิจกรรมในการฝึกสอน 5) กิจกรรมในห้องเรียนมีความสัมพันธ์กับความวิตกกังวลในการเรียนภาษาอังกฤษของนักศึกษาวิชาชีพครูทั้งสองกลุ่มในระดับต่ำ

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

At present, English plays a vital role both in foreign countries and in Thailand. It is widely used as a communication channel, for example through the Internet, websites, email, and mobile phones (Lai, Lin, & Kersten, 2010). Moreover, more than seventy countries use English as the official national language (Crystal, 2003). Thailand is another country influenced by English. In 2558, the ASEAN Economic Community or AEC will be established. In this community, English will become the official language for Southeast Asia. Because of this, Thailand needs to develop its educational system, especially the language skills of language students so that they will be able to communicate effectively (Phongphanit, 2012).

*English instruction in Thailand:* 1895, the Thai government established English as a part of the national curriculum (Weerawong, 2004). At present in Thailand, instruction in English follows Thailand's Ninth National Education Development Plans for 2002-2006 (Namsang, 2011). In this plan, all Thai students need to learn English from primary school, through high school (or college), to the university level. In addition, Thai university students in all fields of study take compulsory English courses. Because of this, teacher education programs have been established in the field of language education in order to make language teachers more effective (Richards, 1990). Information about teacher education programs will be provided in the following sections: 1) general information about these programs, 2) classroom activities performed by teacher students, and 3) obstacles presented by language anxiety among education.

*Teacher education programs:* Teacher education programs provide teacher students significant knowledge both inside the classroom and outside with the aim of producing future teachers who are effective and knowledgeable in the field of

language education. *In-class knowledge* provided in the class is related to two main elements: 1) linguistics and language learning theory (Richards, 1990) and 2) a variety of teaching techniques, classroom activities, and teaching methods (Gebhard, 1985). This kind of knowledge gives for teacher students the ability to create ideas and make decisions and select teaching methods when they begin teaching (Gebhard, 1985). *Out-of-class knowledge* gives teacher students teaching knowledge and teaching skills from outside of their classroom. That is, they will have the opportunity to practice teaching in public institutions or at least to have teaching experience in microteaching (Gebhard, 1985). Teacher students with such teaching practice and microteaching can provide an authentic teaching experience for teacher students and allows them to use their in-class knowledge from their pre-service courses in their instructional practice (Gebhard, 1985).

*Classroom activities and teacher students:* Classroom activities employed in language classes are relatively important for teacher students' future teaching (Fairbanks, 1998). The CA often used in classrooms play a vital role in shaping their language teaching and learning experiences. Teacher students use the knowledge gained from teaching and learning experiences to create new ideas and make decisions concerning the selection of a teaching approach or even teaching methods once they begin teaching (Fairbanks, 1998).

*Language anxiety and teacher students:* However, there are some obstacles within teacher education programs. Because teacher students are non-native speakers of the target language, teacher students are uncertain of their own language ability and their personal language use and have language anxiety (Sammephet & Wanphet, 2013). Tum (2012) also claims that foreign language teacher students are worried about their inadequate knowledge about pedagogy. This emotional reaction can have a negative impact on their English ability, pedagogical competence, and the state of their emotional well-being (Kunt & Tum, 2010; Tum, 2012).

Moreover, Horwitz (1996) said that many non-native teacher students face language anxiety. Language anxiety can create problems in their future language teaching as follows. Firstly, anxious teacher students become less confident and worry about their use of the target language. As a result, they tend to avoid using the language in the classroom and use linguistic interactions simply that can be anticipated

and controlled. Secondly, language anxiety influences the teacher students' selection of instructional practices. They attempt to use less creative and risk-taking instructional practices. Even though they want to employ a new teaching method or approach, because of their fear of making the classroom unmanageable, teacher students tend to use less creative and risk-taking activities in practice teaching (Horwitz, 1996).

In order for teacher education programs to be more successful in producing future language teachers, the obstacles created by emotional reactions, especially language anxiety, should be resolved. The selection of appropriate classroom activities might be an effective solution for coping with teacher students' language anxiety. Koch and Terrell (1991) suggest that classroom activities, especially those suited to one's personal proficiency level, can help comfort learners or decrease the level of their language anxiety.

## **1.2 Rationale of the Study**

The effectiveness of language teaching and learning for teachers and students is due to various factors. For language teachers, the choice of teaching methods, including teaching approach, teaching design, the use of classroom activities (CA), and teaching procedures (Richards & Rodgers, 2001) enhances the language teachers' teaching ability. On the other hand, the successful student language learning primarily depends on individual factors which consist of language anxiety, inhibition, extroversion and introversion, self-esteem, motivation, and learning style (Arnold, 1999). Therefore, it is reasonable to state that CA can play a major role in lessening students' language anxiety (Phillip, 1990).

*Language anxiety* which is "associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension, and tension" (Arnold, 1999, p. 8), truly has an impact on students' learning of the target language (MacIntyre, 1999; Williams & Burden, 1997; Young, 1999). Negative effects found among language students are the following. Firstly, it influences students' language learning performance in that anxious learners receive lower grades than those who have lower levels of language anxiety (MacIntyre, 1999). Secondly, there might be an avoidance

of participation in the language class taught mainly in the target language (Horwitz, Horwitz, & Cope, 1986). Moreover, students with a high level of language anxiety have difficulties in receiving L2 input and producing in the target language (Krashen, 1988; MacIntyre, 1999). On the other hand, Bailey (1983, cited in Brown, 1994) states that language anxiety can also provide a positive effect for language learners. Students with facilitative anxiety can succeed in language learning due to the fact that they can transform the feeling of tension arising from competition to a stimulus for enhancing personal learning motivation (Bailey, 1983).

Classroom activities (CA) are a primary source of the teaching practices that language teachers, with their own personal needs, use in their target language instruction to improve language teaching (Richards & Rodgers, 2001), whereas they provide language students the opportunity to comprehend, produce and/or interact in the target language. Because of this, some scholars suggest CA employed in the language classroom can decrease the possible negative effects arising from language anxiety (Phillip, 1990). For example, pair and group work activities (Phillip, 1990) or Natural Approach related activities, such as using pictures to present vocabulary may lessen students' language anxiety (Koch & Terrell, 1991).

The earlier mentioned classroom activities and language anxiety are two interrelated variables (Young, 1990). Even though classroom activities can facilitate student language learning and decrease language anxiety, they can cause some emotional effects, especially negative language anxiety, in EFL students (Young, 1990; Zhang & Zhong, 2012). Young (1990) conducted research concerning student language anxiety and concluded that classroom activities, especially speaking activities, raised student language anxiety. Activities asking students to speak in front of a group are considered as the most anxiety-provoking situations (Horwitz, 2001). Similarly, Koch and Terrell (1991) found that most students agreed with the statement that oral presentations and group discussions are the most anxiety-producing in the classroom. However, the findings of the same study by Koch and Terrell (1991) reveal that some kinds of Natural Approach (NA) activities which are related to student language proficiency could comfort students or decrease their level of language anxiety. Those NA activities include using pictures to present vocabulary,

personalization of grammar, acquisition of vocabulary through association, pair work, and classroom topical discussion (Koch & Terrel, 1991).

A literature review of studies concerning CA and language anxiety, reveals a lack of research into the relationship between CA and language anxiety among teacher students. Most such studies investigated only language students (Crookall & Oxford, 1990; Koch & Terrel, 1991; Phillips, 1990; Young, 1990). Few empirical studies related to the language anxiety among teachers have been conducted (Horwitz, 1996; Tum, 2012). The main focus of studies among teachers has been placed on teaching anxiety (i.e. Sammephet & Wanphet, 2013; Merç, 2011; Ngidi & Sibaya, 2003).

It seems that even in Thailand, based on the Thailis database, there are few research studies concerning CA and language anxiety (Bunruang, 2008; Namsang, 2011; Udomkit, 2003). Moreover, the studies in this area have been conducted only with language students (one study was conducted with military officers who were language students and two were conducted with language students in the context of Rajabhat universities) but less explored among teacher students (Bunruang, 2008; Namsang, 2011; Udomkit, 2003). To fill in the gap, therefore, the present study aims to investigate the relationship between CA and language anxiety among Thai teacher students. This study may provide foreign language teacher education programs with a better understanding of their teacher students' language anxiety based on the classroom activities used in their classrooms.

### **1.3 Statement of the Problem**

Currently the quality of Thai education is in troubled. Such problem has been widely found during 2012 to 2013 (Thongroj, 2013). In these years, World economic forum (WEF) has reported that the quality of Thai education is ranked very low as the eighth country from all ten Asean member counties (Thongroj, 2013). More importantly, significant problems currently occur in English language learning among Thai students in various types of institutions (Fernquest, 2011).

At the school level, Thai students, especially grade six students, generally obtain low scores or perform poorly on English tests. The results for the O-Net test (the Ordinary National Educational Test), the Thai national examination used for university admission provides a notable example of such low scores. On the O-Net test, Thai students obtain the lowest score from a total six subjects, with only 19.22% on the English test (Fernquest, 2011; Saiyasombut, 2012). The reasons of these problems were evidenced based on the research findings investigated by Inthajuk (2001). In the study of Inthajuk (2001), she found that in secondary school students in Uttaradit province had English learning problems because of the design of the curriculum not being suited with students' wants.

Thai university level students, moreover, also have problems in learning the target language. In 2013, average TOEFL scores (Test of English as a Foreign Language) reveal that Thai tertiary level students obtain the lowest in the Asian region, with about 450 (Khaopa, 2013). Moreover, in the context of Rajabhat universities (RU), Vongratanakunton (2007) also revealed that Thai RU students encountered difficulties because of their low English proficiency. A study by Vongratanakunton (2007) shows that many RU graduate students have skill levels that are lower than those needed to succeed in their future occupations.

It seems that RU students also face difficulties with classroom activities (CA). That is to say, some types of CA conducted by language teachers in class raise RU students' language anxiety (Bunruang, 2008; Namsang, 2011). Namsang (2011) states, based on her study, that Dhonburi RU students were highly anxious when participating in assessment activities (taking English tests), application activities (presenting projects or role plays in front of class), and 3) comprehension activities (reading a passage and distinguishing the author's attitude towards the topic, then writing a summary) (Namsang, 2011, p.28). Bunruang (2008), however, found specific types of CA, such as communicating with grammatical correct caused language anxiety among Loei RU students. Because of language anxiety, students can be subjected to negative emotional effects. For example, students will absent themselves, attempt to be dismissed or even drop out of a particular class where CA that raise anxiety are used (Namsang, 2011).

Because of the problems concerning English language learning found among school, university level, and RU students and the problems of CA use in the RU context, effective and appropriate CA should be used in the language classroom in order to overcome Thai students' difficulties and make their English language learning more effective.

### **1.4 Objectives of the Study**

The purposes of the study are:

1. To investigate classroom activities employed by high and low academic performance teacher students in their English language learning and practice teaching.
2. To explore the level of high and low academic performance teacher students' language anxiety before they begin their practice teaching.
3. To investigate the level of high and low academic performance teacher students' language anxiety after they have conducted their practice teaching.
4. To compare levels of language anxiety between high and low academic performance teacher students both before and after they conduct practice teaching.
5. To find the relationship between classroom activities and language anxiety among RU teacher students.

### **1.5 Research Questions**

To meet the objectives of this study, the following research questions will be answered:

1. To what extent do classroom activities high and low academic performance teacher students experience in their English language learning and practice teaching?
2. What is the level of high and low academic performance teacher students' language anxiety before they begin practice teaching?

3. What is the level of high and low academic performance teacher students' language anxiety after conducting practice teaching?

4. Are there any significant differences in language anxiety levels between high and low academic performance teacher students before and after conducting practice teaching?

5. Is there any relationship between classroom activities and language anxiety among RU teacher students?

## **1.6 Significance of the Study**

The findings of this present study can make contributions as follows.

1. The administrators of teacher education programs will be made aware of the CA employed by high and low academic performance teacher students. Moreover, if there are significant differences in CA use in language learning and practice teaching, the relevant stakeholders, such as teachers and administrators, will be able to find possible causes of different use of CA among high and low academic performance teacher students.

2. It will be possible to ascertain whether language anxiety exists in the field of teacher education. In addition, the research findings will show if classroom activities help comfort learners or contribute to teacher students' language anxiety. This information is important because it may indicate whether future language teachers will have difficulties of language anxiety or not.

3. The results will be beneficial by providing an information base for further research in related fields. Researchers will be able to investigate: 1) the sources of different use of CA in language learning and in practice teaching among high and low academic performance teacher students, 2) the causes of different levels of language anxiety between the two groups of teacher students before and after practice teaching, and 3) possible solutions to cope with those two problems.

### 1.7 Conceptual Framework of the Study

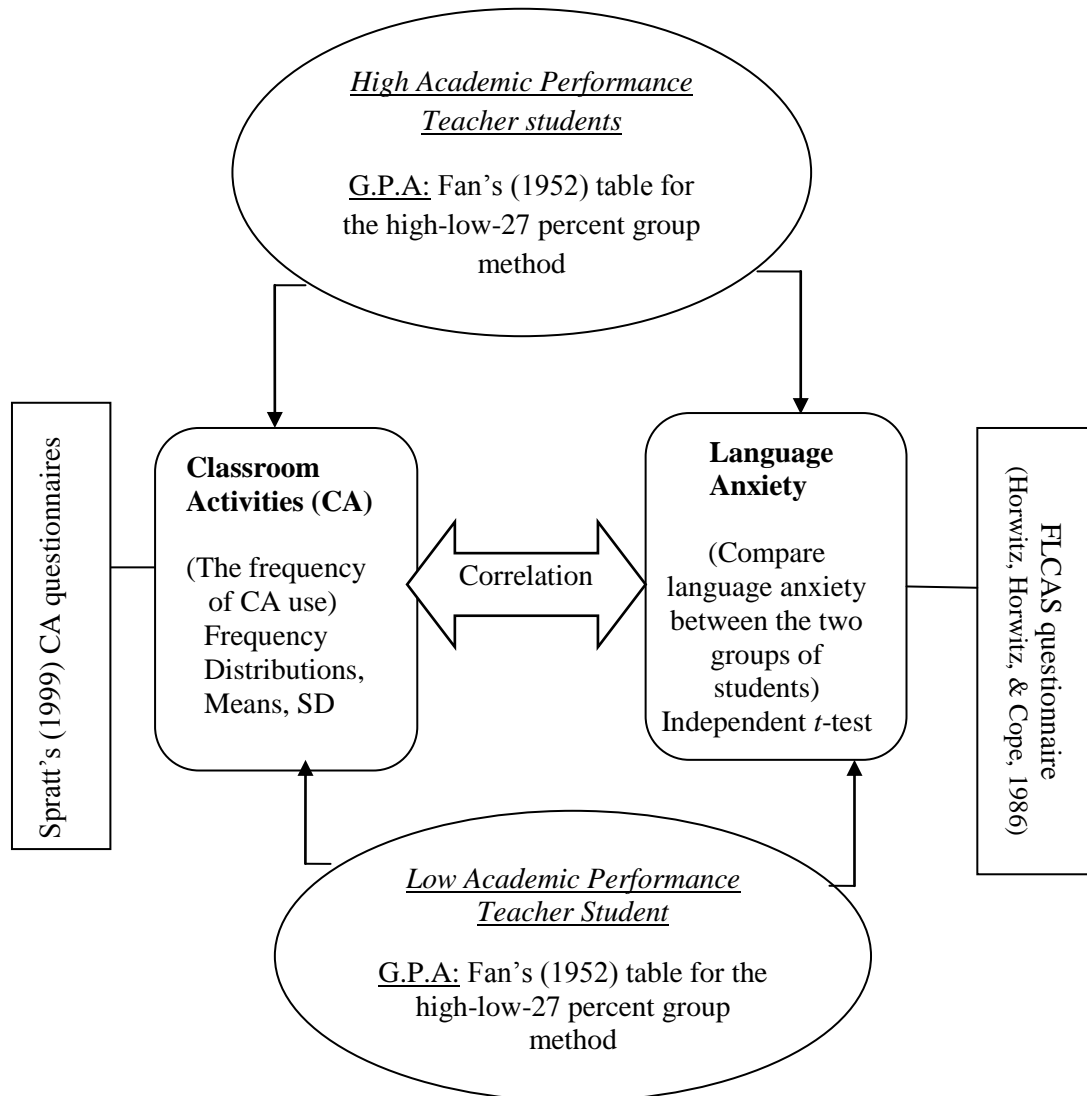


Figure 1.1: Diagram of the Conceptual Framework

The model (Figure 1.1) shows the process used in the present research to explore the relationship between classroom activities and language anxiety among high and low academic performance fourth-year teacher students. This study was based on two main theories: that of classroom activities proposed by Spratt (1999) and that of language anxiety described by Horwitz, Horwitz, and Cope (1986). Two questionnaires were employed as major research instruments. The questionnaire developed by Spratt (1999) was used to explore the classroom activities that fourth-

year teacher students experienced in their English language classrooms. Meanwhile, the FLCAS, developed by Horwitz, Horwitz, and Cope (1986), was employed to identify the levels of language anxiety before and after practice teaching. The criterion of grade average (GPA) was used in order to divide teacher students into high and low academic performance teacher students.

### **1.8 Limitations of the Study**

The present study aimed to investigate the relationship between language anxiety among Thai EFL teacher students in the academic year 2013 before and after practice teaching. It was limited to fourth-year teacher students in the context of Rajabhat universities with the experience in micro- practice teaching. Therefore, generalizations regarding this study should be made only for other EFL teacher students who are at the same level and who have a similar academic background.

### **1.8 Definitions of Terms**

1. **Practice Teaching** is a micro teaching in a course or courses as a requirement for fourth year teacher students in the teacher education program at RU.

2. **Teacher Students** refers to students who are learning to teach in a teacher education program.

3. **Language Anxiety** is the worry or the negative feeling of the teacher students about their English language learning and their English practice teaching.

4. **Classroom Activities** are the actions or activities carried out in the language classroom and in practice teaching.

5. **The Classroom activity (CA) Questionnaire** developed by Spratt (1999) asks about various kinds of classroom activities that are used in the language classroom of teacher education programs. It was used in this study in order to investigate what CA teacher students experienced in their English language learning and they used in their practice teaching.

6. **Foreign Language Classroom Anxiety Scale (FLCAS)**, an instrument, developed by Horwitz, Horwitz, and Cope (1986), was used in the study to assess the specific anxiety reaction of teacher students in a foreign language situation.

7. **High Academic Performance Teacher Students (APTS)** refer to teacher students having GPA in the range of high-27-percent.

8. **Low Academic Performance Teacher Students (APTS)** refer to teacher students with GPA in the range of low-27-percent.

## **CHAPTER II**

### **LITERATURE REVIEW**

The present study has the aims of investigating the relationship between classroom activities and language anxiety among high and low academic performance teacher students at Rajabhat universities. There are four essential elements needed to provide adequate background knowledge for this research:

- 1) Background information about Rajabhat universities,
- 2) Classroom activities (CA),
- 3) Language anxiety, and
- 4) Related studies concerning CA and sub-language anxiety in the field of language education.

#### **2.1 Background Information about Rajabhat Universities**

A Rajabhat university (RU) is “an institution of higher education for local development in order to help reinforce national intelligence, revive the learning force, and promote local wisdom” (Rajabhat University Act, 2004, p. 2). The word “Rajabhat”, meaning the courtiers of the king and the land, was given by Thailand’s King Bhumibol (Sritharet, 2009). Rajabhat universities were formerly known as teacher colleges. In 1992, they were upgraded to Rajabhat institutes. Then, with the Rajabhat Act B.E. 2547, they were elevated to the status of Rajabhat universities. Currently, there are 34 Rajabhat universities (RU) located in four different regions of Thailand: in the North (8), the Northeast (12), the South (5), and the Central region of Thailand (9).

According to the Teaching Qualification Framework (2009), called TQF, the focus of RU is to provide students with adequate theoretical and practical knowledge. Moreover, the RU graduates have to obtain the following specific knowledge. First, students must acquire knowledge, especially the capacity to

comprehend the related theories and principles of their field of study. Second, the professional curriculum has to provide adequate knowledge and necessary skills for students' use in their future careers (Teaching Qualification Framework of Thailand, 2009).

In particular, the EFL English major, adapted from that of the TQF (2009), has the major aims of producing English language teachers with sufficient knowledge and having the ability to use English. Thus, the instructional courses follow the settled philosophy for that particular curriculum, for example, in the English major program in the Faculty of Education, Nakhonsawan Rajabhat University, specific courses contained in the curriculum include English teaching methods 1, English teaching methods 2, and practice teaching in a public institution. These typical courses at Nakhonsawan Rajabhat University make use of a variety of learning CA for students to in their language courses; they can also make use of these activities in their practice teaching (Bachelor of Education Program, Nakhonsawan Rajabhat University, 2002). In addition, the English major courses in the Nakhonpathom Rajabhat University include a teaching methods course and a practicum in their curriculum, which provide teacher students' opportunity to employ CA in their language class and teaching practices (Bachelor of Education Program, Nakhonpathom Rajabhat University, 2007).

Teacher students, especially in fourth year, usually have a chance to have micro teaching demonstrations in class. For example, English major at Nakhonsawan RU established a course namely, *Methods of Teaching English as a Foreign Language*, for fourth year teacher students. In this course, it provides methods and techniques of teaching as a foreign language with integrating listening, speaking, reading, and writing skills for teacher students. The created designs of English teaching of the course also mainly teach teacher students through learner centered approach, activities, lesson plan, teaching material, test construction. In addition, within this course, they were required to observe and demonstrate a period of micro English teaching to the classroom.

## **2.2 Classroom Activities (CA)**

CA are an important element contributing to the success of both language teaching and learning (Richards & Rogers, 2001). CA are considered a source of practice that students use to further their language learning (Nunan, 1988), while teachers can employ CA in order to improve instruction in their language classrooms (Richards & Rogers, 2001). In this section, in-depth information about CA including: 1) definitions of CA, 2) characteristics of CA, 3) types of CA, and 4) the impacts of CA on students' language learning and teachers' language instruction will be discussed.

### **2.2.1 Definitions of CA**

Various scholars have attempted to define classroom activities. According to Peacock (1998, p. 246), activity means "conversation, error correction, or discussion". In addition, Snider (2005, p. 2) says that "activity seems to be the most encompassing in that it can describe any kind of learning event that requires the learners to do something that would facilitate language learning or practice (i.e. read, speak, role-play, etc.)". Richards, Platt and Weber (1986, p. 289) in the Dictionary of Applied Linguistics, defined a classroom activity as an "activity or action carried out as the results of processing or understanding language (i.e. as a response). It is, for example, drawing a map while listening to a tape, listening to an instruction and performing a command, and may be referred to task". Even though there are various ways of interpreting the meaning of CA, in this study, the term classroom activities is defined as an action or activity experienced in the language classroom and in practice teaching by RU teacher students.

### **2.2.2 Characteristics of CA**

Based on a review of the related literature, there are three main ways to characterize classroom activities: 1) rehearsal for the real world, interpreted as authenticity (Candlin & Edelhoff, 1982), 2) skill getting/skill using (Rivers & Ternperly, 1978), and 3) fluency/accuracy (Brumfit, 1984). The following section provides more details about the three types mentioned above.

**Authenticity** refers to authentic activities or the extent to which the developers of the activity want learners to practice, or the source of skilled behavior learners might be expected to show to interact or communicate outside the classroom (Candlin & Edelhoff, 1982). Moreover, authenticity involves not only selecting texts outside class but also the processes students use to handle aural and written texts (Candlin & Edelhoff, 1982)

**Skill getting and skill using** are the second way of characterizing activities. This aspect relates to the traditional classification between controlled practice activities and transfer activities (Rivers & Temperly, 1978). The former aspect (skill getting) is concerned with teaching learners phonological and grammatical forms and the latter aspect is related to the state in which learners are expected to apply their newly learned knowledge of linguistic forms in the comprehension and production of communicative language (Rivers & Temperly, 1978).

**Accuracy and fluency** describes learning activities focusing on the development of learners' accuracy and fluency. Accuracy is the action of displaying language for evaluation, controlled by rules, explicit knowledge or problem solving; it is mainly related to skill getting. In contrast, fluency relates to language use which mainly emphasizes using rules or implicit knowledge in automatic performance (Brumfit, 1984).

In the literature, CA can be divided into two types: 1) putting language into use, which includes authentic activities, skill using, and fluency activities, and 2) input for students which is a skill getting and accuracy activity.

### 2.2.3 Types and Sources of CA

Types of CA depend on individual theories based on particular teaching methods. English language teaching methods can be classified into ten major types. Each type has different objectives; therefore, they use different types of classroom activities, as follows.

**Older teaching methods (1950s to 1960s):** there are three main types of teaching methods: the Grammar-Translation Method, the Direct Method, and the Audio-Lingual Method (Larsen-Freeman, 2000). First, the **Grammar-Translation**

**Method** emphasizes teaching grammar and translation. CA employed in the Grammar-Translation Method usually involve reading and writing, for instance translating sentences into the target language, or teaching grammatical points based on the passages given (Richards & Rogers, 2001). The second traditional teaching method is **the Direct Method**. The Direct Method aims to provide students' opportunities to use English language for communication. The CA used are activities or tests directly related to students' personal experience (Richards & Rogers, 2001). Third, it is the **Audio-Lingual Method**. In this teaching method, students learn to communicate in the target language by practicing repeatedly (drilling) until they have memorized a sentence or phrase and are able to speak without pausing or thinking. CA used in this teaching method are dialogues and drills (Richards & Rogers, 2001).

**Innovative methods (1970s to 1980s):** In the 1970s and 1980s, innovative teaching methods, namely Total Physical Response, the Silent Way, Suggestopedia, and Community Language Learning were then developed (Larsen-Freeman, 2000). The first innovative teaching method is **Total Physical Response**. Total Physical Response places importance on the relationship between speech and action or teaching through body language. CA used in this method involve role plays and slide presentations (Richards & Rogers, 2001). The second teaching method is **the Silent Way**. This teaching method aims to provide students' with the opportunity to use their own target language capacity. Teachers can assist students only in what is absolutely necessary. CA in this method are, for example, peer correction, structured feedback, and self-correction with signals or hints provided by teachers (Richards & Rogers, 2001). Thirdly, **Suggestopedia** was developed to help students to break down or overcome their own personal difficulties or emotions which prevent them from succeeding. In the Suggestopedia teaching method, the classroom usually has a relaxed atmosphere. The CA used are role plays or other entertaining activities such as dancing, playing games, or singing (Richards & Rogers, 2001). The fourth innovative method is **Community Language Learning**. This teaching method was developed by Curran (1960) aimed to provide students' the opportunity to use the target language for communication and to make students more responsible for their own language learning. CA in this teaching method involve working in small groups, expressing

personal experiences toward language learning, and audio recording conversations among students (Richards & Rogers, 2001).

Since 1980, Communicative Language Teaching (CLT) had taken its place in the field of language teaching. It was developed with the principal objectives of developing students' communicative competence. This teaching method involves all four skills (reading, writing, listening, and speaking). CLT-related CA include negotiation of information and information sharing, solving problems, conversation and discussion sessions, dialogues and role plays, simulations, skits, debates, and improvisation (Richards & Rogers, 2001). In addition, Chark (1987) also described seven communicative activity types as follows: 1) solving problems through social interaction with others; 2) establishing and maintaining relationships and discussing topics of interest through the exchange of information, ideas, opinions, attitudes, feelings, experiences and plans (divergent tasks); 3) searching for specific information for some given purpose, processing it, and using it in some way; 4) listening to or reading information, processing it, and using it in some way; 5) giving information in spoken or written form on the basis of personal experience; 6) listening to, reading or viewing a story, poem, feature, etc. and perhaps responding to it personally in some way; and 7) creating an imaginative text (Chark, 1987, p. 238-239).

In the same year as Chark (1987), Prabhu (1987) described the Task-Based Approach in language education. Prabhu (1987) classified task-based approach related classroom activities into three main types: information-gap activities, reasoning-gap activities, and opinion-gap activities. *Firstly*, an information-gap activity “involves a transfer of given information from one person to another or from one form to another, or from one place to another—generally calling for the decoding or ending of information from or into language” (Prabhu, 1987, p. 46). For example, when doing this activity type in pairs, each person in the pair has a part of the information (e.g. an incomplete picture) and has to transfer their information to the other. The selection of information and the criteria of completeness and correctness of transfer are keystones of information-gap activities (Prabhu, 1987). *Secondly*, a reasoning-gap activity “involves deriving some new information from given information through processes of inference, deduction, practical reasoning, or a perception of relationships or patterns” (Prabhu, 1987, p. 46). Deciding what course of

action is best (e.g. cheapest or quickest) is one example of this activity type. A reasoning-gap activity necessarily involves the comprehension and transfer of information, similar to an information-gap activity but the transfer of information does not need to be in the same form as the initial information. Instead, a piece of reasoning connects the two. *Lastly*, an opinion-gap activity “involves identifying and articulating a personal preference, feeling, or attitude in response to a give situation” (Prabhu, 1987, p. 47). One example of this activity type is to have a discussion on a social issue. An opinion-gap activity may involve using information which is fact and making arguments to justify individual opinions, but there is no specific objective or procedure for determining what is right or wrong. Moreover, there is no expectation that different individuals on different occasions will come up with the same outcome.

**During 1999 to 2001, Language Learning Skills’ Teaching Method** was developed by Spratt (1999, 2001). It divides language learning into sub skills of reading, speaking, listening, writing, testing, and participation modes. CA used in this teaching method also involved reading, speaking, listening, writing, testing, and participation mode.

Recently, **during 2011 to 2012**, there were both innovative teaching methods and the previously developed methods being popular in language education. For an innovative teaching method, a language teaching method called Out-Of-Class Language Learning was developed (Wiengnil, 2012). This particular teaching method aims to engage students to use English outside class and develop autonomous language learning; that is to say, they can learn not only inside but also outside class. In addition, the CA used in out-of-class language learning usually is related to the use of English outside class, for example, listening to an English song, watching television or movies and then discussing these in class (Wiengnil, 2012).

Whereas, Qin (2012) conducted research and found that teaching method covering language learning skills still popular in the context of Chinese language education. The investigated area of CA found in the study of Qin (2012) consisted of evaluation, writing, speaking, listening, and reading activities. It was similar to that of Merq’s (2011) study in that the teacher students in the context of Turkey when practice teaching they were required from the school to teach various areas of CA, such as speaking, writing, grammar, vocabulary, and reading in class.

However, **in 2013**, it is surprisingly discovered that Grammar-Translation Method is still a leading teaching method. In a study conducted in 2013, Abali found activities such as filling in gaps, grammar exercises, memorizing words and phrases, and reading aloud, all of which are consistent with Grammar-Translation, were popular CA.

As can be seen from the information given above, sources of CA exist both inside and outside the language classroom (Nunan, 1988). Inside classroom activities can often be found in: 1) foreign language coursebooks or textbooks, including such activities as practicing listening through audio recordings related to authentic interviews and conversations, and 2) language laboratories, including such activities as drills from the Audio-Lingual method (Nunan, 1988). Out of class CA are mainly found in the communities of individual students or from the media or authentic resources. The former types of CA include interactions with native speakers in the students' community, while the latter can be found in video clips, recordings of interactions, extracts from television, radio, newspapers, signs, maps, and charts, photographs and pictures.

In conclusion, the information provided above suggests that the different teaching methods are associated with the use of specific CA and indicates the sources of those CA. It can be said that different types of teaching methods emphasize the use of different classroom activities. This might be because of the main objectives of that particular language course. In addition, these CA can be found both inside and outside the language classroom. In the next section, the implementation of CA will be described.

#### **2.2.4 The Implementation of Classroom Activities**

There are three essential factors that should be kept in mind when carrying out CA in the language classroom: 1) the students' level of language education (Williams & Burden, 1997) and 2) the level of students' language proficiency (Nunan, 1988), and 3) students' attitudes of CA (Spratt, 2001, McDonough, 2004).

*The students' level of language education:* Different scholars have said that different levels of language education, including primary and secondary school and the university level, are considered important when implementing CA in the

language classroom (Williams & Burden, 1997). This includes learners with different levels of language learning experience or different types of language learning background (Williams & Burden, 1997). Learners in *primary and secondary education*, due to their limited knowledge or experience of the target language learning, mainly require CA which are directed by teachers or need teachers' assistance to encourage the learners to be more responsible for own language learning so that they can become self-directed in their own language learning (Williams & Burden, 1997). Thus, CA that are used at this educational level, such as drills in the Audio-Lingual approach or teaching grammatical points based on the Grammar-Translation Method should involve a significant role for the language teacher (Peacock, 1998). *University level students*, in contrast, usually prefer initiating learning activities because they have acquired a sufficient amount of learning experience which enables them to have their own ideas about what or how they want to learn. Activities of this type include pair or group work activities in the CLT approach (Williams & Burden, 1997).

*The level of students' language proficiency*: Language proficiency or language learning performance is another important factor that should be considered by language teachers when selecting specific types of CA for the class (Nunan, 1988). Nunan (1988) indicates that language proficiency is a kind of effective criterion used for distinguishing the level of students' language learning ability into high and low language levels. CA employed with *the high proficiency group* of students should contain innovative, challenging activities and provide opportunities for comprehension or thinking skills (Koch & Terrel, 1991). Those CA include, for example, making comparisons between things or sharing personal experiences, cultural information, and/or approaches to developing language learning (Williams & Burden, 2006). In particular, CA requiring the use of comprehension skills include pair or group work because students need to negotiate or interact with their peers in these particular activities (Nunan, 1988). On the other hand, students with a *low level of language proficiency* feel more comfortable engaging in CA that are less complex and use fewer comprehension skills (Koch & Terrel, 1991).

For *students' attitudes toward CA*, different group of students can prefer different kinds of CA. The research findings investigated by Spratt (2001),

McDonough (2004), and Chiang (2012) illustrated that students in their study most preferred pairs and group work related activities. On the other hand, the above findings were inconsistent to those of Gilakjani (2012), Arikan (2011), and Al-Tamimi and Shuib (2009) in that the students in these studies most satisfied reading activities. Malaysian students with high and moderate language proficiency in the study of Al-Tamimi and Shuib (2009) most preferred doing reading based activities while Iranian students in Gilakjani's study were most preferred reading what teacher wrote on the chalkboard in their English language classroom. Based on the study of Arikan (2011), it was found that students were also preferred reading activities especially reading aloud and reading poem or novel. In contrast to the results of researchers above, the students in Zaid (2011) illustrated that they satisfied to do writing activities especially writing within three drafts in their class. Due to the differences of preferences found among students, the language teachers should also be aware of their students CA preferences when designing or choosing CA into class.

Having looked at the factors that should be kept in mind when selecting specific CA for the language classroom (namely students' educational level, students' language proficiency, and their attitudes of CA), in the next section the significant impacts of CA on language learning and teaching will be discussed.

### **2.2.5 The Impacts of CA on Language Learning and Teaching**

Due to the growing importance of English around the world, the quality of language teaching and learning needs to be upgraded. CA that increase the effectiveness of English language learning and teaching among learners and teachers must be employed (Arikan, 2011).

In general, students can benefit from CA both inside and outside class. In class, activities help "involve students in comprehending, producing, and/or interacting in the target language" (Nunan, 1989, p. 11). Outside class, students can use CA as a source of out-of-class based language learning. For example, one language student in Pickard's (1995) study reported that she frequently speaks English with her friends out of class time.

**The specific application of CA:** More specifically, the different types of activities can be used in different ways (Larsen-Freeman, 2000). *CA related to the*

*CLT* approach, such as group or pair work provide students' the opportunity to produce the target language, develop communicative skills, contribute a positive climate to the language classroom, and also heighten the level of students' motivation (Long & Porter, 1985, cited in Nunan, 1988). Moreover, because these activities range from the simple to the complex level, communicative activities can integrate the language skills in one class period. While information gap and problem solving activities are considered as a chance for students to rehearse and develop their communicative skills needed outside the classroom, students can also simulate communication through communicative activities such as group work, role plays and simulations (Nunan, 1988).

*Activities in the Grammar-Translation Method* are significant for the development of students' writing and reading skills. This is because most CA students engage in with this method involve learning grammatical rules and memorization of vocabulary, which are necessary for writing and reading in the target language (Larsen-Freeman, 2000).

The CA in humanistic approaches, including 1) *the Silent Way*, 2) *Community Language Learning*, 3) *Suggestopedia*, 4) *Total Physical Response*, and 5) *the Natural Approach*, provide similar benefits as follows. CA in these approaches can be used to gain students' attention Moreover, they help contribute to students' feeling of personal values by 1) creating a sense belonging, 2) enabling them to increase learning in a way that is relevant to students' personal background, 3) enhancing personal identity and self-esteem, and 4) enhancing students' creativity (Larsen-Freeman, 2000).

Meanwhile, the CA used in the *Audio-Lingual Method* can enhance students' ability to speak the target language without stopping to think and give students' new habits needed for language learning and additionally ride them of prior habits which are obstacles to learning the target language (Larsen-Freeman, 2000).

In discussing the contributions of CA to *language teaching*, Richards and Rogers (2001) noted that in English language education, language teachers and linguists encourage individual language development throughout the twentieth century by the use of CA. For instance, a study conducted by Abali (2013) suggested that language teachers aim to create productive classes by making use of CA such as

pronunciation or other CA for the integrated use of language. Moreover, in the field of teacher education, CA are main sources of teaching methods providing for teacher students as fundamental knowledge being useful in their future language teaching (Gebhard, 1985).

To sum up, CA plays a vital role in both students' language learning and teachers' language teaching, as mentioned earlier. Thus, in this study, CA is one of the main variables in the research. In the next section, information about language anxiety, another variable investigated in this study, is presented.

## **2.3 Language Anxiety**

Language anxiety, an emotional state of subjective feelings (Horwitz, Horwitz & Cope, 1986), influences the success of an individual student's performance in the target language classroom (MacIntyre, 1995). Topics under the following sub-headings will provide more information about language anxiety: 1) definitions of language anxiety, 2) causes of language anxiety, 3) the effects of language anxiety, and 4) approaches to coping with language anxiety.

### **2.3.1 Definitions of Language Anxiety**

Scholars have defined language anxiety into different ways. Gardner (1960) and Arnold (1999) defined language anxiety as an emotional reaction of affect influencing students' language learning, while Horwitz, Horwitz, and Cope (1986) stated that language anxiety "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. 31). MacIntyre and Gardner (1994) defined language anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning" (p. 284).

In a broader context, MacIntyre (1995) reviewed the notions about language anxiety and concluded that language anxiety could be classified into three divergent types, namely, 1) trait anxiety, 2) situation-specific anxiety, and 3) state anxiety. Firstly, *trait anxiety* is being nervous in a wide range of situations or the state of becoming anxious in any situation. Secondly, *situation-specific anxiety* is similar to

trait anxiety; however, the difference between the two is in the occurrence of anxiety limited to only one context or one situation. The specific type of context is, for example, giving a speech (stage fright), taking a test (test anxiety), doing math (math anxiety) and using a SL (language anxiety). The last type of language anxiety that MacIntyre (1995) described is *state anxiety*. State anxiety is totally different from the two other types of anxiety. It is defined as feeling nervous, which is always changeable and the level of intensity also varies.

In the context of second language education, Horwitz and Young (1991) identified language anxiety as 1) a transfer of anxiety from another domain and 2) some kind of dominant factor affecting students' language learning, involving a unique experience. That is to say, the former perspective views language anxiety as the transfer of other forms of anxiety, such as test anxiety or communication apprehension (MacIntyre, 1995) while the latter identifies language anxiety as the language learning experience producing unique types of anxiety, for example, the worry and negative emotional reaction aroused when learning or using a second language (MacIntyre, 1995, p.27).

However, Horwitz, Horwitz, and Cope (1986) argued that language anxiety stems from three main sources: 1) communication apprehension, 2) fear of negative evaluations from others, and 3) test anxiety. ***Communication apprehension*** is the state of feeling shy stemming from fears or anxiety about communicating with (an) other person/persons (and also found in various studies such as Chiang (2012), Nahavandi and Mukundan (2013), and Noora (2008)). This type of anxiety is often found among shy and reticent people. In particular, students with communication apprehension usually confront difficulties in public speaking or listening in the target language. The ***fear of negative evaluations from others*** refers to an emotional reaction of fear of being negatively evaluated and may cause one to attempt to avoid being in such an evaluation situation. This type of anxiety may also involve the feelings of fear of not being accepted or of being mocked. ***Test anxiety*** is the last type of language anxiety described by Horwitz, Horwitz, and Cope (1986) (and latterly found in the various studies such as Chan and Wu (2004) and Ngidi and Sibaya, (2003)). Test anxiety refers to anxiety about failure. It is frequently found in specific situations such as testing and examinations. Students with test anxiety usually have

difficulties when having to take tests or quizzes. Moreover, they easily lose attention and make mistakes on those tests.

In this present study, language anxiety is defined as a conflict in self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.

Even though language anxiety are defined in different ways and has been divided into different groups, the causes of language anxiety need to be discussed because knowing the causes can help stakeholders to be aware of language anxiety that might occur.

### **2.3.2. Existence and Causes of Language Anxiety**

#### **Existence of Language Anxiety**

Language anxiety was found widely in the language education. High level of language anxiety was found in the research carried out by Namsang (2011) and Tum (2012). While Namsang (2011) discovered that Thai undergraduate students at Dhonburi Rajabhat University had high level of language anxiety because of using English in class, Tum (2012) also reported that in Northern Cyprus, teacher students were highly aroused their language anxiety when using English.

In contrast to the above findings, Pongpun and Salobol (2012) and Yayli (2012) indicated different level of anxiety found in their study. Pongpun and Salobol (2012) indicated that investigated 60 students studying at Wall Street Institute Pinkao had moderate level of language anxiety while Yayli (2012) also found moderate level of language anxiety among a group of summer school students in his study. For the results found in Kunt and Tum's (2010) study, it was found that Northern Cyprus teacher students were anxious in various levels not only high level.

Moreover, students with different level of academic performance have divergent level of language anxiety. Chan and Wu (2004) and Liu (2012) found that language anxiety usually occurred among Taiwanese elementary students with low academic performance most often. Meanwhile, the results investigated by Zare and Riasati (2012) also found that Iranian learners with high academic performance in their study had lower level of language anxiety. In addition, Pappamihel (2002) also

illustrated that ESL students with high academic performance had lower level of language anxiety than that of the low achievement group.

### **Causes of Language Anxiety**

Language anxiety usually stems from factors both inside and outside the language classroom. Inside the language classroom factors include: the learner, the teacher, and the instructional practices; while outside the language classroom factors are related to culture and society (MacIntyre, 1995).

**Factors inside the language classroom:** The first factor found inside the language classroom is *learners*. Learner-related factors are, for example, low self-esteem, interpersonal problems like competitiveness and fear of losing self-identity (Young, 1991). Moreover, learner beliefs, such as beliefs in the need to master a language quickly or to speak the target language with an excellent pronunciation, can increase the level of language anxiety (Young, 1991). Similarly, MacIntyre and Noels (1994) state that students with a poor self-perception concerning their language proficiency or the way they perceive their own language performance can affect their language anxiety. That is, for instance, students who underestimate their own language proficiency, e.g. their speaking ability, comprehension or writing in a target language. The second source of language anxiety is related to the *teacher* element, namely, teachers' beliefs. Those beliefs are, for example, drilling is the only effective teaching method or students should be afraid when teachers are teaching (Young, 1991). These beliefs can later result in the occurrence of language anxiety in their students.

The last in-class based source of language anxiety is *instructional practice, especially CA* used in the language classroom. Empirical evidence suggests that language anxiety can be raised by activities involving all four language skills (Lee, 1999). *Reading related activities*, for example reading for comprehension (RC), often causes language anxiety (Lee, 1999). In particular, the more specific causes of anxiety found in RC activities include: 1) a text which , 2) the print in the text being read is too small, and 3) one's system of processing input is underdeveloped or insufficient.

*Speaking activities:* CA such as oral presentations, role-playing, difficult problem solving activities (Koch & Terrell, 1991) and speaking English in front of

their peers often make students anxious (Price, 1991). The sources of such CA anxiety arousal are: 1) students' classmates laughing when they speak in front of the class and feeling foolish in public, 2) concern about pronunciation errors (e.g. feeling ashamed of their own accent, having terrible pronunciation, and mispronunciation), and 3) difficulties in their language classrooms (Price, 1991).

Listening activities: A CA raising students' anxiety is listening comprehension (LC) (Vogely, 1999). Sources of LC anxiety usually stem from: 1) students' self-concept or low self-esteem in the area of listening, 2) the nature of the speaking (e.g. vocal clarity, the speed of speaking, and the variety of accents), 3) employing inappropriate listening strategies, 4) the level of difficulty of the LC passage, and 5) feeling afraid of failure (Vogely, 1997).

Writing activities are the last source of skill-based language anxiety. Writing comprehension increases students' language anxiety (Leki, 1999). Specific sources of WC anxiety include: 1) an individual's writing ability, 2) the degree of preparation needed to complete task, 3) students' misconceptions about writing, 4) feeling afraid of being evaluated and judged for their writing, and 5) students' perfectionism (Leki, 1999).

**Factors outside the language classroom:** Based on information from the review of the related literature, it can be said that cultural and social factors are also a predominant source of language anxiety (Clement, 1980, cited in MacIntyre, 1995). That is to say, students' cultural background culture can cause language anxiety. Specific examples of such situations include the frequency and quality to contact with native speakers in the target language (Clement, 1980, cited in MacIntyre, 1995). In addition, the social atmosphere in the language class can also be a major source of language anxiety. Such a society is, namely, competitive in atmosphere; there are difficulties in interacting with teachers, and there is the possibility embarrassment when taking risks in the language classroom (MacIntyre, 1995).

In conclusion, language anxiety has been widely recognized in the context of language education. It is caused by various factors both inside and out of the classroom. In-class-factors include the learner, the teacher, and instructional practices, especially CA; while out of class factors include the culture of the society created in

their language classroom. Following this discussion of the sources of language anxiety, the effects of language anxiety will be discussed in the next section.

### **2.2.3 Effects of Language Anxiety**

Language anxiety has both negative and positive effects on individual language students (MacIntyre, 1995).

*Negative effects:* Language anxiety is one of the main reasons students drop out of the language programs prior to fulfilling their requirements; such anxiety causes an unpleasant language learning experience (Young, 1999). MacIntyre (1995) similarly stated that language anxiety has an impact on students' feelings. That is to say, they are so disturbed by language learning that they decide not to participate or to study less in that particular class.

MacIntyre (1995) also described the negative effects of language anxiety and classified them into four categories: 1) academic, 2) cognitive, 3) social, and 4) personal effects. The details are described below.

*Academic effects:* Language anxiety influences students' academic achievement in language courses (Aida, 1994). That is to say, students with a high level of language anxiety will usually receive lower course grades and not perform well on tests (Price, 1991).

*Cognitive effects:* This type of effect can be found at all three stages of teaching: input, processing, and output. In other words, language anxiety interferes with students' progress at all these stages (Tobias, 1979). First, the input processing stage is known as Krashen's concept of "affective filter" (MacIntyre, 1995). At this stage, students have difficulties in processing new information; for example their apprehension interferes with their reception of input from, for instance, a fast spoken dialogue. Second, the processing stage: language anxiety disrupts the speed and quality of students' target language learning. For example, when they worry about misunderstanding something from the input they receive, students are unable to learn new words, phrases, or grammar well and especially learn slowly and do not accurately understand the input they receive (MacIntyre, 1995). Third, the output stage: language anxiety has a great effect on the quality of the students' target language production. This is evident in the way they communicate. For instance, in

speaking the FL, some kind of voice must be related to the tip of the tongue; however, they are shy to do so, students instead bring in forward. This causes difficulties in their FL communication.

*Social effects:* The social context of the classroom, for example the competitive atmosphere in the language class, individual students' difficulties in interacting with teachers, being shy of taking risks, or infrequent contact with native speakers, can cause students to experience the following effects. They will have less desire to learn the new language or culture because they are worried about losing their own native language or the uniqueness of their culture. Such considerations influence students' motivation toward language learning and further lessen their level of linguistic self-confidence. The lack of self-confidence can lower students' desire to be in contact with the target language community. Moreover, when students are anxious with regard to the social context, they will try to avoid communicating in the target language and then become reticent speakers.

*Personal effects:* Students' physical responses and their emotions are personal effects due to their language anxiety. Examples of the former are the heart pumping fast or hands shaking so badly they cannot be controlled; while an example of the latter is a student's poor perception of his/her abilities. Such emotions include a feeling of inadequacy, feeling dumb in the language classroom, being afraid that us others will think that one is foolish, or feeling afraid of speaking English in the language classroom.

Even though language anxiety has an important negative impact on language students as mentioned above, positive effects are also brought about by language anxiety. MacIntyre (1995) claimed that anxiety can also stimulate an affective reaction towards language learning in students. That is to say, when students feel more relaxed, a positive outcome will be forthcoming.

It can be concluded that language anxiety results in both negative and positive effects in language students. There are four types of negative effect: academic, cognitive, social, and personal effects. On the other hand, the positive impacts stimulate students' language learning. In the next section, the approaches to coping with language anxiety will be presented.

### **2.3.4. Approaches to Coping with Language Anxiety**

There are many ways to cope with language anxiety. In this section, approaches to managing anxiety are discussed under two main categories: teachers and instructional practices.

**Teachers:** Teacher-related solutions include the following approaches. First, the teacher should diagnose the problems encountered by their students in the language classroom. If the difficulties discovered are due to language anxiety, the teachers should try to find solutions for dealing with such emotional reactions (MacIntyre, 1995). The second approach for teachers in dealing with student language anxiety is to make the language learning easier and more readily achievable (Price, 1991). Third, teachers may make classes smaller in order for students to know each other and to reduce students' fears of being ridiculous and fears that others are smarter or more confident. Fourth, teachers may become facilitators, give students more positive reinforcement, encourage students not to fear making mistakes (with an explanation of the importance of such mistakes for language learning), and try to behave like a friend helping students to learn rather than an authority figure making them perform (Price, 1991).

**Instructional practices:** Practical approaches are needed regarding the selection of appropriate instructional practices; for example, four-skill CA can lessen the level of language anxiety.

**Reading activities:** The following reading activities are suggested for dealing with anxiety arising from reading tasks. First, students may be encouraged to use the three-move approach (skimming, scanning, and reading for comprehension) when doing a reading task. Second, teachers may assign students' reading activities in groups, for example, reading then discussing in groups or reading then doing a collaborative group project (Lee, 1999). Third, teachers may provide students pre-reading activities, such as brain-storming activities and having a pre-test/post-test in order to provide background knowledge for the assigned reading passage. Moreover, the pre-/post-test can be used to measure students' comprehension of that particular reading passage (Grellet, 1981).

**Speaking activities:** Many CA help relieve students' language anxiety when speaking. Firstly, the teacher may assign students to do Natural Approach

activities, such as using pictures to present vocabulary, personalization of grammar, acquisition of vocabulary through association, pair work, and classroom discussion (Koch & Terrell, 1991). Second, Philip (1990) suggested an emphasis on pair and group work activities in the language classroom. Specific types of pair and group work activity helping lessen language anxiety include: information gap activities, interviews and surveys, and cartoon stories and role plays (Philip, 1990).

*Listening activities:* Vogely (1997) suggested the following approaches for coping with listening comprehension language anxiety. First, teachers should be aware of the quality of their own voice (e.g. enunciation and pronunciation) and try to change it to reduce students' LC anxiety. Second, teachers may adjust the input to make it more comprehensible by using the following techniques: 1) choosing passages related to the students' background knowledge, and 2) creating listening tasks with a clearer and more concise structure. The third suggestion is to teach students strategies for use in LC, e.g. guessing the meaning of words from the context, employing existing knowledge, trying to find the root of the words, and emphasizing listening for specific information or for the main ideas. Fourth, the teacher may use visual aids to help teach listening, e.g. videos or video clips, taped or live television programs, actual objects or models (for discussion), photographs and posters. Fifth, teachers may ask students to become aware of their own fear of failure by listing the sources of LC anxiety and sharing this information with their classmates. This can help students see their LC progress.

*Writing activities:* Leki (1999) proposed specific techniques to reduce students' writing anxiety. First, students may use techniques to generate ideas to help make writing easier, such as 1) brain-storming, 2) free writing, 3) looping (creating a sentence covering the minor ideas expressed in the previous sections), 4) branching and clustering (branching and grouping ideas about a given topic), 5) outlining or organizing ideas, and 6) asking questions about a topic to create imaginative answers. Second, the teacher may suggest students use drafting techniques by asking them to write at least three drafts. This technique can ease student anxiety and help students to develop and expand ideas from the first draft. Third, teachers may assign students to do peer feedback or peer response. In other words, students have to correct each other's writing, looking for grammatical and mechanical errors. The last technique for

lowering the level of anxiety is to keep writing journals. The teacher may schedule around ten to fifteen minutes (three to five times a week) for students to express ideas about themselves freely (Leki, 1999).

To sum up, a review of the literature reveals that there are many approaches to decrease the level of language anxiety. These include: 1) changing the teachers' role and 2) the selection of appropriate instructional practices for the four specific language skills: reading, speaking, listening, and writing. In the upcoming section, previous studies concerning the issue of CA and language anxiety will be discussed.

## **2.4 Relevant Previous Studies**

Scholars in both the foreign and the Thai context have conducted research concerning the classroom activities and language anxiety. They have highlighted different problems.

*In the foreign context*, a number of studies in different contexts and with various target languages have found a negative relationship between classroom activities and language anxiety (Horwitz, 1996; Koch & Terrell, 1991; Mak, 2011; Occhipinti, 2009; Young, 1990). A study of 119 language students conducted by Koch and Terrell (1991) at the University of California, Irvine found that some types of Natural Approach activities increased student language anxiety. These activities include, for example, skits, oral presentations, role-playing and difficult problem solving activities. These findings are similar to those of Young (1990) and Mak (2011), who found that having an oral presentation is the most anxiety-provoking activity for language students, while Occhipinti (2009) also similarly found that classroom activities provoking the most language anxiety among students in his study were: role playing a situation spontaneously in front of the class, making an oral presentation or performing a skit in front of the class. However, Horwitz (1996) found different types of classroom activities that increased anxiety among language education majors in his study: Total Physical Response, target language discussions, grammar explanation in the target language, and role play activities.

*In the Thai context*, according to studies listed in the Thailis database, research on classroom activities and language anxiety has also been conducted in various types of instructional institutions. These include one from the signal school for Thai military officers and two from Rajabhat universities (Bunruang, 2008; Namsang , 2011; Udomkit , 2003). Udomkit (2003) conducted research with Thai military officers on their confidence and their communication anxiety in their English communication class. Classroom activities were an important factor in making students feel confident. Moreover, it was found that classroom activities had an impact on students' language anxiety. Many students were anxious when they had to speak in front of the class or take oral tests in front of the teachers, and language anxiety among some students increased when they had to answer the teacher's questions in front of the class. Students with a high level of language anxiety tried to remain silent and avoid participating in such classroom activities because they were afraid of receiving negative feedback from friends or teachers.

In the Rajabhat university context, educators have conducted research with different objectives; however, the results in their studies indicate similarly negative correlations between classroom activities and language anxiety as follows. Bunruang (2008) conducted a study at Loei Rajabhat University concerning student anxiety in studying English for communication. The results of this study indicate that classroom activities for English communication increase student language anxiety, namely worrying about communicating with grammatical correctness. Not long after that, Namsang (2011) explored English language anxiety among Thai university students at Dhonburi Rajabhat University and found different results. She found that language students in her study experienced a high level of language anxiety and the highest level of anxiety was for test anxiety. The results of this study also indicate that activity types influencing students' language anxiety include: 1) assessment activities (taking English tests), 2) application activities (presenting projects or role playing in front of class). 3) comprehension activities (reading a passage and distinguishing the author's attitude towards the topic, then writing a summary (Namsang, 2011, p. 28).

*Effects of language anxiety:* Some scholars have found that negative impacts of language anxiety are as follows. Crookall and Oxford (1990) indicated that anxiety increased student discomfort and made students less able to perform in the

target language. In the worst cases, it results in the occurrence of interlocking problems in language learning. For example, it lessens student' self-esteem (classroom-related), lowers their confidence in their language-learning ability and increases inhibition, lessens students' courage to take risks (an important element of learning a new language), and makes it unlikely that they will achieve a high level of language proficiency. Meanwhile, Krashen (1988) viewed anxiety as an affective filter in SLA. He mentions that anxiety usually limits students' ability to access input.

Since the mid-1960s, educators have found that anxiety interferes with students' second language learning and performance (Horwitz, 2001). Horwitz (2001) mentioned that students with a high level of language anxiety usually receive lower grades than those students with less anxiety.

In addition, language anxiety causes language students to avoid learning or engaging in the target language (Horwitz, Horwitz, & Cope, 1986). Horwitz, Horwitz, and Cope (1986) mentioned that language students with anxiety may "avoid engaging with classroom activities they fear most" (p. 131). Moreover, they "may avoid studying and in some cases skip class entirely in an effort to alleviate their anxiety" (Horwitz, Horwitz, & Cope, 1986, p. 27). In 1996, Horwitz also found that even education majors tried to avoid using the target language or classroom activities related to the target language in their practice teaching.

The existence of reticence has also been found with anxious students (Horwitz, Horwitz, & Cope, 1986). Horwitz, Horwitz, and Cope (1986) claimed that anxiety is the main source leading students to be "reticent, self-conscious, fear, or even panic" (p. 128) and possibly cause many talkative language students to become reticent when experiencing language anxiety.

Studies have found a negative relationship between classroom activities and language anxiety, and some serious negative effects of language anxiety have been described in the above sections. Therefore, it is important to select appropriate classroom activities attempt to reduce students' language anxiety in order to increase the chances of success and effectiveness for language teaching and learning.

## **2.5 Conclusion**

In this chapter, the researcher has provided an overview of 1) background information about Rajabhat universities (including a brief history and the focus of their curriculum), 2) classroom activities (consisting of definitions, types, sources, and classroom activities), 3) language anxiety (involving definitions, causes, effects of language anxiety, and approaches to coping with anxiety), and 4) relevant studies concerning CA and language anxiety (both overseas and in Thailand, especially in the context of Rajabhat universities).

The researcher will discuss the research methodology in the next chapter.

## **CHAPTER III**

### **METHODOLOGY**

In the present study, a quantitative method design was utilized to serve the objectives of the study: 1) to investigate classroom activities employed by high and low academic performance teacher students in their English language learning and practice teaching, 2) to explore the extent and nature of teacher students' language anxiety before and after experiencing classroom activities in their own learning and using such activities in their practice teaching, 3) to compare high and low academic performance teacher students' language anxiety before using classroom activities in practice teaching, 4) to compare high and low academic performance teacher students' language anxiety after using classroom activities in practice teaching, and 5) to find the relationship between classroom activities and language anxiety in high and low academic performance teacher students. This chapter describes the research methodology of the study and is divided into four sections: 1) the population, 2) the research instruments, 3) the data collection procedures, and 4) the statistical devices used for data analysis.

### **3.1 Population**

The population in this study was Thai teacher students majoring in English in Faculties of Education in four Rajabhat universities. The selected universities were from different regions of Thailand: Northern, Northeastern, Southern, and Central Thailand. Fourth-year-teacher students, the first semester of the academic year 2013 were chosen. The reason for selecting the teacher students as the target population was that they were expected to experience learning with a variety of classroom activities and to use the same activities in their practice teaching. Moreover, the fourth-year teacher students were required by the practicum course to have micro practice teaching during that semester. Therefore, it was reasonable to investigate the CA

experienced by teacher students both in their learning and in their practice teaching and their language anxiety before and after practice teaching. The representative sample for this study was recruited by the sampling techniques described in the next section.

### 3.1.1 Sampling Method

The subjects for this study were selected through multi-stage sampling as shown in Figure 3.1.

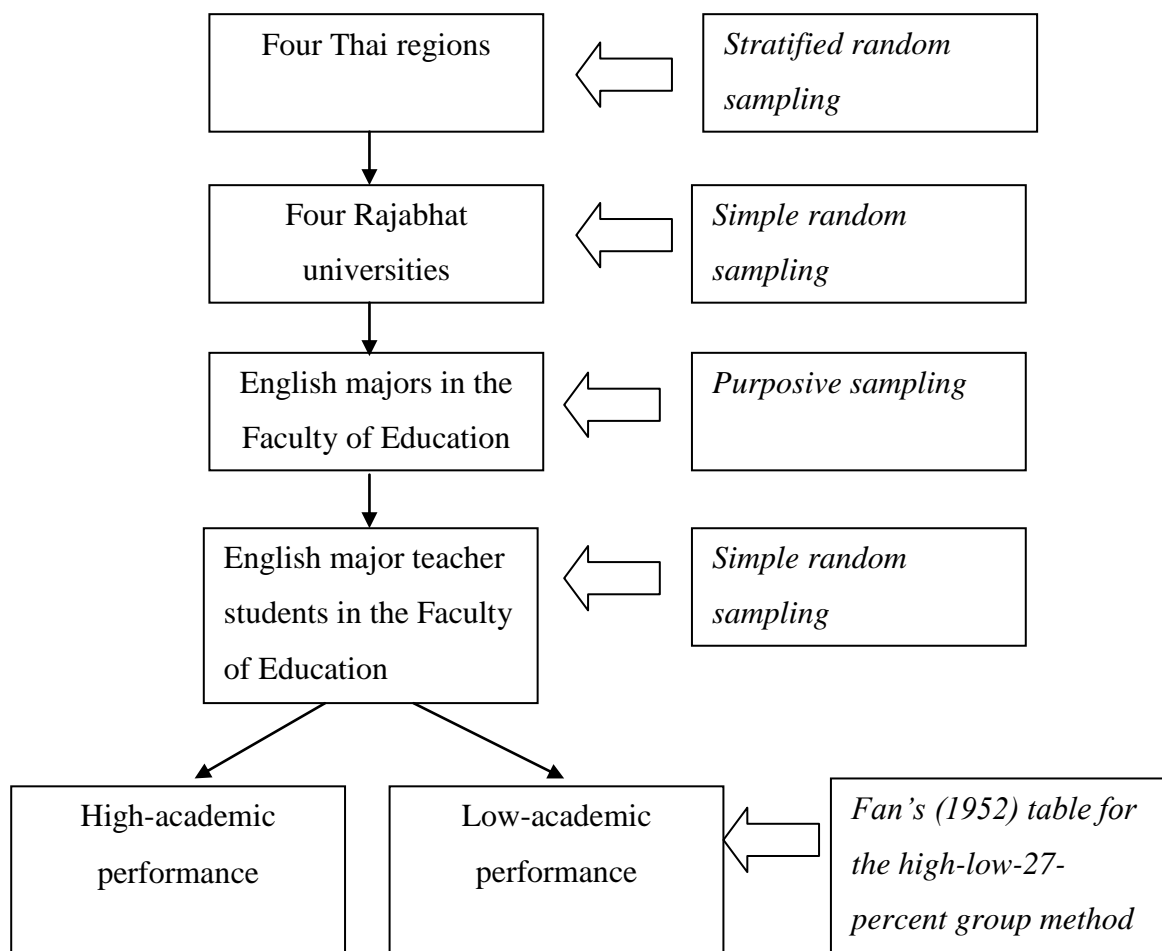


Figure 3.1: Diagram of Sampling Procedures

The picture shown in Figure 3.1 describes sampling procedures used in this study. The following section discusses in more detail the process used for the recruitment of subjects.

Step 1) *Stratified random sampling*: it was used in this study in order to divide Rajabhat universities into four different areas: Northern, Southern, Northeastern, and Central Thailand. According to McMillan and Schumacher (2001), this sampling method is used with the purpose of differentiating a population into subgroups.

Step 2) *Simple random sampling*: The names of RU established in each region of Thailand were separately listed. The researcher then simply selected four Rajabhat universities from the four different areas (one university from each region) by the method of simple random sampling (See Appendix D). The four Rajabhat universities were: 1) Rajabhat Nakhonsawan University in Northern Thailand, 2) Rajabhat Nakhonpathom University in Central Thailand, 3) Rajabhat Mahasarakham University in Northeastern Thailand, and 4) Rajabhat Songkha University in Southern Thailand. This sampling method was employed in order to allow every university to have an equal possibility of being selected (McMillan & Schumacher, 2001).

Step 3) *Purposive sampling*: In this process, fourth year English major teacher students in the Faculty of Education from the four Rajabhat universities were chosen. The researcher purposively selected fourth year teacher students because they were required from the program to have micro practice teaching in class. It corresponded to notion stated by (McMillan & Schumacher, 2001) in that purposive sampling was employed in order to find subjects with the characteristics corresponding to this study's objectives.

Step 4) *Simple random sampling*: Simple random sampling was again used in order to select teacher students from the four above-mentioned Rajabhat Universities with no bias in the selection of those subjects. In this process, teacher students majoring in English in the Faculty of Education in the four Rajabhat universities were selected randomly from among the total number of English education majors in those institutions. The size of the sample group was based on Krejcie and Morgan's (1970) table for sample size.

Step 5) *Fan's (1952) table for the high-low-27-percent group method:* Finally, this method was used in this study with the aim of dividing the sample group into high- and low-academic performance teacher students.

### 3.1.2 Sample Size

The size of the total population and the sample size for this study are shown in Table 3.1.

Table 3.1: The Sample Size Based on Krejcie and Morgan's (1970) Table

<b>Rajabhat Universities</b>	<b>Population</b>	<b>Sample</b>
Nakhonsawan Rajabhat University	120	64
Nakhonpathom Rajabhat University	64	34
Mahasarakham Rajabhat University	89	48
Songkha Rajabhat University	36	20
<b>Total</b>	<b>309</b>	<b>166</b>

Source: <http://www.mua.go.th/infodata/49/all2549.htm>

The sample in this study comprised 166 teacher students from a total population of 309 teacher students majoring in English in the four Rajabhat universities: 1) Nakhonsawan Rajabhat University (64), 2) Nakhonpathom Rajabhat University (34), 3) Mahasarakham Rajabhat University (48), and 4) Songkha Rajabhat University (20) (see Table 3.1). This sample size was determined based on the population proportion according to Krejcie and Morgan's (1970) table.

In the next step, the total number of participants was divided into high and low academic performance teacher students (See table 3.2).

Table 3.2: The Sample Size Based on Krejcie and Morgan's (1970) Table

Rajabhat Universities	Population	Sample	27%		30%	
			High	Low	High	Low
Nakhonsawan	120	64	32	32	36	36
Nakhonpathom	64	34	17	17	19	19
Maharakham	89	48	24	24	27	27
Songkha	36	20	10	10	11	11
<b>Total</b>	<b>309</b>	<b>166</b>	<b>83</b>	<b>83</b>	<b>93</b>	<b>93</b>
			<b>n = 166</b>		<b>n = 186</b>	

The teacher student participants were divided into two groups: high- and low-academic performance teacher students by using grade point average (GPA) based on Fan's (1952) table for the high-low-27-percent group method. The participants' GPAs were arranged from the highest to the lowest, with each Rajabhat university considered separately. After that, teacher students having a GPA in the top 27 percent were classified as high-academic performance teacher students. Meanwhile, teacher students with a GPA in the bottom 27 percent were classified as low-academic performance teacher students. With the aim of obtaining greater reliability, the researcher increased the percentage of each group from 27% to 30% (Bausell & Li, 2002). Thus, the whole population for each RU was rearranged from the highest to the lowest GPA again. The teacher students with GPA in the top 30 percent were chosen and classified as high-academic performance teacher students while the group with a GPA in the bottom 30 percent were selected and classified as low-academic performance teacher students. The CA questionnaire and the FLCAS were then given to the two groups to complete.

### 3.1.3 Human Subjects

Prior to data collection, the present research was reviewed and approved by the Mahidol University Review Board (MU-IRB). This action was carried out with the aims of evaluating the appropriateness of this present study and protecting the rights of human subjects. The important points that the MU-IRB committee took into consideration were: 1) the reasons for the research; 2) the research design and methodology including target population, research instruments, data collection

procedures, and data analysis; 3) the informed consent process; and 4) the participant information sheet. After receiving the approval from the MU-IRB committee, data collection took place. Letters of consent were sent to the subjects' lecturers in order to explain the purposes of the present study. The researcher then told all participants the objectives of this study to inform them understand of the reasons for collecting the data about their experience with CA use and their experience of language anxiety. Moreover, the researcher assured the participants that their participation would have effect on their class grades and also assured the participants that their information would remain confidential. That is to say, the participant questionnaires were anonymous; they only needed to fill in gender, age, and G.P.A. Finally, all d questionnaires were destroyed.

## **3.2 Instruments**

The research instruments employed in the present study were questionnaires. Two research instruments were used for data collection in this study. The following sections the process selecting and preparing the questionnaires including the stages of preparing and piloting the questionnaire, and provides a description of the questionnaires employed in this study.

### **3.2.1. Preparing the Questionnaires**

#### **1) Obtaining permission**

Permission to use the obtain permission to use the three questionnaires as research instruments was requested: 1) Spratt (1999)'s questionnaire, 2) the FLCAS developed by Horwitz, Horwitz, and Cope (1986), and 3) the FLCAS (Thai version) developed by Kittawee (2012). The three questionnaire developers granted permission for this researcher to use the research instruments (see Appendix E).

#### **2) Adopting the classroom activity questionnaire**

After receiving permission from Spratt (1999), the researcher put the list of CA into a five-point Likert scale which asked teacher students to rate the frequency of use of that particular activity in class and the frequency of use each activity in their practice teaching. Then, the CA was translated into Thai. Three Thai experts—two

bilingual professional experts and one psychological expert— helped proofread and check the translation of the CA questionnaire. After that, the Thai translation was translated back into English by an expert who was proficient in both Thai and English in order to confirm that the meaning had been accurately translated.

### 3) Pilot test

After that, to assure reliability and validity, the CA questionnaire and the FLCAS were piloted with 30 teacher students before the questionnaires were used with the subjects. This pilot test was used in order to “check for clarity, ambiguity in sentences, time for completion, directions, and any problem that may have been experienced” (McMillan & Schumacher, 2001). Thirty teacher students with characteristics similar to those of the actual population for this study are asked to volunteer for the pilot study. They were asked to express their opinions on the question items in the questionnaires. Then, the researcher revised each item in the questionnaires which were identified as ambiguous. Then the researcher analyzed the reliability of the returned questionnaires by means of Cronbach’s alpha. The Index of Item-Objective Congruence (IOC) was checked by experts also conducted to assure the content validity of the questionnaires.

### **3.2.2 The Descriptions of the Questionnaires Used in This Study**

There were two research instruments used for data collection in this study. One was the classroom activity (CA) questionnaire developed by Spratt (1999), which was employed to investigate CA experienced by teacher students and the other was the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz and Cope (1986) which was employed to measure teacher students’ language anxiety. The two questionnaires used a self-report format with a five-point Likert scale. The final questionnaire was divided into three parts: background information, the CA questionnaire, and the FLCAS.

#### **Part I: Background information**

This part obtained demographic data about the participants, including: gender, age, and GPA.

## **Part II: Classroom activity (CA) questionnaire**

The CA section was used in order to identify the CA that teacher students experienced in their language learning and used in their practice teaching. In Spratt's (1999) questionnaire, CA were grouped into six areas:

- 1) Speaking (items 5, 6, 7, 8, 9)
- 2) Reading (1, 2, 3, 4)
- 3) Listening (items 10, 11, 12, 13, 14, 15, 16, 17)
- 4) Writing (items 18, 19, 20, 21)
- 5) Testing (items 22, 23, 24, 25)
- 6) Participation mode (items 26, 27, 28)

### **Development of the Classroom Activity (CA) Questionnaire**

The CA questionnaire was developed by Spratt (1999). In her study, Spratt (1999) used this questionnaire in order to investigate student preferences for classroom activities and teacher perceptions of their students' preferences. Classroom activities described in Spratt's questionnaire were chosen after the analysis of: 1) interviews with teachers about what activities they commonly used, and 2) from the experience of her research project team who had had experience in working with service English learners and colleagues in the English department. There were two sets of questionnaires: one for teachers and another for students.

Spratt (1999) divided classroom activities into seven main areas: reading, speaking, writing, listening, testing, feedback, and participation mode. Two sets of questionnaires were designed: one for teachers and another for students. Spratt (1999) reported a Cronbach's alpha coefficient of 0.99 based on 997 student participants enrolled in service English and a Cronbach's alpha coefficient of 0.80 based on 50 English department teachers at Hong Kong Polytechnic University. The CA questionnaire contains 48 items for which scores ranged from 35 to 48. This instrument used a Likert scale format to specify the levels of student preferences and teacher perceptions of student preferences. All descriptive items were ranged from strongly agree (5), agree (4), neither agree nor disagree (3), disagree (2), strongly disagree (1).

This section describes the content of the present study's CA questionnaire. Based on the original version of questionnaire, its content was designed for rating

language students' CA preferences; it contained a list of CA and scales for students to indicate their preferences. Moreover, some types of CA were overlapped. Therefore, in this study, the researcher adapted the CA from Spratt's questionnaire by taking CA from Spratt's (1999) questionnaire and deleting some items that overlapped. After finishing the process of adaptation, 28 items about classroom activities remained in the questionnaire used in this study.

The 28 items were rated by participants using a five-point Likert scale: never or almost never learned/used (1), generally not or seldom learned/used (2), sometimes or occasionally learned/used (3), generally or often learned/used (4) and always or almost always learned/used (5). Five points indicates the highest level of CA use; one point indicates the lowest level of CA use (See Table 3.3).

Table 3.3: Interpretation of the Rating Scale in the Frequency of Use of CA

<b>Scale</b>	<b>Description</b>
1	never or almost never used
2	generally not or seldom used
3	sometimes or occasionally used
4	generally or often used
5	always or almost always used

The criteria for assessing the levels of frequency of use of CA employed in this study were adapted from Punpinij (1990) as follows (See Table 3.4).

Table 3.4: The Criteria for Assessing the Levels of Frequency of Use of CA

<b>CA Description</b>	<b>Average Mean Scores</b>
never or almost never used	1.00-1.50
generally not or seldom used	1.51-2.50
sometimes or occasionally used	2.51-3.50
generally or often used	3.51-4.50
always or almost always used	4.51-5.00

### **Reliability and Validity of Spratt's CA Questionnaire**

The reliability of this instrument was determined by its consistency with the results of prior research studies, while the validity was examined with reference to its being a valid and appropriate instrument (McMillan & Schumacher, 2001). Specifically, the reliability of this questionnaire was high. Spratt (1999) reported a Cronbach's alpha coefficient of 0.99 based on 997 students and a Cronbach's alpha coefficient of 0.80 based on 50 teachers. The questionnaire used in a study by Rasek and Valizadeh (2004) similarly reported a reliability coefficient of 0.92. Spratt's (1999) CA questionnaire also has content validity. This is because this questionnaire comes from the domain of content or classroom activities mainly used in the Faculty of Education (Spratt, 1999, 2001). Thus, this instrument is both reliable and valid (See Appendix A).

### **Part III: Foreign Language Classroom Anxiety Scale (FLCAS)**

In the present study, the FLCAS was used with the purposes of investigating teacher students' language anxiety, the anxiety associated with communication apprehension, test anxiety, and fear of negative evaluation. Horwitz, Horwitz, and Cope's (1986) model for the FLCAS is separated into three parts:

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

### **Development of the FLCAS**

The FLCAS is a research instrument developed by Horwitz, Horwitz, and Cope (1986). In 1986, Horwitz, Horwitz, and Cope constructed and employed this questionnaire to investigate students' language learning anxiety. In the FLCAS, students were asked to rate their anxiety for 33 items for which scores ranged from 33 to 165. The level of language anxiety depended on the scores given by students. That means the higher student scored an item, the higher level of student anxiety. Based on 108 students enrolled in a Spanish class, a Cronbach's alpha coefficient of 0.93 was reported. Test-retest reliability was  $r = 0.83$  ( $p < .01$ ). In 1994, Aida conducted research with the objective of testing the construct of Horwitz, Horwitz, and Cope's FLCAS (1986). Aida (1994) tested whether the Japanese students in her study experienced anxiety based on three main orientations—communication apprehension,

test anxiety, and fear of negative evaluation—as found in the FLCAS. In her study, Aida (1994) found a Cronbach’s alpha coefficient of 0.94. Moreover the reliability, mean, and standard deviation inhere study were similar to those of Horwitz, Horwitz, and Cope (1986).

The FLCAS contains 33 items and uses a five-point Likert Scale to investigate the level of language anxiety. This scale ranges from strongly disagree (1), disagree (2), neither agree nor disagree (3), agree (4), to strongly agree (5) (see Table 3.5). Five points indicates the highest degree of language anxiety; one point indicates the lowest of anxiety level.

Table 3.5: Interpretation of the Rating Scale in the FLCAS

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

To interpret the scale of language anxiety, the researcher followed the criteria for assessing language anxiety proposed by Piniel (2006) and the score interpretation developed by Logossy, Horvath, and Nikolov (2009). Piniel (2006) provided an interpretation of FLCAS scores as follows. Scores which are lower than 99 indicate low anxiety, while scores which are higher than 99 are interpreted as high anxiety. A score of 99 is the cut-off line. In addition, Logossy et al. (2009) divided the responses of FLCAS into four levels: non-anxious, slightly anxious, considerably anxious, and very anxious.

Thus, in this study the criteria for assessing the levels of language anxiety were adapted from that of Piniel (2006) and Logossy, Horvath, and Nikolov (2009) (See Table 3.6).

Table 3.6: Criteria for Assessing the Levels of Language Anxiety in this Study

Levels	Language Anxiety Descriptions	Total Score	Average Mean Score
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) indicated that the FLCAS is considered reliable and valid. Horwitz, Horwitz, and Cope (1986) reported that the Cronbach's alpha shown in their study was 0.93. Moreover, they also found that the FLCAS had a high test-retest reliability of 0.83 ( $p < .01$ ). The study conducted by Aida (1994) also reported that the Cronbach alpha coefficient of the FLCAS was 0.94. Additionally, the FLCAS in Aida's (1994) study had a high test-retest reliability of 0.80 ( $p < .01$ ). In addition, the reliability value discovered in the present study was 0.93.

To sum up, two research instruments were employed in this study. One was the classroom activities questionnaire adapted from Spratt (1999) and the other was the FLCAS developed by Horwitz et al. (1986). They were used with different objectives. The former questionnaire was employed in order to investigate the activities teacher students experienced in their English language learning (from first year to fourth year), while the latter was employed to investigate teacher students' language anxiety before and after practice teaching. In the next section, the procedures for collecting data on the questionnaires are presented (See Appendix B).

### 3.3 Data Collection Procedures

This study was conducted during the first semester of the academic year 2013. The following procedures were carried out in order to reach the objectives of the study.

- 1) The researcher asked permission from the Institutional Review Board (IRB) in Mahidol University to collect data.

2) After that, the researcher asked each Rajabhat university for permission to collect data.

3) Then, the researcher sent a consent letter asking permission to conduct the study, requested participation, and made an appointment to conduct research with the participants.

4) Before participants filled in the questionnaire, the researcher explained the objectives of the study, the directions for each section of the questionnaire and assured the participants that participation would have no effect on their class grades. Moreover, the researcher also assured the participants that their answers would remain confidential.

5) The participants were asked to fill in a set of questionnaires containing the CA questionnaire and the FLCAS. The CA questionnaire and the FLCAS were firstly administered to teacher student participating in the study before practice teaching. After finishing practice teaching, the same set of questionnaires was completed again by the same group of teacher students.

### **3.4 Data Analysis**

The Statistical Package for Social Science (SPSS) was the instrument used for analyzing the CA questionnaires and the FLCAS. To achieve the study's objectives, descriptive statistical analysis and inferential statistics were employed to analyze the collected data.

#### **3.4.1 Descriptive Statistical Analysis**

##### **1) Mean and standard deviation**

For the present study, mean and standard deviation were used to answer research questions 1, 2, and 3. More specifically, they were employed with the aims of: 1) examining the frequency of use of CA in their English language learning and their practice teaching, and 2) measuring the level of teacher students' language anxiety before practice teaching, and 3) measuring their level of language anxiety after practice teaching. The mean is "simply 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” (McMillan & Schumacher, 2001, p. 215). In addition, standard deviation (*SD*) is an indicator of variability for normal distribution (Black, 2002, p. 121). Similarly, McMillan and Schumacher (2001, p. 222) stated that *SD* is “a numerical index that indicates the average variability of the scores. It tells us, in other words, about the distance, on the average, of the scores from the mean” (McMillan & Schumacher, 2001, p. 222).

### 3.4.2 Inferential Statistical Analysis

#### 1) The independent *t*-test

This kind of inferential statistics was employed for answering research question 4. Specifically, it made it possible to determine 1) significant differences between high and low academic performance teacher students’ language anxiety before and after experiencing classroom activities, and 2) significant differences between high- and low-academic performance teacher students’ language anxiety before and after employing classroom activities in their practice teaching. 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.36).

#### 2) Pearson product moment correlations

In this study, this statistical analysis was used to examine the relationship between classroom activities and language anxiety among teacher students. Pearson product moment correlations, called Pearson correlations in short, are a kind of statistical analysis describing “the relationship between pairs of variables. The correlation is usually seen by numerous points on a graph referred to as a scatter diagram” (Punch, 2005, p. 159). Punch (2005) stated that “the points around an imaginary best-fit straight line” indicate a strong relationship between variables (p. 160). In addition, Taylor (1990) indicated the criterion to interpret the correlations or *r* value as follows. “The correlation coefficients (in absolute value) which are  $\leq 0.35$  are generally considered to represent low or weak correlations, 0.35 to 0.67 modest or moderate correlations, and 0.68 to 1.0 strong or high correlations with *r* coefficients  $\geq 0.90$  very high correlations” (Taylor, 1990, p. 37). Therefore, this kind

of correlation allows us to make a quantitative prediction to determine the strength of a relationship.

In conclusion, to achieve the objectives of the study, this research study employed both descriptive and inferential statistics. The former were: mean, and standard deviation; while the latter consisted of: the independent *t*-test and Pearson product moment correlations.

## **CHAPTER IV**

### **RESULTS**

This chapter reports the research findings obtained from an analysis made using descriptive and inferential statistics for the returned questionnaires, with the aim of answering the five research questions listed in Chapter One. Those research questions are:

1. To what extent do classroom activities high and low academic performance teacher students experience in their English language learning and practice teaching affect their performance?
2. What is the level of high and low academic performance teacher students' language anxiety before they begin practice teaching?
3. What is the level of high and low academic performance teacher students' language anxiety after conducting practice teaching?
4. Are there any significant differences in language anxiety levels in high- and low-academic performance teacher students before and after conducting practice teaching?
5. Is there any relationship between classroom activities and language anxiety among RU teacher students?

#### **4.1 Demographic Data**

In all, 186 fourth-year teacher students from four Rajabhat universities participated in the study, representing at a total population of 309. Fifteen of the subjects were males and 171 teacher students were female. Their ages ranged from 20 to 27. The grade point averages (GPA) of the high-academic performance teacher students were from 3.00 to 3.97. The grade point averages (GPA) of the low-academic performance

group were from 1.63 to 2.99. Demographic data for the participants is summarized in Table 4.1.

Table 4.1 Demographic Data for the Participants

Rajabhat Universities	Gender		Age Years	GPA (30%)		<i>n</i>
	Male	Female		High	Low	
Nakhonsawan	4	68	20-24	3.40-3.97	1.95-2.89	72
Nakhonpathom	3	35	20-22	3.12-3.73	1.92-2.58	38
Maharakham	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
<b>Total</b>	<i>n</i> = 186			<i>n</i> = 93	<i>n</i> = 93	186

## 4.2 Finding One

To what extent do classroom activities high and low academic performance teacher students experience in their English language learning and practice teaching affect their performance?

This section shows the classroom activities (CA) experienced by high- and low-academic performance teacher students in their English language learning and those used in their practice teaching. To analyze the responses of the 186 teacher students to the CA questionnaire, descriptive statistics were. The CA results show 1) the CA used in the English language classroom and those employed in teaching practice, and 2) sub-categories of CA, including speaking, reading, listening, writing, testing, and the participation mode, that were found in the English language classroom and in the teaching practice for the two groups of teacher students.

### 4.2.1 Classroom Activities Experienced in English Language Classroom and Used in Practice teaching by High Academic Performance Teacher Students (High APTS)

Frequencies of use of classroom activities experienced in class and used in practice teaching by high APTS are reported in table 4.2.

**In the classroom:** the data show that all types of CA were often experienced by high APTS. The participation mode was ranked the highest, followed by reading, speaking, writing, listening and testing (ranked from highest to lowest) (See Table 4.2).

**In practice teaching:** all types of CA were also often used in practice teaching by high APTS ranked from 1) participation mode (the highest), to 2) reading, 3) speaking, 4) writing, 5) testing, and 6) listening.

Table 4.2 Level of Frequency of Experience of Classroom Activities in Class and of Use in Practice Teaching by High APTS

Classroom Activities	<i>M</i>	<i>SD</i>	<i>alpha</i>	Frequency of experience
<b>A: In English Classroom</b>				
1. Participation mode	3.90	0.72	0.947	Often used
2. Reading	3.89	0.57	0.947	Often used
3. Speaking	3.78	0.64	0.947	Often used
4. Writing	3.73	0.68	0.946	Often used
5. Listening	3.60	0.61	0.947	Often used
6. Testing	3.59	0.64	0.947	Often used
<b>B: In Practice Teaching</b>				
1. Participation mode	3.80	0.70	0.950	Often used
2. Reading	3.72	0.58	0.951	Often used
3. Speaking	3.66	0.67	0.950	Often used
4. Writing	3.61	0.67	0.950	Often used
5. Testing	3.55	0.71	0.950	Often used
6. Listening	3.48	0.71	0.950	Often used
<b>Total</b>	<i>n</i> = 93			

This section presents the frequency of use of individual types of classroom activities experienced in the language classroom by high academic performance teacher students.

**Reading:** All types reading CA were often used in class and were ranked from 1) Reading aloud in class (the most frequently used), to 2) Reading silently 3) Reading texts for language analysis, e.g. tenses, connectives, and 4) Reading for information.

**Speaking:** Four types of CA were often used: 1) Giving group oral presentations, 2) Taking part in oral exercises, e.g. grammar and pronunciation drills, 3) Giving individual oral presentations, and 4) Taking part in role plays; one type, which was “Interacting in English with classmates in class”, was used only sometimes.

**Listening:** Four types of CA were often used in class and the other listening CA were *sometimes used*. The three most frequently used listening CA were: 1) listening to the teachers giving explanations about skills, e.g. how to write a report, 2) listening to classmates giving oral presentations, and 3) listening to teachers giving explanations about language, e.g. use of active/passive voice; while the three least frequently used listening CA were 1) listening to audio recordings, 2) self-study listening in the language laboratory, and 3) watching and listening to training videos.

**Writing:** All four writing CA were often used. Two of those were ranked as the most frequently used in class: 1) doing written exercises, e.g. gap filling and sentence correction, and 2) writing assignments outside class, e.g. letters, memos, summaries, and reports.

**Testing:** Two testing-related CA were ranked highest and rated as often used, while two were rated as sometimes used and ranked as being of the lowest use. The former CA were: 1) doing formal, assessed tests and 2) checking my own writing), as the latter CA were: 1) practicing writing exam answers within a time limit and 2) doing informal, unassessed tests (doing informal quizzes).

**Participation mode:** “Working in small groups (maximum five students)” was ranked the highest, followed by “working in pairs” and “working individually”. However, all were reported as being *often used* by high academic performance group.

Table 4.3 Frequency of Use of Individual Classroom Activities Experienced in the Language Classroom by High APTS

Classroom Activities	<i>M</i>	<i>SD</i>	<i>alpha</i>	Degree
<b>In the English classroom</b>				
<b>Reading</b>				
2. Reading aloud in class	3.96	0.95	0.949	Often used
1. Reading silently	3.90	0.98	0.950	Often used
4. Reading texts for language analysis, e.g. tenses, connectives	3.74	0.75	0.948	Often used
3. Reading for information	3.69	0.80	0.948	Often used
<b>Speaking</b>				
7. Giving group oral presentations	3.98	0.93	0.949	Often used
6. Taking part in oral exercises, e.g. grammar, pronunciation drills	3.90	0.90	0.948	Often used
8. Giving individual oral presentations	3.84	0.79	0.948	Often used
5. Taking part in role plays	3.74	0.93	0.948	Often used
<b>Listening</b>				
12. Listening to the teachers giving explanations about skills, e.g. how to write a report	3.96	0.85	0.948	Often used
11. Listening to classmates giving oral presentations	3.84	0.88	0.947	Often used
13. Listening to the teachers giving explanations about language, e.g. use of active/passive voice	3.81	0.89	0.948	Often used
10. Listening to classmates using English in class	3.63	0.89	0.949	Often used
17. Watching myself on a video recording, e.g. presentations, meetings	3.47	1.07	0.950	Sometimes used
15. Listening to audio recordings	3.44	0.97	0.949	Sometimes used
14. Self-study listening in language laboratory	3.37	1.00	0.948	Sometimes used
16. Watching and listening to training videos	3.25	1.06	0.948	Sometimes used
<b>Writing</b>				
19. Doing written exercises, e.g. gap filling, sentence correction	3.75	0.84	0.947	Often used
21. Writing assignments outside class, e.g. letters, memos, summaries, reports	3.75	0.92	0.947	Often used
20. Writing short passages (< one page) in class in small groups	3.74	0.82	0.948	Often used
18. Writing short passages (< one page) individually in class	3.65	0.90	0.947	Often used
<b>Tests</b>				
24. Doing formal, assessed tests	3.99	0.85	0.949	Often used
22. Checking my own writing	3.65	0.93	0.948	Often used
25. Practicing writing exam answers within a time limit	3.45	0.91	0.949	Sometimes used
23. Doing informal, unassessed tests. (Doing informal quizzes)	3.27	1.90	0.949	Sometimes used
<b>Participation mode</b>				
28. Working in small groups (maximum 5 students)	4.07	0.85	0.949	Often used
27. Working in pairs	3.86	0.87	0.949	Often used
26. Working individually	3.77	0.86	0.949	Often used
<b>Total</b>	<i>n</i> = 93			

Table 4.4 (below) presents, the frequency of use of individual types of classroom activities used in practice teaching by high academic performance teacher students.

**Reading:** The reading CA most frequently used in practice teaching was “Reading aloud in class”, followed by “reading for information”, “reading texts for language analysis, e.g. tenses, connectives” and “reading silently”. The first three reading CA types were identified as *often used*, while the last was rated as *sometimes used* in the high-academic performance group’s practice teaching.

**Speaking:** The top four speaking CA types—“ taking part in oral exercises, e.g. grammar, pronunciation drills” (rated highest), “giving group oral presentations”, “taking part in role plays”, and “giving individual oral presentations”—were rated as *often used*, while the last, “interacting in English with classmates in class”, (the least-used speaking CA) was rated as *sometimes used* in practice teaching.

**Listening:** The top three types of listening CA used in practice teaching were “listening to classmates giving oral presentations” (the most frequently used writing CA), “listening to teachers giving explanations about language, e.g. use of active/passive voice”, and “listening to the teachers giving explanations about skills, e.g. how to write a report”. The three least used listening CA in practice teaching were: 1) “watching myself on a video recording, e.g. presentations, meetings”, 2) “listening to classmates using English in class”, and 3) “watching and listening to training videos”.

**Writing:** The item “doing written exercises, e.g. gap filling, sentence correction” was ranked as the most frequently used writing CA, followed by “writing assignments outside class, e.g. letters, memos, summaries, reports”, “writing short passages (< one page) in class in small groups”, and “writing short passages (< one page) individually in class”. The first three items were also indicated as *often used*, while the last was rated as *sometimes used* in practice teaching.

**Testing:** The first two items—((1) “doing formal, assessed tests.” (the most frequently used testing-related CA ) and (2) “practicing writing exam answers within a time limit”—were rated as often used while the latter two types—(1)

“checking my own writing” and (2) “doing informal, unassessed tests (doing informal quizzes)” (the least used of the testing-related CA) were rated as *sometimes used*.

**Participation mode:** “Working in small groups (maximum 5 students)” was ranked as the most frequently used, followed by “working in pairs” and “working individually”. However, all were rated as *often used*.

Table 4.4 Frequency of Use of Individual Classroom Activities in Practice Teaching by High- APTS

Classroom Activities	<i>M</i>	<i>SD</i>	<i>alpha</i>	Degree
<b>In teaching practice</b>				
<b>Reading</b>				
2. Reading aloud in class	3.98	0.92	0.952	Often used
3. Reading for information	3.85	0.78	0.952	Often used
4. Reading texts for language analysis, e.g. tenses, connectives	3.52	0.68	0.952	Often used
1. Reading silently	3.49	1.06	0.953	Sometimes used
<b>Speaking</b>				
6. Taking part in oral exercises, e.g. grammar, pronunciation drills	3.97	0.89	0.952	Often used
7. Giving group oral presentations	3.75	0.91	0.952	Often used
5. Taking part in role plays	3.66	0.88	0.951	Often used
8. Giving individual oral presentations	3.59	0.97	0.952	Often used
9. Interacting in English with classmates in class	3.32	0.99	0.952	Sometimes used
<b>Listening</b>				
11. Listening to classmates giving oral presentations	3.66	0.96	0.951	Often used
13. Listening to the teachers giving explanations about language, e.g. use of active/passive voice	3.59	1.00	0.951	Often used
12. Listening to the teachers giving explanations about skills, e.g. how to write a report	3.55	0.96	0.951	Often used
14. Self-study listening in language laboratory	3.47	1.96	0.951	Sometimes used
15. Listening to audio recordings	3.46	1.00	0.952	Sometimes used
17. Watching myself on a video recording, e.g. presentations, meetings	3.40	1.95	0.951	Sometimes used
10. Listening to classmates using English in class	3.39	0.95	0.951	Sometimes used
16. Watching and listening to training videos	3.33	1.09	0.951	Sometimes used
<b>Writing</b>				
19. Doing written exercises, e.g. gap filling, sentence correction	3.85	0.89	0.951	Often used
21. Writing assignments outside class, e.g. letters, memos, summaries, reports	3.67	0.87	0.951	Often used
20. Writing short passages (<one page) in class in small groups	3.53	0.89	0.951	Often used
18. Writing short passages (<one page) individually in class	3.35	0.98	0.951	Sometimes used

**Cont.**

Table 4.4 Frequency of Use of Individual Classroom Activities in Practice Teaching by High APTS (Cont.)

Classroom Activities	<i>M</i>	<i>SD</i>	<i>alpha</i>	Degree
<b>Tests</b>				
24. Doing formal, assessed tests	3.82	0.94	0.951	Often used
25. Practicing writing exam answers within a time limit	3.51	0.96	0.951	Often used
22. Checking my own writing	3.45	0.99	0.951	Sometimes used
23. Doing informal, unassessed tests (Doing informal quizzes)	3.42	1.04	0.951	Sometimes used
<b>Participation modes</b>				
28. Working in small groups (maximum 5 students)	3.88	0.81	0.951	Often used
26. Working individually	3.78	0.86	0.951	Often used
27. Working in pairs	3.74	0.85	0.951	Often used
<b>Total</b>	<i>n</i> = 93			

#### 4.2.2 Classroom Activities Experienced in the English Language Classroom and Used in Practice Teaching by Low Academic Performance Teacher Students (Low APTS)

Table 4.5 shows the frequency of use of classroom activities experienced in the language classroom and used in practice teaching by *low*-academic performance teacher students.

**In the classroom:** All types of CA were often experienced by low-academic performance teacher students. Those CA were: (ranked from highest use to lowest): 1) reading, 2) participation mode, 3) speaking, 4) listening, 5) testing, and 6) writing. **In practice teaching:** All types of CA were also often used. They were: 1) participation mode (the most frequently used), 2) reading, 3) speaking, 4) testing, 5) listening, and 6) writing.

Table 4.5 Frequency of Experience of CA in the Language Classroom and of Use in Practice Teaching by *Low*-APTS

Classroom Activities	<i>M</i>	<i>SD</i>	<i>alpha</i>	Frequency of Experience
<b>A: In the English classroom</b>				
1. Reading	3.68	0.64	0.947	Often used
6. Participation mode	3.64	0.67	0.947	Often used
2. Speaking	3.48	0.57	0.947	Often used
3. Listening	3.44	0.58	0.947	Often used
5. Testing	3.44	0.63	0.947	Often used
4. Writing	3.41	0.67	0.946	Often used
<b>B: In Practice Teaching</b>				
6. Participation mode	3.65	0.75	0.950	Often used
1. Reading	3.59	0.60	0.951	Often used
2. Speaking	3.50	0.59	0.950	Often used
5. Testing	3.47	0.65	0.950	Often used
3. Listening	3.43	0.60	0.950	Often used
4. Writing	3.43	0.59	0.950	Often used
<b>Total</b>	<i>n</i> = 93			

The following section indicates the frequency of use of individual types of classroom activities experienced in the language classroom by *low*-academic performance teacher students as shown in Table 4.6.

**Reading:** The most frequently experienced type of CA in the English classroom was “reading silently”, followed by “reading aloud in class”, “reading for information”, and “reading texts for language analysis, e.g. tenses, connectives” (the least used reading CA). All were also rated as *often used* in the English classroom by the low-academic performance group.

**Speaking:** The two most frequently used types of speaking CA— (1) “giving group oral presentations” (the most used speaking CA) and (2) “taking part in oral exercises, e.g. grammar, pronunciation drills”—were reported as *often used*, while the three least used types—(1) “giving individual oral presentations”, (2) “taking part in role plays”, and (3) “interacting in English with classmates in class” (rated as the least used speaking CA)—were rated as *sometimes used* in the English classroom of the low group.

**Listening:** The three most frequently used types of listening CA used in the English class of the low-academic performance group were: (1) “listening to classmates giving oral presentations” (the most used listening CA), (2) “listening to the teachers giving explanations about skills, e.g. how to write a report”, and (3) “listening to the teachers giving explanations about language, e.g. use of active/passive

voice”. The three least used listening CA used in the language class were: 1) “watching and listening to training videos”, 2) “watching myself on a video recording, e.g. presentations, meetings”, and 3) “listening to audio recordings”. As can be seen in Table 4.6, the first three listening activities were rated as *often used*, while the other four activities were identified as *sometimes used*.

**Writing:** The item “Doing written exercises, e.g. gap filling, sentence correction” was ranked as the most frequently used writing CA, followed by: “writing short passages (< one page) in class in small groups”, “writing short passages (< one page) individually in class”, and “writing assignments outside class, e.g. letters, memos, summaries, reports” (ranked least frequently used). All four items were also indicated as *often used* by low-academic performance teacher students.

**Testing:** the first two items—(1) “doing formal, assessed tests.” (the most frequently used testing-related CA) and (2) “practicing writing exam answers within a time limit”—were rated as *often used*, while the other two items—(1) “checking my own writing” and (2) “doing informal, unassessed tests (doing informal quizzes)” (the least used testing-related CA)—were rated as *sometimes used*.

**Participation mode:** “Working individually” was ranked the most frequently used, followed by “working in pairs” and “working in small groups (maximum 5 students)”. However, all were indicated as *often used*.

Table 4.6 Frequency of Use of Individual Classroom Activities Experienced in the Language Classroom by Low- APTS

Classroom Activities	<i>M</i>	<i>SD</i>	<i>Alpha</i>	Degree
<b>In the English classroom</b>				
<b>Reading</b>				
1. Reading silently	3.71	0.85	0.950	Often used
2. Reading aloud in class	3.85	0.83	0.949	Often used
3. Reading for information	3.62	0.93	0.948	Often used
4. Reading texts for language analysis, e.g. tenses, connectives	3.51	0.83	0.948	Often used
<b>Speaking</b>				
7. Giving group oral presentations	3.65	0.86	0.949	Often used
6. Taking part in oral exercises, e.g. grammar, pronunciation drills	3.58	0.80	0.948	Often used
8. Giving individual oral presentations.	3.50	0.82	0.948	Sometimes used
5. Taking part in role plays	3.42	0.77	0.948	Sometimes used
9. Interacting in English with classmates in class	3.23	0.94	0.949	Sometimes used
<b>Listening</b>				
11. Listening to classmates giving oral presentations	3.59	0.85	0.947	Often used
12. Listening to the teachers giving explanations about skills, e.g. how to write a report	3.58	0.84	0.948	Often used
13. Listening to the teachers giving explanations about language, e.g. use of active/passive voice	3.57	0.84	0.948	Often used
14. Self-study listening in language laboratory	3.48	0.82	0.948	Sometimes used
10. Listening to classmates using English in class	3.46	0.90	0.949	Sometimes used
16. Watching and listening to training videos	3.35	0.98	0.948	Sometimes used
17. Watching myself on a video recording, e.g. presentations, meetings	3.28	0.76	0.950	Sometimes used
15. Listening to audio recordings	3.27	0.76	0.949	Sometimes used
<b>Writing</b>				
19. Doing written exercises, e.g. gap filling, sentence correction	3.47	0.83	0.947	Sometimes used
20. Writing short passages (< one page) in class in small groups	3.44	0.78	0.948	Sometimes used
18. Writing short passages (< one page) individually in class	3.38	0.83	0.947	Sometimes used
21. Writing assignments outside class, e.g. letters, memos, summaries, reports.	3.36	0.82	0.947	Sometimes used
<b>Tests</b>				
24. Doing formal, assessed tests	3.58	0.89	0.949	Often used
25. Practicing writing exam answers within a time limit	3.58	0.83	0.949	Often used
22. Checking my own writing	3.37	0.91	0.948	Sometimes used
23. Doing informal, unassessed tests (Doing informal quizzes)	3.25	0.89	0.949	Sometimes used
<b>Participation mode</b>				
26. Working individually	3.58	0.82	0.949	Often used
27. working in pairs	3.57	0.83	0.949	Often used
28. working in small groups (maximum 5 students)	3.56	0.87	0.949	Often used

Table 4.7 shows the frequency of use of individual classroom activities experienced in language classroom by *low*-academic performance teacher students.

**Reading:** The most frequently experienced reading CA in the English classroom was “Reading aloud in class”, followed by “reading for information”, “reading silently”, and “reading texts for language analysis, e.g. tenses, connectives” (the least experienced reading CA). While the first three reading activities Table 4.6 were rated as *often used* in the language classroom of the low-academic performance group, only the last reading activity rated as *sometimes used*.

**Speaking:** The top two activities were: (1) “giving group oral presentations” (the most used speaking CA) and (2) “giving individual oral presentations”; they were *often used*, but the last three activities—(1) “taking part in oral exercises, e.g. grammar, pronunciation drills”, (2) “interacting in English with classmates in class”, and (3) “taking part in role plays” (the least used speaking activity) were *used sometimes*.

**Listening:** The top three listening CA used in practice teaching by the low academic performance group were: (1) “listening to the teachers giving explanations about skills, e.g. how to write a report”, (2) “listening to classmates giving oral presentations”, and (3) “listening to the teachers giving explanations about language, e.g. use of active/passive voice”, while the three activities ranked the lowest for listening CA were: (1) “watching myself on a video recording, e.g. presentations, meetings”, (2) “watching and listening to training videos”, and (3) “listening to audio recordings (the least used listening activity)”. As can be seen from Table 4.7, the first two activities were rated as *often used*, while the remaining six activities were assessed as *sometimes used* in practice teaching.

**Writing:** The item most frequently used in practice teaching writing CA by the low-academic performance group was “doing written exercises, e.g. gap filling, sentence correction”, followed by “writing short passages (< one page) individually in class”, “writing assignments outside class, e.g. letters, memos, summaries, reports”, and “writing short passages (< one page) in class in small groups” (the least used CA). Only the first activity was rated as often used, while the remaining three activities were rated as sometimes used.

**Testing:** Two testing-related CA were ranked highest and rated as often used, while two were rated as sometimes used and ranked as the least frequently used. The former types of CA were: (1) “practicing writing exam answers within a time limit” (the most frequently used testing-related CA) and (2) “doing formal, assessed tests”; the two other CA were: (1) “checking my own writing” and (2) “doing informal, unassessed tests (doing informal quizzes)” (rated as the least used testing-related CA).

**Participation mode:** “Working in pairs” was ranked the highest. and followed by “working in small groups (maximum 5 students)” and “working individually”. However, all were indicated as *often used* .

Table 4.7 Frequency of Use of Classroom Activities Experienced in Practice Teaching by Low APTS

Classroom Activities	<i>M</i>	<i>SD</i>	<i>Alpha</i>	Degree
<b>In teaching practice</b>				
<b>Reading</b>				
2. Reading aloud in class	3.69	0.91	0.952	Often used
3. Reading for information	3.60	0.79	0.952	Often used
1. Reading silently	3.58	0.88	0.953	Often used
4. Reading texts for language analysis, e.g. tenses, connectives	3.50	0.87	0.952	Sometimes used
<b>Speaking</b>				
7. Giving group oral presentations	3.67	0.90	0.952	Often used
8. Giving individual oral presentations	3.61	0.91	0.952	Often used
6. Taking part in oral exercises, e.g. grammar, pronunciation drills	3.49	0.77	0.952	Sometimes used
9. Interacting in English with classmates in class	3.39	0.83	0.952	Sometimes used
5. Taking part in role plays	3.35	0.77	0.951	Sometimes used
<b>Listening</b>				
12. Listening to the teachers giving explanations about skills, e.g. how to write a report	3.70	0.83	0.951	Often used
11. Listening to classmates giving oral presentations	3.55	0.87	0.951	Often used
13. Listening to the teachers giving explanations about language, e.g. use of active/passive voice	3.47	0.87	0.951	Sometimes used
14. Self-study listening in language laboratory.	3.40	0.89	0.951	Sometimes used
10. Listening to classmates using English in class	3.38	0.83	0.951	Sometimes used
17. Watching myself on a video recording, e.g. presentations, meetings	3.36	0.83	0.951	Sometimes used
16. Watching and listening to training videos	3.28	0.95	0.951	Sometimes used
15. Listening to audio recordings	3.27	0.92	0.952	Sometimes used
<b>Writing</b>				
19. Doing written exercises, e.g. gap filling, sentence correction	3.52	0.77	0.951	Often used
18. Writing short passages (< one page) individually in class	3.42	0.75	0.951	Sometimes used
21. Writing assignments outside class, e.g. letters, memos, summaries, reports	3.39	0.82	0.951	Sometimes used
20. Writing short passages (< one page) in class in small groups	3.38	0.82	0.951	Sometimes used
<b>Tests</b>				
25. Practicing writing exam answers within a time limit	3.54	0.81	0.951	Often used
24. Doing formal, assessed tests	3.53	0.90	0.951	Often used
22. Checking my own writing	3.40	0.90	0.951	Sometimes used
23. Doing informal, unassessed tests (Doing informal quizzes)	3.38	0.98	0.951	Sometimes used
<b>Participation mode</b>				
27. Working in pairs	3.66	0.88	0.951	Often used
28. Working in small groups (maximum 5 students)	3.64	0.98	0.951	Often used
26. Working individually	3.61	0.89	0.951	Often used
<b>Total</b>	<i>n</i> = 93			

### 4.3. Finding Two

What is the level of high and low academic performance teacher students' language anxiety before they begin practice teaching?

This section reports 1) the level of high academic performance teacher students' language anxiety before employing classroom activities in their practice teaching and after employing CA in their practice teaching and 2) the level of language of low-academic performance teacher students.

The results were obtained from responses to 186 questionnaires and were analyzed using descriptive statistics. The following section presents three different types of results: 1) the overall results, 2) the results by sub-category, and 3) the specific results for each sub-category.

#### 4.3.1 The Level of High Academic Performance Teacher Students' Language Anxiety before Employing CA in Their Practice Teaching

As can be seen from Table 4.8, the overall level of language anxiety of the high-academic performance teacher students was high before they used CA in their practice teaching.

Table 4.8 Overall Level of Language Anxiety Experienced by High APTS before Employing Classroom Activities in Their Practice Teaching

Language anxiety	<i>M</i>	<i>SD</i>	Level
Language anxiety <u>before employing</u> classroom activities in their practice teaching	3.17	0.392	High
<b>Total</b>	<i>n</i> = 93		

Table 4.9 shows that the high-academic performance group experienced high levels of language anxiety both in the English language classroom and after practice teaching for every sub-category of language anxiety. For the high-academic performance group, the results indicate that language anxiety in communication

apprehension was the strongest, followed by fear of negative evaluation (ranked second) and test anxiety (ranked third).

Table 4.9 Levels for Individual Types of Language Anxiety Experienced before Practice Teaching by the High APTS

<b>Language anxiety</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b><i>alpha</i></b>	<b>Level</b>
<b><u>Before employing classroom activities in their practice teaching</u></b>				
1. Communication Apprehension	3.28	0.42	0.848	High
2. Fear of Negative Evaluation	3.12	0.58	0.845	High
3. Test Anxiety	3.10	0.42	0.847	High
<b>Total</b>	<b><i>n</i> = 93</b>			

This section presents specific results for three subcategories of language anxiety for the high-academic performance group: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation before employing classroom activities in their practice teaching.

Table 4.10 shows that the top three events causing a high level of language anxiety in the sub-category of communication apprehension before using CA in their practice teaching in this group of teacher students were: 1) speaking without preparation in language class (the strongest anxiety found in the sub-category of communication apprehension), 2) speaking the foreign language in front of other students, and 3) not understanding every word the language teacher says; the three lowest anxiety causes of language anxiety found for this variable were: 1) not understanding what the teacher was correcting, 2) speaking in foreign language class, and 3) speaking the foreign language with native speakers (the lowest cause of language anxiety in the sub-category of communication apprehension).

Table 4.10 Levels of Communication Apprehension by High- APTS before Employing Classroom Activities in Their Practice Teaching

Communication Apprehension	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b><u>Before employing classroom activities in their practice teaching</u></b>				
9. I start to panic when I have to speak without preparation in language class.	3.74	1.01	0.851	High
24. I feel very self-conscious about speaking the foreign language in front of other students.	3.55	0.85	0.851	High
29. I get nervous when I don't understand every word the language teacher says.	3.41	0.97	0.851	High
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.34	0.97	0.848	High
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.33	1.03	0.848	High
32. I would probably feel comfortable around native speakers of the foreign language.	3.33	0.99	0.857	High
1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.12	0.84	0.847	High
27. I get nervous and confused when I'm speaking in my language class.	3.12	0.88	0.848	High
15. I get upset when I don't understand what the teacher is correcting.	3.09	0.99	0.852	High
18. I feel confident when I speak in foreign language class.	3.04	0.87	0.859	High
14. I would not be nervous speaking the foreign language with native speakers.	2.96	1.02	0.860	Low
<b>Total</b>	<i>n</i> = 93			

**Test Anxiety:** Table 4.11 shows that the top three events causing this group of teacher students to have a high level of test anxiety before using CA in their practice teaching were: 1) having to take more foreign language classes (the strongest level of anxiety found in the sub-category of test anxiety), 2) not understanding why some people get so upset over foreign language classes, and 3) having to prepare very well for language class; whereas, the three lowest causes of anxiety found for this variable were: 1) knowing that they were going to be called on in language class, 2) finding themselves thinking during language class about things that have nothing to do with the course, and 3) not feeling like going to their language class (the lowest cause of anxiety in the sub-category of test anxiety).

Table 4.11 Level of Test Anxiety among High APTS before Employing Classroom Activities in Their Practice Teaching

Test Anxiety	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b><u>Before employing CA in their practice teaching</u></b>				
5. It would not bother me at all to take more foreign language classes.	3.76	0.87	0.859	High
11. I don't understand why some people get so upset over foreign language classes.	3.57	1.12	0.857	High
22. I don't feel pressure to prepare very well for language class.	3.51	0.99	0.862	High
20. I can feel my heart pounding when I'm going to be called on in language class.	3.43	1.00	0.847	High
10. I worry about the consequences of failing my foreign class.	3.41	1.15	0.848	High
16. Even if I am well prepared for language class, I feel anxious about it.	3.32	1.04	0.849	High
28. When I'm on my way to language class, I feel very sure and relaxed.	3.26	0.85	0.860	High
25. Language class moves so quickly I worry about getting left behind.	3.19	0.96	0.847	High
8. I am usually at ease during tests in my language class.	3.18	0.81	0.861	High
12. In language class, I can get so nervous I forget things I know.	3.17	0.96	0.846	High
26. I feel more tense and nervous in my language class than in my other classes.	3.14	1.18	0.846	High
21. The more I study for a language test, the more confused I get.	2.71	1.06	0.854	Low
3. I tremble when I know that I'm going to be called on in language class.	2.66	1.04	0.849	Low
6. During language class, I find myself thinking about things that have nothing to do with the course.	2.38	0.90	0.853	Low
17. I often feel like not going to my language class.	1.86	1.02	0.851	Low
Total	<i>n</i> = 93			

**Fear of negative evaluation:** Table 4.12 shows that the top three events causing this group of education majors to have a high level of language anxiety in the sub-category of fearing negative evaluation before they used CA in their practice teaching were: 1) feeling that other students speak the foreign language better than they do (the strongest level of anxiety found in the fear of negative evaluation variable), 2) thinking that the other students are better at language than they are, and 3) having to volunteer answers in their language class; whereas, the three lowest causes of anxiety found for this variable were: 1) being afraid that the other students would laugh at them when they speak the foreign language, 2) worrying about making mistakes in language class, and 3) being afraid that their language teacher was ready

to correct every mistake they made (the lowest cause of anxiety in the fear of negative evaluation sub-category).

Table 4.12 Level of Fear of Negative Evaluation among High APTS before Employing Classroom Activities in Their Practice Teaching

<b>Fear of Negative Evaluation</b>	<i>M</i>	<i>SD</i>	<i>alpha</i>	<b>Level</b>
<b><u>Before employing</u> classroom activities in their practice teaching</b>				
23. I always feel that the other students speak the foreign language better than I do.	3.34	1.02	0.847	High
7. I keep thinking that the other students are better at language than I am.	3.12	1.10	0.848	High
13. It embarrasses me to volunteer answers in my language class.	3.09	1.02	0.846	High
31. I am afraid that the other students will laugh at me when I speak the foreign language.	3.05	1.14	0.849	High
2. I don't worry about making mistakes in language class.	2.93	0.94	0.860	Low
19. I am afraid that my language teacher is ready to correct every mistake I make.	2.88	0.97	0.851	Low
<b>Total</b>	<i>n</i> = 93			

### 4.3.2 The Level of Language Anxiety in Low-Academic Performance Teacher Students' before Using Classroom Activities in Their Practice Teaching

This section reports the level of language anxiety experienced by low academic performance teacher students before employing classroom activities in their practice teaching. Three types of results are presented: 1) the overall results, 2) the results for the different sub-categories, and 3) the specific results for each sub-category.

Table 4.13 shows that the overall results for language anxiety for the low academic performance teacher students' language anxiety were high before employing CA in their practice teaching.

Table 4.13 Level of Language Anxiety Experienced in the Classroom before Practice Teaching by Low APTS

Language anxiety		<i>M</i>	<i>SD</i>	Level
<b>Before</b>	<b><u>employing</u> classroom activities in their practice teaching</b>	3.26	0.330	High
<b>Total</b>		<i>n</i> = 93		

Table 4.14 shows that the low-academic performance group experienced high levels of language anxiety for every sub-category of language anxiety both in the English language classroom and after practice teaching. The results indicate that language anxiety in communication apprehension was the strongest, followed by fear of negative evaluation (ranked second) and test anxiety (ranked third).

Table 4.14 Levels for Individual Types of Language Anxiety Experienced before Employing Classroom Activities in Practice Teaching among Low APTS

Language anxiety (In class)	<i>M</i>	<i>SD</i>	<i>Alpha</i>	Level
<b><u>Before employing</u> classroom activities in their practice teaching</b>				
1. Communication Apprehension	3.30	0.40	0.848	High
3. Fear of Negative Evaluation	3.30	0.50	0.845	High
2. Test Anxiety	3.20	0.36	0.847	High
<b>Total</b>	<i>n</i> = 93			

This section shows the specific results for the low academic performance group's language anxiety for the three subcategories: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation **before employing classroom activities in their practice teaching.**

**Communication apprehension:** Table 4.15 show that the top three events causing this group of teacher students to have a high level of language anxiety were: 1) having to speak without preparation in language class (the highest rank), 2) speaking the foreign language in front of other students, and 3) not understanding every word the language teacher says; while the three lowest causes of anxiety found for this variable wee: 1) being around native speakers of the foreign language, 2) speaking the foreign language with native speakers, and 3) speaking in the foreign language class (the lowest rank).

Table 4.15 Levels of Communication Apprehension Experienced before Employing Classroom Activities in Practice Teaching by Low APTS

<b>Communication Apprehension</b>	<i>M</i>	<i>SD</i>	<i>alpha</i>	<b>Level</b>
<b><u>Before employing</u> classroom activities in their practice teaching</b>				
9. I start to panic when I have to speak without preparation in language class.	3.76	0.97	0.851	High
24. I feel very self-conscious about speaking the foreign language in front of other students.	3.40	0.80	0.851	High
29. I get nervous when I don't understand every word the language teacher says.	3.39	0.79	0.851	High
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.39	0.83	0.848	High
27. I get nervous and confused when I'm speaking in my language class.	3.32	0.73	0.848	High
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.28	0.91	0.848	High
1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.26	0.95	0.847	High
15. I get upset when I don't understand what the teacher is correcting.	3.19	0.82	0.852	High
32. I would probably feel comfortable around native speakers of the foreign language.	3.16	0.88	0.857	High
14. I would not be nervous speaking the foreign language with native speakers.	3.00	0.93	0.860	Low
18. I feel confident when I speak in foreign language class.	2.99	0.73	0.859	Low
<b>Total</b>	<i>n = 93</i>			

**Test Anxiety:** Table 4.16 shows that the top three events causing this group of teacher students to have a high level of language anxiety before employing CA in their practice teaching were: 1) fearing the consequences of failing their foreign language class (the strongest anxiety found in the sub-category of test anxiety), 2) taking more foreign language classes, and 3) recognizing some people get so upset over foreign language classes; whereas, the three lowest causes anxiety found for this variable were: 1) being at ease during tests in their language class, 2) thinking about things that have nothing to do with the course, and 3) not feeling like going to their language class (the lowest cause of anxiety for test anxiety).

Table 4.16 Level of Test Anxiety Experienced before Employing Classroom Activities in Practice Teaching by Low APTS

Test Anxiety	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b><u>Before employing</u> classroom activities in their practice teaching</b>				
10. I worry about the consequences of failing my foreign class.	3.60	0.94	0.848	High
5. It would not bother me at all to take more foreign language classes.	3.53	0.87	0.859	High
11. I don't understand why some people get so upset over foreign language classes.	3.43	0.97	0.857	High
25. Language class moves so quickly I worry about getting left behind.	3.40	0.81	0.847	High
20. I can feel my heart pounding when I'm going to be called on in language class.	3.39	0.77	0.847	High
16. Even if I am well prepared for language class, I feel anxious about it.	3.38	0.82	0.849	High
12. In language class, I can get so nervous I forget things I know.	3.34	1.03	0.846	High
26. I feel more tense and nervous in my language class than in my other classes.	3.26	0.77	0.846	High
22. I don't feel pressure to prepare very well for language class.	3.25	0.75	0.862	High
28. When I'm on my way to language class, I feel very sure and relaxed.	3.15	0.74	0.860	High
3. I tremble when I know that I'm going to be called on in language class.	3.11	0.98	0.849	High
21. The more I study for a language test, the more confused I get.	3.04	0.94	0.854	High
8. I am usually at ease during tests in my language class.	2.96	0.77	0.861	Low
6. During language class, I find myself thinking about things that have nothing to do with the course.	2.76	0.95	0.853	Low
17. I often feel like not going to my language class.	2.42	1.04	0.851	Low
Total	<i>n</i> = 93			

**Fear of Negative Evaluation:** group of teacher students to have a high level of language anxiety in the sub-category of fear of negative evaluation before employing CA in their practice teaching were: 1) thinking that the other students were better at language than they were (the highest rank), 2) feeling that the other students spoke the foreign language better than they did, and 3) having to volunteer answers in their language class; whereas, the three lowest causes of anxiety found for this variable were: 1) being afraid that the other students would laugh at them when they speak the foreign language, 2) making mistakes in language class, and 3) being afraid that their language teacher was ready to correct every mistake they made (the lowest rank).

Table 4.17 Levels of Fear of Negative Evaluation Experienced before Employing Classroom Activities in Practice Teaching by Low APTS

Fear of Negative Evaluation	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b><u>Before employing</u> classroom activities in their practice teaching</b>				
7. I keep thinking that the other students are better at language than I am.	3.66	0.91	0.848	High
23. I always feel that the other students speak the foreign language better than I do.	3.43	0.94	0.847	High
13. It embarrasses me to volunteer answers in my language class.	3.23	0.95	0.846	High
31. I am afraid that the other students will laugh at me when I speak the foreign language.	3.17	0.96	0.849	High
2. I don't worry about making mistakes in language class.	3.10	0.93	0.860	High
19. I am afraid that my language teacher is ready to correct every mistake I make.	3.04	0.81	0.851	High
<b>Total</b>	<i>n</i> = 93			

#### 4.4 Finding Three

What is the level of high and low academic performance teacher students' language anxiety after conducting practice teaching?

This section reports 1) the level of high-academic performance teacher students' language anxiety *after* employing CA in their practice teaching and 2) the level of low-academic performance teacher students'.

The results were obtained from responses to 186 questionnaires and were analyzed using descriptive statistics. Three types of results are reported: 1) the overall results, 2) the results by sub-category, and 3) the specific results for each sub-category.

##### 4.4.1 The Level of High Academic Performance Teacher Students' Language Anxiety after Employing Classroom Activities in Their Practice Teaching

Table 4.18 shows the overall level of the high-academic performance teacher students' language anxiety was high after employing CA in their practice teaching.

Table 4.18 Overall Level of Language Anxiety Experienced Among High APTS after Employing Classroom Activities in Their Practice Teaching

Language anxiety	<i>M</i>	<i>SD</i>	Level
Language anxiety experienced <i>after</i> practice teaching	3.13	0.415	High
<b>Total</b>	<i>n</i> = 93		

Table 4.19 shows that the high-academic performance group experienced high levels of language anxiety for every sub-category of language anxiety both in the English language classroom and after practice teaching. The results for the level of the high academic performance group's language anxiety *after* practice teaching also indicate that language anxiety in the sub-category of communication apprehension was the strongest, followed by fear of negative evaluation (ranked second) and test anxiety (ranked third).

Table 4.19 Levels for Individual Types of Language Anxiety after Practice Teaching by the High APTS

Language anxiety	<i>M</i>	<i>SD</i>	<i>Alpha</i>	Level
<b>After practice teaching</b>				
1. Communication Apprehension	3.21	0.44	0.889	High
2. Fear of Negative Evaluation	3.10	0.62	0.888	High
3. Test Anxiety	3.08	0.43	0.890	High
<b>Total</b>	<i>n</i> = 93			

This section presents the specific results for the three subcategories for the high academic performance group's language anxiety: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation *after practice teaching*.

**Communication apprehension:** Table 4.20 shows the level of Communication Apprehension that the high academic performance group had after practice teaching. The results indicate that the top three causes of nervousness were: 1) speaking the foreign language with native speakers (the highest rank), 2) being around native speakers of the foreign language, and 3) speaking the foreign language

in front of other students. Meanwhile, the three lowest anxiety causes after practice teaching found for this variable were: 1) being overwhelmed by the number of rules they have to learn to speak a foreign language, 2) not understanding what the teacher was correcting, and 3) speaking in the language class (the lowest rank for the communication apprehension sub-category).

Table 4.20 Levels of Communication Apprehension among High APTS after Practice Teaching

Communication Apprehension	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b>After practice teaching</b>				
14. I would not be nervous speaking the foreign language with native speakers.	3.49	0.89	0.898	High
32. I would probably feel comfortable around native speakers of the foreign language.	3.43	0.95	0.888	High
24. I feel very self-conscious about speaking the foreign language in front of other students.	3.40	0.85	0.891	High
9. I start to panic when I have to speak without preparation in language class.	3.26	1.07	0.892	High
29. I get nervous when I don't understand every word the language teacher says.	3.23	0.93	0.888	High
18. I feel confident when I speak in foreign language class.	3.17	0.70	0.896	High
1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.15	0.96	0.891	High
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.13	1.27	0.892	High
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.09	0.95	0.888	High
15. I get upset when I don't understand what the teacher is correcting.	3.02	0.88	0.894	High
27. I get nervous and confused when I'm speaking in my language class.	2.92	0.86	0.889	Low
<b>Total</b>	n = 93			

**Test Anxiety:** Table 4.21 shows that the top three causes of test anxiety experienced after practice teaching were: 1) taking more foreign language classes (the highest rank), 2) not understanding why some people get so upset over foreign language classes, and 3) having to prepare very well for language class. Meanwhile, the three lowest causes of anxiety found for this variable after practice teaching were: 1) feeling very sure and relaxed when being on their way to language class, 2)

language class moving quickly, and, 3) being called on in language class (the lowest rank).

Table 4.21 Level of Test Anxiety among High APTS Experienced after Practice Teaching

Test Anxiety	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b>After practice teaching</b>				
5. It would not bother me at all to take more foreign language classes.	3.65	0.99	0.898	High
11. I don't understand why some people get so upset over foreign language classes.	3.52	1.18	0.898	High
22. I don't feel pressure to prepare very well for language class.	3.42	1.01	0.898	High
8. I am usually at ease during tests in my language class.	3.41	1.00	0.901	High
28. When I'm on my way to language class, I feel very sure and relaxed.	3.33	0.88	0.897	High
25. Language class moves so quickly I worry about getting left behind.	3.25	1.05	0.889	High
20. I can feel my heart pounding when I'm going to be called on in language class.	3.24	0.93	0.893	High
10. I worry about the consequences of failing my foreign class.	3.19	1.07	0.891	High
26. I feel more tense and nervous in my language class than in my other classes.	3.11	1.11	0.889	High
16. Even if I am well prepared for language class, I feel anxious about it.	3.10	1.09	0.890	High
12. In language class, I can get so nervous I forget things I know.	2.98	1.00	0.890	Low
21. The more I study for a language test, the more confused I get.	2.72	0.99	0.891	Low
3. I tremble when I know that I'm going to be called on in language class.	2.71	0.96	0.890	Low
6. During language class, I find myself thinking about things that have nothing to do with the course.	2.56	0.95	0.892	Low
17. I often feel like not going to my language class.	2.12	1.05	0.892	Low
Total	<i>n</i> = 93			

**Fear of negative evaluation:** Table 4.22 shows that the top three causes of the fear of negative evaluation after practice teaching were: 1) worrying about making mistakes in language class (the highest rank), 2) feeling that the other students speak the foreign language better than they do, and 3) having to volunteer answers in their language class. Meanwhile, the three lowest causes of anxiety after practice teaching found for this variable after practice teaching were: 1) thinking that the other students are better at language than they are, 2) being afraid that the other students

would laugh at them when they spoke the foreign language, and 3) being afraid that their language teacher was ready to correct every mistake they made (the lowest rank).

Table 4.22 Level of Fear of Negative Evaluation among High APTS after Practice

Teaching

<b>Fear of Negative Evaluation</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b><i>alpha</i></b>	<b>Level</b>
<b>After practice teaching</b>				
2. I don't worry about making mistakes in language class.	3.23	0.89	0.898	High
23. I always feel that the other students speak the foreign language better than I do.	3.16	1.05	0.890	High
13. It embarrasses me to volunteer answers in my language class.	3.12	0.93	0.891	High
7. I keep thinking that the other students are better at language than I am.	3.06	1.16	0.890	High
31. I am afraid that the other students will laugh at me when I speak the foreign language.	3.04	1.01	0.889	High
19. I am afraid that my language teacher is ready to correct every mistake I make.	2.86	1.09	0.892	Low
<b>Total</b>	<b><i>n</i> = 93</b>			

#### **4.4.2 The Level of Language Anxiety among Low Academic Performance Teacher Students after Employing Classroom Activities in Their Practice Teaching**

This section reports the level of language anxiety experienced by low academic performance teacher students found after practice teaching. Three types of results are presented: 1) the overall results, 2) the results by sub-category, and 3) the specific results for each sub-category.

Table 4.23 shows that the overall results for language anxiety after employing CA in their practice teaching among the low academic performance teacher students' language anxiety were high.

Table 4.23 Level of Language Anxiety Experienced after Practice Teaching among Low APTS

<b>Language anxiety</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b>Level</b>
Language anxiety experienced after practice teaching	3.19	0481	High
<b>Total</b>	<i>n</i> = 93		

Table 4.24 reports that the low academic performance group experienced high levels of language anxiety for every sub-category of language anxiety after practice teaching. practice teaching, The results also indicate that, after practice teaching, language anxiety in communication apprehension was the strongest, followed by test anxiety (ranked second) and fear of negative evaluation (ranked third).

Table 4.24 Levels for Individual Types of Language Anxiety Experienced after Practice Teaching by Low APTS

<b>Language anxiety</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b><i>Alpha</i></b>	<b>Level</b>
<b>After practice teaching</b>				
1. Communication Apprehension	3.22	0.55	0.889	High
2. Test Anxiety	3.19	0.47	0.890	High
3. Fear of Negative Evaluation	3.13	0.60	0.888	High
<b>Total</b>	<i>n</i> = 93			

This section shows the specific results for the low academic performance group's language anxiety **after practice teaching** for the three subcategories: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation.

**Communication apprehension:** Table 4.25 shows that the top three causes of communication anxiety after practice teaching were: 1) speaking the foreign language in front of other students (the highest rank), 2) fearing the number of rules they have to learn to speak a foreign language, and 3) not understanding every word the language teacher says. Meanwhile, the three lowest causes of anxiety after practice teaching found for this variable were: 1) having to speak without preparation in language class, 2) being around native speakers of the foreign language, and 3) speaking in foreign language class (the lowest rank for the communication apprehension sub-category).

Table 4.25 Levels of Communication Apprehension Experienced after Practice Teaching among Low APTS

<b>Communication Apprehension</b>	<i>M</i>	<i>SD</i>	<i>Alpha</i>	<b>Level</b>
<b>After practice teaching</b>				
24. I feel very self-conscious about speaking the foreign language in front of other students.	3.35	0.94	0.891	High
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.34	1.06	0.888	High
29. I get nervous when I don't understand every word the language teacher says.	3.25	1.02	0.888	High
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.24	0.84	0.892	High
14. I would not be nervous speaking the foreign language with native speakers.	3.24	1.07	0.898	High
15. I get upset when I don't understand what the teacher is correcting.	3.23	1.01	0.894	High
1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.22	0.87	0.891	High
27. I get nervous and confused when I'm speaking in my language class.	3.20	0.95	0.889	High
9. I start to panic when I have to speak without preparation in language class.	3.19	1.05	0.892	High
32. I would probably feel comfortable around native speakers of the foreign language.	3.16	1.21	0.888	High
18. I feel confident when I speak in foreign language class.	3.03	0.87	0.896	High
<b>Total</b>	<i>n</i> = 93			

**Test Anxiety:** Table 4.26 shows that the top three causes of test anxiety among the low-academic performance group after teaching practice were: 1) recognizing some people get upset over foreign language classes (the highest rank), 2) feeling that language class moves so quickly that they will be left behind, and 3) feeling more tense and nervous in their language class than in other classes. Meanwhile, the three lowest causes of anxiety after practice teaching found for this variable were: 1) feeling anxious about language class even if they were well prepared, 2) finding themselves thinking about things that have nothing to do with the course during language class, and, 3) not feeling like going to their language class (the lowest rank).

Table 4.26 Level of Test Anxiety Experienced after Practice Teaching by Low APTS

Test Anxiety	<i>M</i>	<i>SD</i>	<i>alpha</i>	Level
<b>After practice teaching</b>				
11. I don't understand why some people get so upset over foreign language classes.	3.52	1.44	0.898	High
25. Language class moves so quickly I worry about getting left behind.	3.44	1.18	0.889	High
26. I feel more tense and nervous in my language class than in my other classes.	3.33	1.04	0.889	High
10. I worry about the consequences of failing my foreign class.	3.32	1.10	0.891	High
5. It would not bother me at all to take more foreign language classes.	3.31	1.05	0.898	High
8. I am usually at ease during tests in my language class.	3.31	1.15	0.901	High
28. When I'm on my way to language class, I feel very sure and relaxed.	3.29	0.97	0.897	High
20. I can feel my heart pounding when I'm going to be called on in language class.	3.24	1.00	0.893	High
22. I don't feel pressure to prepare very well for language class.	3.16	0.89	0.898	High
12. In language class, I can get so nervous I forget things I know.	3.15	0.86	0.890	High
21. The more I study for a language test, the more confused I get.	3.10	0.87	0.891	High
3. I tremble when I know that I'm going to be called on in language class.	3.05	0.90	0.890	High
16. Even if I am well prepared for language class, I feel anxious about it.	3.01	0.89	0.890	High
6. During language class, I find myself thinking about things that have nothing to do with the course.	2.97	0.79	0.892	Low
17. I often feel like not going to my language class.	2.69	0.97	0.892	Low
Total	<i>n</i> = 93			

**Fear of Negative Evaluation:** Table 4.27 shows that the top three causes of the fear of negative evaluation after practice teaching were: 1) thinking that the other students were better at language than they were (the highest rank), 2) being afraid that the other students would laugh at them when they spoke the foreign language, and 3) having to volunteer answers in their language class. Meanwhile, the three lowest causes of anxiety after practice teaching found for this variable were: 1) feeling that the other students spoke the foreign language better than they did, 2) being afraid that their language teacher was ready to correct every mistake they made, and 3) worrying about making mistakes in language class (the lowest rank).

Table 4.27 Levels of Fear of Negative Evaluation Experienced After Practice Teaching by Low APTS

<b>Fear of Negative Evaluation</b>	<b><i>M</i></b>	<b><i>SD</i></b>	<b><i>Alpha</i></b>	<b>Level</b>
<b>After practice teaching</b>				
7. I keep thinking that the other students are better at language than I am.	3.26	1.23	0.890	High
31. I am afraid that the other students will laugh at me when I speak the foreign language.	3.25	1.09	0.889	High
13. It embarrasses me to volunteer answers in my language class.	3.12	1.03	0.891	High
23. I always feel that the other students speak the foreign language better than I do.	3.06	0.81	0.890	High
19. I am afraid that my language teacher is ready to correct every mistake I make.	3.00	0.81	0.892	Low
2. I don't worry about making mistakes in language class.	2.97	0.73	0.898	Low
<b>Total</b>	<i>n</i> = 93			

#### 4.5 Finding Four

Are there any significant differences in language anxiety levels in high- and low-academic performance teacher students before and after conducting practice teaching?

This section gives 1) a comparison of levels of language anxiety between high- and low-academic performance teacher students before employing CA in practice teaching and 2) a comparison of levels of language anxiety between high- and low- academic performance teacher students after employing CA in their practice teaching . The results were obtained from responses to 186 questionnaires and were analyzed using inferential statistics, namely independent *t*-test.

The following section compares the results for the two groups in three different ways: 1) the overall results, 2) the results by sub-category, and 3) the specific results for each sub-category.

#### 4.5.1 The Comparison in Language Anxiety Levels between High and Low APTS before Conducting Practice Teaching

Table 4.28 shows that there was no significant difference between the two groups in language anxiety before employing classroom activities in practice teaching. However, the low academic performance group had a higher level of language anxiety than the high academic performance teacher students did.

Table 4.28 Comparison of Levels of Language Anxiety for High and Low APTS before Employing CA in Practice Teaching

Language anxiety (In class)	High		Low		Independent <i>t</i> -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	0.415	3.27	0.331	-0.765	167	0.446
Total	<i>n</i> = 93		<i>n</i> = 93		<i>n</i> = 186		

The low academic performance group had higher language anxiety for all sub-categories of language anxiety before employing CA in practice teaching than the other group, especially as regards the fear of negative evaluation; a significant difference in the level of language anxiety was found between the two groups ( $p < 0.05$ ) (See Table 4.29).

Table 4.29 Comparison of Levels of Language Anxiety among High and Low APTS for Individual Sub-Categories before Employing CA in Practice Teaching

Language anxiety	High		Low		Independent <i>t</i> -test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1. Communication Apprehension	3.28	0.42	3.30	0.40	-0.218	176	0.823
2. Test Anxiety	3.10	0.42	3.20	0.36	-1.591	179	0.113
3. Fear of Negative Evaluation	3.12	0.58	3.30	0.50	-2.230	173	<b>0.027</b>
Total	<i>n</i> = 93		<i>n</i> = 93		<i>n</i> = 186		

The results for the comparison of individual types of language anxiety before employing CA in practice teaching can be seen for each major language anxiety type in Table 4.30.

**Communication Apprehension:** the data show that the high academic performance group rated almost all but one of the anxiety categories for this type of anxiety higher than did the low academic performance group, but the differences were not significant.

**Test Anxiety:** The high academic performance group rated all categories of test anxiety higher than did the other group of teacher students. In particular, significant differences were found for five types of test anxiety : 1) “I keep thinking that the other students are better at language than I am”, 2) “I tremble when I know that I’m going to be called on in language class”, 3) “It would not bother me at all to take more foreign language classes”, 4) “The more I study for a language test, the more confused I get”, 5) “I don’t feel pressure to prepare very well for language class.”

**Fear of Negative Evaluation:** Again, the high academic performance group rated sub-categories of the fear of negative evaluation category higher than did the other group of teacher students. However, only the item “I keep thinking that the other students are better at language than I am” showed a significant difference between the two groups.

Table 4.30 Comparison of Levels of Language Anxiety between High and Low APTS for Individual Sub-Categories before Employing CA in Practice Teaching

Language Anxiety (In class)	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>
<b>Communication Apprehension</b>							
1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.74	1.01	3.76	0.97	-1.072	182	0.285
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.55	0.85	3.40	0.80	-0.475	182	0.636
9. I start to panic when I have to speak without preparation in language class.	3.41	0.97	3.39	0.79	-0.169	180.439	0.866
14. I would not be nervous speaking the foreign language with native speakers.	3.34	0.97	3.28	0.91	-0.300	183	0.764
15. I get upset when I don't understand what the teacher is correcting.	3.33	1.03	3.39	0.83	-0.807	184	0.421
18. I feel confident when I speak in foreign language class.	3.33	0.99	3.16	0.88	0.455	183	0.650
24. I feel very self-conscious about speaking the foreign language in front of other students.	3.12	0.84	3.26	0.95	1.244	184	0.549
27. I get nervous and confused when I'm speaking in my language class.	3.12	0.88	3.32	0.73	-1.725	184	0.086
29. I get nervous when I don't understand every word the language teacher says.	3.09	0.99	3.19	0.82	0.165	184	0.869
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.04	0.87	2.99	0.73	0.466	184	0.641
32. I would probably feel comfortable around native speakers of the foreign language.	2.96	1.02	3.00	0.93	1.253	184	0.675
<b>Test Anxiety</b>							
3. I tremble when I know that I'm going to be called on in language class.	2.66	1.04	3.11	0.98	-3.055	183	<b>0.003</b>
5. It would not bother me at all to take more foreign language classes.	3.76	0.87	3.53	0.87	1.863	184	0.064
6. During language class, I find myself thinking about things that have nothing to do with the course.	2.38	0.90	2.76	0.95	-2.826	182.024	<b>0.005</b>
8. I am usually at ease during tests in my language class.	3.18	0.81	2.96	0.77	1.959	184	0.052
10. I worry about the consequences of failing my foreign class.	3.41	1.15	3.60	0.94	-1.194	182	0.234
11. I don't understand why some people get so upset over foreign language classes.	3.57	1.12	3.43	0.97	0.911	184	0.364

Continued

Table 4.30 Comparison of Levels of Language Anxiety for High and Low APTS for Individual Sub-Categories before Employing CA in Practice Teaching (Cont.)

Language Anxiety (In class)	High		Low		Independent t-test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>
12. In language class, I can get so nervous I forget things I know.	3.17	0.96	3.34	1.03	-1.166	183	0.245
16. Even if I am well prepared for language class, I feel anxious about it.	3.32	1.04	3.38	0.82	-0.391	184	0.697
17. I often feel like not going to my language class.	1.86	1.02	2.42	1.04	-3.715	184	<b>0.000</b>
20. I can feel my heart pounding when I'm going to be called on in language class.	3.43	1.00	3.39	0.77	0.365	183	0.716
21. The more I study for a language test, the more confused I get.	2.71	1.06	3.04	0.94	-2.267	184	<b>0.025</b>
22. I don't feel pressure to prepare very well for language class.	3.51	0.99	3.25	0.75	2.013	184	<b>0.046</b>
25. Language class moves so quickly I worry about getting left behind.	3.19	0.96	3.40	0.81	-1.570	184	0.118
26. I feel more tense and nervous in my language class than in my other classes.	3.14	1.18	3.26	0.77	-0.813	184	0.417
28. When I'm on my way to language class, I feel very sure and relaxed.	3.26	0.85	3.15	0.74	0.925	184	0.356
<b>Fear of Negative Evaluation</b>							
2. I don't worry about making mistakes in language class.	2.93	0.94	3.10	0.93	-1.189	180.991	0.236
7. I keep thinking that the other students are better at language than I am.	3.12	1.10	3.66	0.91	-3.664	182	<b>0.000</b>
13. It embarrasses me to volunteer answers in my language class.	3.09	1.02	3.23	0.95	-0.970	184	0.333
19. I am afraid that my language teacher is ready to correct every mistake I make.	2.88	0.97	3.04	0.81	-1.237	182	0.218
23. I always feel that the other students speak the foreign language better than I do.	3.34	1.02	3.43	0.94	-0.600	184	0.549
31. I am afraid that the other students will laugh at me when I speak the foreign language.	3.05	1.14	3.17	0.96	-0.758	183	0.449
33. I get nervous when the language teacher asks questions which I have not prepared in advance.	2.93	0.94	3.10	0.93	-0.420	181	0.675
<b>Total</b>	<i>n</i> = 93		<i>n</i> = 93		<i>n</i> = 186		

#### 4.5.2 The Comparison in Language Anxiety Levels Between High and Low APTS after Conducting Practice Teaching

Table 4.31 shows no significant difference between the two groups in language anxiety after employing classroom activities in practice teaching. However, the low academic performance group had a higher level of language anxiety than did the high academic performance teacher students.

Table 4.31 Comparison of Levels of Language Anxiety between High and Low APTS after Employing CA in Practice Teaching

Language anxiety (Practice teaching)	High		Low		Independent <i>t</i> -test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Language anxiety	3.17	0.392	3.26	0.330	-0.911	138	0.364
<b>Total</b>	<i>n</i> = 93		<i>n</i> = 93		<i>n</i> = 186		

The low academic performance group had higher language anxiety for the individual sub-categories after employing CA in practice teaching, but there were significant difference with the levels of anxiety in the other group (See Table 4.32).

Table 4.32 Comparison of Levels of Language Anxiety for Individual Sub-Categories between High and Low APTS after Employing CA in Practice Teaching

Language anxiety (After Practice teaching)	High		Low		Independent <i>t</i> -test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>p</i>
1. Communication Apprehension	3.21	0.44	3.22	0.55	-0.200	184	0.842
2. Test Anxiety	3.08	0.43	3.19	0.47	-1.647	184	0.101
3. Fear of Negative Evaluation	3.10	0.62	3.13	0.60	-0.347	183	0.729
<b>Total</b>	<i>n</i> = 93		<i>n</i> = 93		<i>n</i> = 186		

The results for a comparison of levels of language anxiety for individual sub-categories after employing CA in practice teaching are shown in Table 4.33.

**Communication Apprehension:** The data show that the high academic performance group rated all anxiety categories for this anxiety type higher than did the low academic performance group. In particular, the item “I get nervous and confused

when I'm speaking in my language class" showed significant difference between the two groups of teacher students for the level of language anxiety.

**Test Anxiety:** The high academic performance group also rated all categories of test anxiety higher than the other group of teacher students. However, four categories showed significant differences between the two groups of teacher students: 1) "I tremble when I know that I'm going to be called on in language class", 2) "It would not bother me at all to take more foreign language classes", 3) "During language class, I find myself thinking about things that have nothing to do with the course", 4) "I often feel like not going to my language class", and 5) "The more I study for a language test, the more confused I get".

**Fear of Negative Evaluation:** Again, the high academic performance group rated all categories in the fear of negative evaluation category higher than did the other group of teacher students. In addition, one category, "I don't worry about making mistakes in language class", showed a significant difference between the two groups.

Table 4.33 Comparison of Levels of Language Anxiety between High and Low APTS after Employing CA in Practice Teaching

Language Anxiety (Practice teaching)	High		Low		Independent <i>t</i> -test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
<b>Communication Apprehension</b>							
1. I never feel quite sure of myself when I am speaking in my foreign language class.	3.26	1.07	3.19	1.05	-0.482	184	0.631
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	3.40	0.85	3.35	0.94	-0.681	184	0.497
9. I start to panic when I have to speak without preparation in language class.	3.23	0.93	3.25	1.02	0.415	184	0.678
14. I would not be nervous speaking the foreign language with native speakers.	3.09	0.95	3.34	1.06	1.789	184	0.075
15. I get upset when I don't understand what the teacher is correcting.	3.13	1.27	3.24	0.84	-1.466	184	0.144
18. I feel confident when I speak in foreign language class.	3.43	0.95	3.16	1.21	1.210	184	0.228
24. I feel very self-conscious about speaking the foreign language in front of other students.	3.15	0.96	3.22	0.87	0.328	184	0.744
27. I get nervous and confused when I'm speaking in my language class.	2.92	0.86	3.20	0.95	-2.100	182.299	<b>0.037</b>
29. I get nervous when I don't understand every word the language teacher says.	3.02	0.88	3.23	1.01	-0.150	182.657	0.881
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3.17	0.70	3.03	0.87	-1.749	184	0.082
32. I would probably feel comfortable around native speakers of the foreign language.	3.49	0.89	3.24	1.07	1.686	184	0.093
<b>Test Anxiety</b>							
3. I tremble when I know that I'm going to be called on in language class.	2.71	0.96	3.05	0.90	-2.517	184	<b>0.013</b>
5. It would not bother me at all to take more foreign language classes.	3.65	0.99	3.31	1.05	2.230	184	<b>0.027</b>
6. During language class, I find myself thinking about things that have nothing to do with the course.	2.56	0.95	2.97	0.79	-3.362	184	<b>0.001</b>

Continued

Table 4.33 Comparison of Levels of Language Anxiety between High and APTS after Employing CA in Practice Teaching (Cont.)

Language Anxiety (Practice teaching)	High		Low		Independent <i>t</i> -test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>P</i>
28. When I'm on my way to language class, I feel very sure and relaxed.	3.33	0.88	3.29	0.97	0.317	184	0.752
8. I am usually at ease during tests in my language class.	3.41	1.00	3.31	1.15	0.611	180.586	0.542
10. I worry about the consequences of failing my foreign class.	3.19	1.07	3.32	1.10	-0.826	184	0.410
11. I don't understand why some people get so upset over foreign language classes.	3.52	1.18	3.52	1.44	0.000	184	1.000
12. In language class, I can get so nervous I forget things I know.	2.98	1.00	3.15	0.86	-1.267	184	0.207
16. Even if I am well prepared for language class, I feel anxious about it.	3.10	1.09	3.01	0.89	0.588	184	0.557
17. I often feel like not going to my language class.	2.12	1.05	2.69	0.97	-3.848	184	<b>0.000</b>
20. I can feel my heart pounding when I'm going to be called on in language class.	3.24	0.93	3.24	1.00	0.000	184	1.000
21. The more I study for a language test, the more confused I get.	2.72	0.99	3.10	0.87	-2.745	184	<b>0.007</b>
22. I don't feel pressure to prepare very well for language class.	3.42	1.01	3.16	0.89	1.846	184	0.067
25. Language class moves so quickly I worry about getting left behind.	3.25	1.05	3.44	1.18	-1.180	181.391	0.240
26. I feel more tense and nervous in my language class than in my other classes.	3.11	1.11	3.33	1.04	-1.436	184	0.153
2. I don't worry about making mistakes in language class.	3.23	0.89	2.97	0.73	2.178	183	0.031
7. I keep thinking that the other students are better at language than I am.	3.06	1.16	3.26	1.23	-1.103	184	0.271
13. It embarrasses me to volunteer answers in my language class.	3.12	0.93	3.12	1.03	0.000	182.125	1.000
19. I am afraid that my language teacher is ready to correct every mistake I make.	2.86	1.09	3.00	0.81	-0.994	184	0.321

Continued

Table 4.33 Comparison of Levels of Language Anxiety between High and Low APTS after Employing CA in Practice Teaching (Cont.)

Language Anxiety (Practice teaching)	High		Low		Independent <i>t</i> -test		
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>Df</i>	<i>p</i>
23. I always feel that the other students speak the foreign language better than I do.	3.16	1.05	3.06	0.81	0.707	184	0.480
31. I am afraid that the other students will laugh at me when I speak the foreign language.	3.04	1.01	3.25	1.09	-1.326	184	0.187
33. I get nervous when the language teacher asks questions which I have not prepared in advance.	3.23	0.89	2.97	0.73	0.282	182.808	0.779
<b>Total</b>	<i>n</i> = 93		<i>n</i> = 93		<i>n</i> = 186		

## 4.6 Finding Five

Is there any relationship between classroom activities and language anxiety experienced in the language class and in practice teaching among RU teacher students?

### 4.6.1 The Relationship between Classroom Activities and Language Anxiety Experienced in the Language Class for Teacher Students

Table 2.34 shows that, on the whole, CA were slightly correlated in a positive way with language anxiety ( $r = 0.012$ ) (a non-significant correlation). A comparison of the six different categories of CA, (with no significant correlations) shows that four of CA categories had a slightly positive correlation with language anxiety, while the other two CA categories had a slightly negative correlation with language anxiety. The former include speaking ( $r = 0.004$ ), listening (0.057), writing (0.072), and testing (0.007), and the latter are reading ( $r = -0.006$ ) and the participation mode ( $r = -0.066$ ).

Table 4.34 Correlations between Classroom Activities and Language Anxiety Experienced in the English Classroom by Teacher students

Correlations	Language Anxiety	<i>P</i>
<b>Classroom Activities (experienced in class)</b>	0.012	0.88
1. Writing	0.072	0.36
2. Listening	0.057	0.46
3. Testing	0.007	0.93
4. Speaking	0.004	0.96
5. Reading	-0.006	0.94
6. Participation Mode	-0.066	0.40

Correlations between language anxiety and the individual categories of the CA experienced in the English classroom by high and low academic performance teacher students are shown in Table 4.35. Among all the CA items, only one category, namely “watching myself on a video recording, e.g. presentations, meetings” had a significant positive correlation with language anxiety, while the others showed either a slight positive or negative correlation with language anxiety.

Table 4.35 Correlations between Individual Categories of Classroom Activities and Language Anxiety Experienced in the English Classroom by Teacher Students

Classroom Activities (experienced in class)	Language Anxiety
<b>Reading</b>	
2. Reading aloud in class	0.063
4. Reading texts for language analysis, e.g. tenses, connectives	0.029
3. Reading for information	0.012
1. Reading silently	-0.070
<b>Speaking</b>	
5. Taking part in role plays	0.080
9. Interacting in English with classmates in class	0.064
8. Giving individual oral presentations	0.027
7. Giving group oral presentations	-0.043
6. Taking part in oral exercises, e.g. grammar, pronunciation drills	-0.105
<b>Listening</b>	
16. Watching and listening to training videos	0.111
10. Listening to classmates using English in class	0.076
15. Listening to audio recordings	0.057
14. Self-study listening in language laboratory	0.039
13. Listening to the teachers giving explanations about language, e.g. use of active/passive voice	-0.016
11. Listening to classmates giving oral presentations	-0.028
12. Listening to the teachers giving explanations about skills, e.g. how to write a report	-0.055
17. Watching myself on a video recording, e.g. presentations, meetings	<b>0.153*</b>
<b>Writing</b>	
21. Writing assignments outside class, e.g. letters, memos, summaries, reports	0.121
20. Writing short passages (< one page) in class in small groups	0.106
18. Writing short passages (< one page) individually in class	0.036
19. Doing written exercises, e.g. gap filling, sentence correction	-0.030
<b>Tests</b>	
23. Doing informal, unassessed tests (Doing informal quizzes)	0.103
25. Practicing writing exam answers within a time limit	0.066
22. Checking my own writing	-0.006
24. Doing formal, assessed tests	-0.142
<b>Participation mode</b>	
27. Working in pairs	0.038
28. Working in small groups (maximum 5 students)	-0.094
26. Working individually	-0.095

\*  $p < 0.05$  level (2-tailed)

#### 4.6.2 The Relationship between Classroom Activities and Language Anxiety Experienced in Practice Teaching for Teacher Students

The findings in table 4.36 illustrated results that, on the whole, CA slightly correlated in a positive way with language anxiety ( $r = 0.033$ ) (with no significant correlation). A comparison of the six different types of CA (with no significant correlations) shows that five of these CA types had a slight positive correlation with

language anxiety, while only one CA type had a slightly negative correlation with language anxiety. The former included: reading ( $r = 0.006$ ), listening (0.094), writing (0.015), testing (0.049), and the participation mode ( $r = 0.040$ ), and the latter was speaking ( $r = -0.011$ ).

#### 4.36 Correlations between Classroom Activities and Language Anxiety Experienced in Practice Teaching by Teacher Students

Correlations	Language Anxiety	<i>p</i>
<b>Classroom Activities (experienced in practice teaching)</b>	0.033	0.68
1. Listening	0.094	0.22
2. Testing	0.049	0.53
3. Participation Mode	0.040	0.60
4. Writing	0.015	0.85
5. Reading	0.006	0.94
6. Speaking	-0.011	0.88

The correlations between language anxiety and the individual categories of the CA experienced in **practice teaching** by high and low academic performance teacher students are shown in Table 4.37. Among the CA categories, no category showed a significant correlation with language anxiety. However, they CA categories had either a slight positive or negative correlation with language anxiety.

#### 4.37 Correlations between Individual Categories of CA and Language Anxiety Experienced in Practice Teaching by Teacher Students

<b>Classroom Activities (experienced in practice teaching)</b>	<b>Language Anxiety</b>
<b>Reading</b>	
4. Reading texts for language analysis, e.g. tenses, connectives	0.054
2. Reading aloud in class	0.016
3. Reading for information	-0.002
1. Reading silently	-0.046
<b>Speaking</b>	
9. Interacting in English with classmates in class	0.048
5. Taking part in role plays	0.004
8. Giving individual oral presentations	-0.003
6. Taking part in oral exercises, e.g. grammar, pronunciation drills	-0.024
7. Giving group oral presentations	-0.066
<b>Listening</b>	
12. Listening to the teachers giving explanations about skills, e.g. how to write a report	0.139
16. Watching and listening to training videos	0.102
11. Listening to classmates giving oral presentations	0.080
17. Watching myself on a video recording, e.g. presentations, meetings.	0.073
15. Listening to audio recordings	0.070
10. Listening to classmates using English in class	0.060
14. Self study listening in language laboratory	0.036
13. Listening to the teachers giving explanations about language, e.g. use of active/passive voice	-0.030
<b>Writing</b>	
18. Writing short passages (<one page) individually in class	-0.053
19. Doing written exercises, e.g. gap filling, sentence correction	-0.021
20. Writing short passages (<one page) in class in small groups	0.049
21. Writing assignments outside class, e.g. letters, memos, summaries, reports	0.063
<b>Tests</b>	
23. Doing informal, unassessed tests (Doing informal quizzes)	0.127
22. Checking my own writing	0.074
24. Doing formal, assessed tests	-0.001
25. Practicing writing exam answers within a time limit	-0.037
<b>Participation mode</b>	
26. Working individually	0.048
28. Working in small groups (maximum 5 students)	0.039
27. Working in pairs	0.018

## **CHAPTER V**

### **DISCUSSION**

This chapter discusses the research findings presented in the last chapter. There are five major sections discussed within this chapter:

- 1) Classroom activities (CA) experienced by high and low academic performance teacher students in their English class and used in their practice teaching,
- 2) The level of language anxiety among high and low academic performance teacher students before employing classroom activities in their practice teaching,
- 3) The level of language anxiety among high and low academic performance teacher students after employing CA in their practice teaching,
- 4) A comparison of (1) language anxiety before employing CA in practice teaching between high and low academic performance groups and (2) language anxiety after employing CA in practice teaching between the two groups of teacher students, and
5. The relationship between 1) CA and language anxiety experienced by teacher students in their English class and 2) CA and language anxiety experienced in practice teaching by the two groups of teacher students.

The implications of this research study are presented in the last section of this chapter.

#### **5.1 Discussion of Finding One**

To what extent do high and low academic performance teacher students (APTS) experience classroom activities (CA) in their English class and use these CA in their practice teaching?

This particular section discusses the CA experienced by high and low academic performance teacher students in their English class and used by them in their practice teaching.

***In their English class***

Overall: All types of CA (reading, speaking, listening, testing, writing, and the participation mode) were often experienced in English class by both high and low APTS. This particular finding is similar to those of Spratt (2001) and Qin (2012). In 2001, Spratt discovered that various types of CA existed in the field of language education, especially in the Hong Kong context. The CA found in Spratt (2001) included reading, speaking, listening, writing, testing, and the participation mode classroom activities. In addition, Qin (2012) found the types of CA including evaluation, writing, speaking, listening, and reading activities in the context of Chinese language education.

The reason that teacher students experienced all types of CA might be because of the requirement by the administrators of their universities to teach all skills using CA in one particular course or in the syllabus (Qin, 2012).

Sub-Categories of Classroom Activities: The findings suggest that the two groups of teacher students experienced in different amounts with different types of CA. That is to say, **high APTS** experienced the participation mode CA especially working in small groups (maximum 5 students) most often. This finding corresponds to those of Spratt (2001), McDonough (2004), and Chiang (2012) because the three researchers found that students in their study preferred pair and group work-related activities. **Low APTS** in contrast experienced reading CA most often, in particular “reading silently”. This finding is consistent with that of Gilakjani (2012) in that the Iranian students in Gilakjani’s study most frequently experienced reading what teacher wrote on the chalkboard in their English class.

Moreover, the findings of the present study indicating that the high APTS most often experience participation mode-related CA (especially “working in small groups”) while low APTS most often experienced reading activities (in particular “reading silently”), in their English class corresponded to the notions proposed by Nunan (1988) and those of Koch and Terrel (1991). Nunan (1988) noted that the selection of specific types of CA for use in class should take students’ language

learning proficiency into consideration. The CA employed with *the high proficiency group* of students should contain innovative, challenge activities, and provide opportunities to develop comprehension or thinking skills (Koch & Terrel, 1991). Working in small groups requires the teacher students to use comprehension skills due to the necessity of negotiating or interacting with their peers in the particular activities (Nunan, 1988). On the other hand, students with a *low level of language proficiency* feel more comfortable engaging with CA that are less complex and use fewer comprehension skills (Koch & Terrel, 1991). The teacher might be concerned because of the reasons given above; thus, they mainly employ such CA with the two groups of their teacher students (Nunan, 1988).

### ***In Practice teaching***

*In the whole:* Both high and low academic performance teacher students also employed all types of CA (reading, speaking, listening, testing, writing, and the participation mode) in their practice teaching. This finding is similar to that of Merq (2011) who found that teacher students in Turkey were required by the school to use various types of CA, such as speaking, writing, grammar, vocabulary, and reading in class when conducting practice teaching.

*Sub-Categories of Classroom Activities:* There are both similarities and differences in the frequency of use of CA in practice teaching by high and low academic performance teacher students. The results indicate that the high APTS used the participation mode, especially working in small groups (maximum 5), most often in their practice teaching. This is similar to the low-academic performance group who stated that they used the participation mode often; however, the specific type of participation mode activities were mostly concerned with assigning students to work individually. This finding is not consistent with that of Gilakjani (2012) in that the Iranian English majors preferred reading activities, especially reading the passages assigned in class. Moreover, the finding also diverges from the findings of Arikan (2011) who found that students most frequently experienced reading activities, especially reading aloud and reading poems or novels.

Moreover, the findings are consistent with the notions of Koch and Terrel (1991) in that *the high proficiency group* would most likely prefer group work activities because the negotiation skill gained from such activities could develop their

language comprehension. This might lead the teacher students with high levels of academic performance in this present study to use group work most frequently in their practice teaching. The low-academic performance group might use individual activities because of their level of language proficiency which caused them to prefer asking students to work individually in their practice teaching. This finding is similar to that of Koch and Terrel (1991) who noted that students with low language proficiency usually feel more comfortable engaging with CA that are less complex and use fewer comprehension skills (Koch & Terrel, 1991).

The high and low APTS displayed different patterns of use with regard to the least frequently used types of CA. **High APTS** employed listening CA least frequently in their practice teaching. This is not consistent with the results found by Al-Tamimi and Shuib (2009). Malaysian students with high and moderate language proficiency in that study preferred doing reading-based activities.

Meanwhile, **low APTS** had used writing CA, especially writing assignments outside class e.g. letters, memos, summaries, or reports, least frequently in their practice teaching. This finding is consistent with the results discovered by Merq (2011) in that Turkish teacher students in his study were very concerned about the difficulties of writing activities and attempted to avoid or use writing-related CA less often in their practice teaching. In contrast, the students in a study by Zaid (2011) reported that they were satisfied with doing writing activities, especially writing three drafts.

## 5.2 Discussion of Finding Two

What is the level of language anxiety among high and low APTS before employing CA in their practice teaching?

This section discusses the level of language anxiety experienced by high and low APTS before employing CA in their practice teaching. In other words, the level of their language anxiety experienced in their English class will be discussed. Then the reasons for their language anxiety will also be presented.

In general, both high and low APTS had high levels of language anxiety. In other words, the two groups were anxious about learning English in their language

class. This finding is consistent with that of Namsang (2011) and Tum (2012) but is not consistent with that of Pongpun and Salobol (2012) and Yayli (2012). Namsang (2011) found that Thai undergraduate students in Dhonburi Rajabhat University had a high level of language anxiety because of having to use English in class. Tum (2012) also reported that, in Northern Cyprus, teacher students had high levels of language anxiety when using English. In contrast, the research finding of Pongpun and Salobol (2012) indicated that 60 students at the Wall Street Institute, Pinkao, had a moderate level of language anxiety. Yayli (2012) also found a moderate level of language anxiety among a group of summer school students.

The reasons that teacher students had a high level of language anxiety might be as follows. First, they were training to be proficient in English language skills in order to be able to be effective teachers in the future (Gebhard, 1985). Second, the teacher students in this study were non-native speakers of the target language. These might cause them to be uncertain about their own language ability and their personal language use and cause them to have high level of language anxiety (Sammephet & Wanphet, 2013).

Sub-Categories of Language Anxiety: Teacher students with high and low academic performance reported anxiety for all sub-categories. This finding is consistent with that of Chan and Wu (2004). Chan and Wu (2004) discovered that three main causes of language anxiety among Taiwanese elementary school included: “test anxiety, fear of being less competent, and being afraid to speak in English” (p.303).

In the present study, the highest ranking for language anxiety was for communication apprehension, followed by fear of negative evaluation (ranked second) and the lowest ranking was found for test anxiety. This finding corresponds to those of Udomkit (2003) and Bunruang (2008). In Udomkit’s (2003) study, Thai military officers were highly anxious about communicating in English in class, especially when having to speak in front of the class. Bunruang (2008) also found that Loei Rajabhat University teacher students were highly anxious in studying English for communication in particular being asked to communicate with their peers in English in class.

However, the findings of this study are not consistent with those of Namsang (2011). In this study, the lowest sub-category of language anxiety among the two groups of teacher students was test anxiety. In contrast, Namsang (2011) found that test anxiety caused highest level of language anxiety in Dhonburi Rajabhat University students.

The reasons for the findings in the present study might be as follows. The teacher students feel panic when they had to speak without preparation in language class. They might feel very self-conscious about speaking the foreign language in front of other students. In addition, they might be nervous when they did not understand every word the language teacher said and, in some cases, they might feel overwhelmed by the number of rules they had to learn to speak a foreign language.

### **5.3 Discussion of Finding Three**

What is the level of language anxiety of high and low APTS after employing CA in their practice teaching?

This section discusses the level of language anxiety experienced by high and low APTS after employing CA in their practice teaching and then mentions the reasons for such findings.

*In general*, the two groups of teacher students were still highly anxious after having practice teaching. This research finding corresponds with that of Merq (2011) in that teacher students in his study were highly anxious after participating in practice teaching. This research finding, however, is not consistent with that of Kunt and Tum (2010). In the study of Kunt and Tum (2010), it was found that Northern Cypriot teacher students had different levels of anxiety, not only the high level found in the present study.

*Sub-Categories of Language Anxiety*: High APTS were most anxious in the sub-category of communication apprehension, followed by fear of negative evaluation; they were least anxious in the sub-category of test anxiety, while low APTS showed the highest level of language anxiety in the sub-category of communication apprehension. However, test anxiety and fear of negative evaluation were ranked as the second and third causes of anxiety by the low academic

performance teacher students. The results of this study are consistent with those of Horwitz (1996) who found that non-native student teachers experienced a high degree of communication apprehension after their practice teaching. The results of this study are, however, not consistent with the findings of Ngidi and Sibaya (2003). Ngidi and Sibaya (2003) discovered that teacher students in their study reported the highest levels of anxiety for the sub-categories of test or evaluation anxiety.

These results might be due the following reasons. The teacher students might be nervous about speaking the foreign language or being around native speakers in the context that they had practice teaching. Moreover, they might also feel very self-conscious about speaking the foreign language in front of other students or even start to panic when they have to speak without preparation in their practice teaching.

## **5.4 Discussion of Finding Four**

Are there any significant differences of (1) language anxiety between the two groups of teacher students before employing CA in practice teaching and of (2) language anxiety between the two groups of teacher students after employing CA in practice teaching?

This section presents a comparison of (1) language anxiety between high and low APTS before employing CA in practice teaching and of (2) language anxiety between the two groups after employing CA in practice teaching, and presents the reasons for those findings.

### **5.4.1 A Comparison of Language Anxiety between High and Low APTS before Employing CA in Practice Teaching**

*On the whole*, there were no significant differences in levels of language anxiety found between *high* and *low* APTS before employing CA in practice teaching. In other words, the two groups of teacher students experienced similar levels of language anxiety in their English class. However, the results show that the *low* APTS experienced *higher levels of language anxiety* than did the *high* APTS. These results are consistent with those of Chan and Wu (2004) and Liu (2012). In their studies,

Chan and Wu (2004) and Liu (2012) found that Taiwanese elementary low APTS were more often experienced language anxiety.

*Sub-Categories of Language Anxiety:* There was only one sub-category, namely fear of negative evaluation ( $p < 0.05$ ), where the high- and low-academic performance groups showed significant differences. This finding corresponded with that of Chiang (2012) in that fear of negative evaluation was ranked at the highest level for all sub-categories of language anxiety by high and low academic performance students. This finding is not, however, consistent with that of Noora (2008) and that of Nahavandi and Mukundan (2013). Noora (2008) found that non-English major Iranian university students viewed speaking English as the greatest cause of anxiety. In addition, Nahavandi and Mukundan (2013) also showed the results that contrast with those of the present study in that communication apprehension was most prominent Indian students in their study.

Moreover, in this study low APTS had a higher level of anxiety for all sub-categories than did the high APTS. These results are consistent with the results found by Zare and Riasati (2012). Zare and Riasati (2012) found that high academic performance Iranian learners in their study had a lower level of language anxiety. Meanwhile, Aida (1994) and Horwitz (2001) also found that the students with a high level of language anxiety were usually those who received lower grades.

The reasons for these results might be as follows. Because of inadequate language proficiency, low academic performance teacher students might think that the other students were better at language than they were and often not feel like going to their language class. They might feel that the more they studied for a language test, the more confused they got. In some cases, they might tremble when they knew that they were going to be called on in language class and felt much pressure to prepare very well for language class.

#### **5.4.2 A Comparison of Language Anxiety between High and Low APTS after Employing CA in Practice Teaching**

*On the whole*, there were no significant differences in levels of language anxiety among *high* and *low* academic performance teacher students *after* employing CA in practice teaching. Again, the low academic performance group experienced a

higher level of language anxiety than did the high APTS. This result is similar to the finding of Chiang (2012) in that students with a high level of language anxiety tended to have low English proficiency.

*Sub-categories of language anxiety:* In addition, there were no significant differences in the level of language anxiety found between *high* and *low* APTS after employing CA in practice teaching. However, the low APTS had a higher level for all sub-categories of language anxiety than another group. These results are consistent with those of Pappamihiel (2002) in that ESL high APTS have a lower level of language anxiety than did the low academic performance group.

The reasons for such findings might be as below. Due to a low level of language proficiency and to being non-native speakers of the target language, these students might be nervous or confused when they speak in their practice teaching (Chan & Wu, 2004). They might also tremble when they know that they are going to be asked by their students about English grammar or vocabulary in their practice teaching. In some cases, due to a relatively high level of language anxiety, they often do not feel like going to their practice teaching. Moreover, during their practice teaching, teacher students might find themselves thinking about things that have nothing to do with the course.

## **5.5 Discussion of Finding Five**

This section discusses the relationship between 1) classroom activities and language anxiety experienced by teacher students in their English class and between 2) classroom activities and language anxiety activities used in practice teaching by teacher students, and presents the reasons for those relationships.

### **5.5.1 The Relationship between CA and Language Anxiety Experienced by Teacher Students in Their English Class**

*On the whole:* CA correlated in a slightly positive way with language anxiety ( $r = 0.012$ ). This could be interpreted as meaning that the CA experienced in the classroom has a low relationship with the level of teacher students' language anxiety. Thus, based on the results of this study, it could be claimed that CA do not

cause teacher students' language anxiety. This finding corresponds to the idea proposed by Chiang (2012) in that CA especially fun activities, such as playing games, could reduce the level of students' language anxiety.

Sub-Categories of CA: It was found that four types CA correlated with language anxiety in a slightly positive, though non-significant way; while there were two types of CA correlated with language anxiety in a slightly negative way. The former are speaking ( $r = 0.004$ ), listening (0.057), writing (0.072), and testing (0.007); and the latter are reading ( $r = -0.006$ ) and the participation mode ( $r = -0.066$ ).

The non-significant results indicated above could be interpreted as meaning that all types of CA have a low relationship or are less likely to cause language anxiety among teacher students. This finding corresponds with that of Chiang (2012). Students in Chiang's (2012) study that CA were beneficial in that they could create a comfortable environment (found in games or songs) and encourage them to get involved (namely group works or discussions with students based on open-ended questions). These could reduce the level of students' language anxiety and improve their language motivation instead.

The reasons for the low relationship between CA and language anxiety in English class might be as follows. First, the CA experienced by teacher students in their English class had a low or moderate level of difficulties that help them to interpret or more understand how to deal with it. Second, the used CA were appropriate to the level of the academic performance and the specific characteristics of their teacher students. Third, teacher students might have good attitudes toward CA taught by their teachers, such as, no fear of being ridiculous when participating CA. Fourth, CA might increase the confidence teacher students toward the target language.

### **5.5.2 The Relationship between Classroom Activities and Language Anxiety Experienced by Teacher Students in their Practice Teaching**

On the whole: CA had a moderately positive, but non-significant, correlation with language anxiety ( $r = .679$ ). This could be interpreted as meaning that the CA used in practice teaching did not aroused language anxiety among teacher students. This finding does not correspond to the finding of Mak (2011). In Mak's study, there was a significant relationship with CA, especially oral presentation

activities, and language anxiety among teacher students. In other words, teacher students in Mak's (2011) study experienced language anxiety caused by the CA being experienced.

Sub-Categories of CA: It was found that five types of CA were positively, but non-significantly, correlated with language anxiety; while only one type of CA negatively correlated with language anxiety. The former were reading ( $r = 0.006$ ), listening (0.094), writing (0.015), testing (0.049), and the participation mode ( $r = 0.040$ ), and the latter was speaking ( $r = -0.011$ ). The non-significant results found above could be interpreted as meaning that all types of CA had a low relationship or were less likely to cause language anxiety among teacher students during their practice teaching. These findings are inconsistent with those of Namsang (2011) and those of Chan and Wu (2004). Namsang (2011) found that test-related activities, especially English assessment tests caused language anxiety among students; while Chan and Wu (2004) found that CA and in particular, oral presentations in front of others caused language anxiety among students.

The reasons underlying the non-significant or relatively low level of correlation found in this study might be as follows. First, with reference to the results of this study, when teacher students used the CA in their practice teaching based on what their teachers taught them in English class; it might be because they feel more comfortable and available to manage the class better. Second, the CA used by teacher students in their practice teaching might not have too many difficulties that teacher students were hard to interpret and investigate the ways to teach. Third, they might be more confident when using the particular CA in their practice teaching. Fourth, it might be because teacher students could use types of CA in their practice teaching that were appropriate to their own level of language proficiency and their own specific characteristics. Those might be the reasons of the relatively low correlations between the two variables in this study during practice teaching. Fifth, due to the short period of practice teaching, the teacher students have less likely to be anxious when using CA in their practice teaching.

## **5.6 The Implications of the Study**

The results of this study can provide fundamental information for those in the field of language education and for those who are interested in conducting research about fourth-year high and low academic performance teacher students' classroom activities and language anxiety in the context of Rajabhat universities. The following sections provide suggestions that should be taken into account when developing language teaching and learning in the field of language education. The suggestions fall into two main categories: the implications for language teaching and those for language learning.

### **5.6.1 The Implications for Language Teaching**

This study provides relatively significant implications for teachers and the program of teacher education as follows. Fourth-year teacher students experienced significant problems in both their English class and in their practice teaching. It was found that teacher students were highly anxious when studying English in class. The occurrence of a high level of language anxiety was also found in their own teaching during their practice teaching.

Many significant problems confronted by teacher students in this study were found to be caused by language anxiety. The teacher students were caused to be panic when they had to speak without preparation in language class. They also felt very self-conscious about speaking the foreign language in front of other students. In addition, they felt overwhelmed by the number of rules they had to learn to speak a foreign language or did not understand every word the language teacher used. These causes of language anxiety could lessen teacher students' motivation toward language learning and further lessen their level of linguistic self-confidence. They could become reticent learners and not attempt to participate or study less in that particular class (McIntyre, 1995).

The causes of language anxiety experienced in practice teaching are as follows. They are nervous in speaking the foreign language with or being around with native speakers in the context of the schools where they had practice teaching. Moreover, they might also feel very self-conscious about speaking the foreign language in front of other students or even start to be panic when they had to speak

without preparation in their practice teaching. These reasons could have a negative impact on teacher student as follows. Teacher students might become less confident and worry about their use of the target language. As a result, they might tend to avoid using the language in the classroom and simply discuss linguistic rules which can be anticipated and controlled. Secondly, language anxiety influences the teacher students' selection of instructional practices. They might attempt to use fewer creative and risk-taking instructional practices. Even though they might want to use a new teaching method or approach, because of their fear of creating an unmanageable classroom, teacher students might tend to use fewer creative and risk-taking activities in practice teaching (Horwitz, 1996).

The following suggestions should be considered to reduce the negative impacts of language anxiety in the field of teacher education.

In the English class, **first**, teachers should diagnose the problems encountered by teacher students in the language classroom. If the difficulties result from language anxiety, teachers should try to find solutions to deal with such emotional reactions (MacIntyre, 1995). The **second** way for teachers to deal with teacher students' language anxiety is to make language learning easier to achieve (Price, 1991). **Third**, teachers may make classes smaller in order that students can not only know each other but also to reduce students' fears of being ridiculous and fears that others are smarter or more confident. **Fourth**, teachers may become facilitators, give students more positive reinforcement, encourage students not to fear making mistakes (with an explanation of the importance of such mistakes for language learning), and try to behave like friends helping students to learn rather than authorities making them perform (Price, 1991).

In practice teaching, the teachers might teach teacher students to employ the following types of CA in order to help them deal with language anxiety during practice teaching.

*Reading activities:* The teacher might suggest that teacher students employ the three-move approach (skimming, scanning, and reading for comprehension) when doing reading tasks in their practice teaching. Teachers may additionally suggest that teacher students assign their students' reading activities in groups and then assign a collaborative group project (Lee, 1999).

*Speaking activities:* Teachers might instruct their teacher students to use Natural Approach-related activities, such as using pictures to present vocabulary, personalization of grammar, acquisition of vocabulary through association, pair work, and classroom topical discussions in their practice teaching (Koch & Terrell, 1991). Chiang (2012) also noted that such CA, especially activities like discussions on a topical issue within groups, can encourage students to get more involved in the language classroom and can reduce the intensity of their language anxiety.

*Listening activities:* The teacher might tell teacher students to teach students to learn vocabulary by guessing the meaning of words from the context, by employing existing knowledge, by trying to find and understand the root of the words, and by emphasizing listening for specific information or the main ideas in their practice teaching. In addition, they may employ visual aids to help teach listening, e.g. videos or video clips, taped or live television programs, actual objects or their models (for discussion), photographs and posters in their practice teaching (Vogel, 1997).

*Writing activities:* Teachers might ask teacher students to employ techniques to generate ideas to help writing easier, such as brain-storming or free writing. Teachers may also suggest that teacher students teach writing by drafting and writing at least three drafts for their practice teaching (Leki, 1999).

In addition to providing suggestions for language teaching, implications for language learning are also provided.

### **5.6.2 The Implications for Language Learning**

Teacher students should recognize the following important aspects. **First**, they should be aware of their own language anxiety and the negative effects of language anxiety. **Second**, they should be self-aware if any language skills cause language anxiety and try to find ways to reduce such feeling. Third, teacher students should try out some innovative types of CA as suggested above in order to deal with their own language anxiety.

More importantly, they should also be aware of their own language proficiency and attempt to use innovative CA which correspond to their own language proficiency and personality. Koch and Terrell (1991) stated that the *high proficiency group* usually prefers to experience innovative, challenging activities, and have

opportunities to use comprehension or thinking skills. Those CA are relevant to, for example, making comparisons between things or sharing personal experiences, cultural experiences, and/or approaches to developing language learning (Williams & Burden, 2006). In particular, CA requiring the use of comprehension skills are related to pair or group work because students need to negotiate or interact with their peers in these particular activities (Nunan, 1988). On the other hand, students with a *low level of language proficiency* feel more comfortable engaging with CA that are less complex and use fewer comprehension skills (Koch & Terrel, 1991).

In conclusion, for a more successful and effective outcome for teacher education programs in producing future language teachers, the following actions should be taken. Firstly, the stakeholders including teachers and administrators of teacher education programs should take three main aspects into consideration: 1) the existence of language anxiety among their teacher students, 2) the negative effects of language anxiety, and 3) some innovative approaches, especially CA, to lessen their teacher students' language anxiety. Secondly, teacher students should also be aware of 1) their anxiety level and the effects of such language anxiety and 2) the language ability they have and try to learn or use CA which correspond to their own language proficiency, in order to prepare themselves to be effective language teachers in the future.

## **CHAPTER IV**

### **CONCLUSION**

This is the last chapter of the present study which includes five sections discussing the research findings and one section of further recommendations. Specifically, it has the aims of summarizing all of the previous chapters and suggesting ideas for those who are interested in conducting further research in this particular area of study.

#### **6.1 Conclusions of the Study**

Teacher education programs are designed to make language effective (Richards, 1990). These programs provide teacher students with significant knowledge both inside and outside class with the aim making future teachers effective and knowledgeable. The particular knowledge includes: 1) linguistics and language learning theory (Richards, 1990), and 2) a variety of teaching techniques, classroom activities, and teaching methods (Gebhard, 1985). In addition, teacher students will have the opportunity to have practice teaching in public institutions or at least have teaching experience through microteaching (Gebhard, 1985). They will have an authentic teaching experience and be able to make use of the knowledge accumulated throughout the pre-service courses in their instructions.

The CA used in the classroom play a vital role in shaping their language teaching and learning experience. Teacher students usually make use of the knowledge they have accumulated from their teaching and learning experience to create new ideas and make decisions concerning the selection of a teaching approach or even teaching methods in when they become teachers (Fairbanks & Meritt, 1998). However, because the teacher students are non-native speakers of the target language, they are uncertain of their own language ability and their personal language use and suffer from language anxiety (Sammephet & Wanphet, 2013). Because of this, teacher students with

language anxiety use fewer creative and risk-taking CA. Even though they might want to employ a new teaching method or approach, because of their fear of making the classroom unmanageable, teacher students tend to use fewer creative and risk-taking activities in their practice teaching (Horwitz, 1996).

In order for teacher students to be more successful and effective teachers, the obstacles caused by emotional reactions, especially language anxiety, should be reduced in teacher education programs. The selection of appropriate classroom activities might be an effective solution for coping with teacher students' language anxiety. Koch and Terrell (1991) have suggested that classroom activities, especially those suited to one's personal proficiency level, could help comfort learners or decrease the level of their language anxiety.

This present study was conducted with the following objectives: *1)* to examine classroom activities experienced by high and low academic performance teacher students (APTS) in their English language classroom and practice teaching, *2)* to identify the level of high and low APTS' language anxiety before employing CA in their practice teaching, *3)* to examine the level of high and low APTS' language anxiety after employing CA in their practice teaching, *4)* to determine if there are any significant differences in levels of (1) language anxiety between high and low APTS before employing CA in practice teaching and (2) language anxiety between the two groups of teacher students after employing classroom activities in practice teaching, and *5)* to find the relationship between CA and language anxiety used and/or experienced by Rajabhat university teacher students.

In this study, the sample was 186 teacher students representing a total population of 309 teacher students majoring in English in four Rajabhat universities. The subjects were selected through four main sampling procedures: 1) stratified random sampling, 2) simple random sampling, 3) purposive sampling, and 4) simple random sampling. Then the participating teacher students were separated into two groups. Placement in the high- or low-academic performance group of teacher students was determined by the criterion of grade point average (GPA) based on Fan's (1952) table for the high-low-27-percent group. With the aim of obtaining greater reliability, the researcher increased the percentage of each group from 27% to 30% (McMillan & Schumacher, 2001).

There were two research instruments used for data collection in this study. One was the (CA) questionnaire developed by Spratt (1999) which was employed to investigate CA experienced and/or used by teacher students and the other was the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986) which was employed to measure three main sub-categories of teacher students' language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. The questionnaire was both valid and reliable, with a Cronbach's alpha coefficient of 0.93.

Descriptive statistical analysis and inferential statistics were employed to analyze the data. The descriptive statistical analysis included mean and standard deviation used with aims of: 1) examining the frequency level of CA in their English language learning and their practice teaching and 2) measuring the level of teacher students' language anxiety before practice teaching, and 3) measuring the level of language anxiety after practice teaching. The inferential statistical analysis included the independent *t*-test and Pearson product moment correlations used to examine the relationship between classroom activities and language anxiety among teacher students. The results of this study are as follows.

### **6.1.1 Conclusions for Research Objective One**

*In the English class:* On the whole, all types of CA (reading, speaking, listening, testing, writing, and the participation mode) were often experienced in English class by both high- and low-academic performance teacher students. The findings for sub-categories of classroom activities indicate that the high-academic performance group had experienced participation mode-related CA, especially working in small groups (maximum five students) most often, while the low-academic performance teacher students experienced reading activities, in particular "reading silently", most often.

*In Practice teaching:* On the whole, both high and low APTS also employed all areas of CA (reading, speaking, listening, testing, writing, and the participation mode) in their practice teaching. The findings for the sub-categories of classroom activities indicate that both the high-and low-academic performance groups used the participation mode most frequently. The high-academic performance group

most often used working in small groups (maximum five) as the low-academic performance group used individual work most often in their practice teaching.

### **6.1.2 Conclusions for Research Objective Two**

In general, both high and low APTS had high levels of language anxiety before employing CA in their practice teaching and experienced a high degree of anxiety in all sub-categories. The highest ranking for language anxiety was for communication apprehension, followed by fear of negative evaluation (ranked second) and the lowest ranking was for test anxiety.

### **6.1.3 Conclusions for Research Objective Three**

In general, the two groups of teacher students were still highly anxious about language learning after employing CA in their practice teaching. The High- and low APTS was most anxious about the sub-category of communication apprehension in their practice teaching.

### **6.1.4 Conclusions for Research Objective Four**

*Before employing CA in practice teaching:* On the whole, no significant differences in language anxiety were found for the high and low APTS. Only in the sub-category of fear of negative evaluation ( $p < 0.05$ ) were significant differences found for the high and low academic performance groups. Even though no significant differences were found for the two groups, it was discovered that low-academic performance teacher students had a higher level of anxiety in all sub-categories than did the high-academic performance group before employing classroom activities in practice teaching.

*After employing CA in practice teaching:* On the whole, there was no significant difference in language anxiety for the high and low APTS. Nor was there any significant difference in any sub-category of language anxiety for the high and low APTS. Again, even though no significant difference in language anxiety was found, in this study the low APTS had a higher level for all sub-categories of language anxiety than the other group after employing CA in practice teaching.

### 6.1.5 Conclusions for Research Objective Five

The correlation coefficient for CA and language anxiety was low or weak because most values found for the correlation coefficient were lower than 0.35 (Taylor, 1990).

*In the English class:* On the whole, CA had a very small, positive, non-significant relationship with language anxiety ( $r = 0.012$ ). It was found that four types of CA [speaking ( $r = 0.004$ ), listening (0.057), writing (0.072), and testing (0.007)], also had a slightly positive correlation with language anxiety, while only two types of CA [reading ( $r = -0.006$ ) and the participation mode ( $r = -0.066$ )] had a slightly negative correlation with language anxiety.

*In practice teaching:* On the whole, CA also had a slightly positive correlation with language anxiety ( $r = 0.679$ ). It was found that five types of CA [( $r = 0.006$ ), listening (0.094), writing (0.015), testing (0.049), and the participation mode ( $r = 0.040$ )] were positively correlated with language anxiety, while one type of CA, which was speaking, had a negative correlation with language anxiety.

CA and language anxiety in this study had a relatively weak relationship with each other. It can be said that this might be because the CA teacher students encountered and/or used did not arouse anxiety but helped them lessen or deal with language anxiety both in class and in practice teaching.

## 6.2 Recommendations for Further Studies

The findings of this present study provide the following insights. **First**, teacher students with high and low academic performance often experienced CA in their English class and often used CA in their practice teaching. This shows that teacher education programs can provide their education majors with adequate CA which they find useful in their practice teaching. **Second**, both high and low APTS suffered from language anxiety when learning English and in their practice teaching. Moreover, there is no significant difference in language anxiety for the two groups of teacher students either in their English class or in their practice teaching. These could suggest that the administrators or the teachers of the program may teach their teacher students inappropriately with their level of language proficiency. This can later cause

teacher students to be anxious learners in their language class and still be anxious when they do their practice teaching.

*Third*, a very small correlation was found between CA and language anxiety among teacher students. This means that the teacher education program should recognize that their use of CA might be appropriate for their education majors. They should keep using these effective CA and try to use new, innovative CA to help learners cope with investigated anxiety found in their teacher education program.

The following recommendations are given for those who are interested in conducting further research in this particular area of study.

1. The present study was limited to a study of fourth-year teacher students with the experience of micro practice teaching in the context of Rajabhat universities. Therefore, generalizations should be made only for other EFL teacher students who are at the same level and who have a similar academic background.

2. Further study might conduct with fifth year teacher students who complete a yearlong practice teaching in order to get more insight about the correlations between CA and language anxiety.

3. Based on the low correlation results of this study, further study might investigate which CA that teacher students experienced from the education program and then select some to use in their practice teaching.

4. The further study should be aware of the scores that not that much high or low anxiety.

5. This study employed only quantitative methods to examine the relationship between teacher students' CA and language anxiety; therefore, further studies should also employ qualitative methods, such as an observation and interviews to provide more insightful data.

6. The findings of this research are also beneficial for those who aim to conduct research concerning: 1) the effective use of CA in language learning and in practice teaching among high- and low-academic performance teacher students, 2) the causes of possible differences in level of language anxiety before and after employing CA in their practice teaching, and 3) finding possible solutions for coping with problems caused by language anxiety.

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## **APPENDICES**

## **APPENDIX A**

### **CLASSROOM ACTIVITY QUESTIONNAIRE**

The classroom activity (CA) questionnaire was developed by Spratt (1999). In this study, it is used as a research instrument to have the participants identify the classroom activities that they had experience in both their learning and practice teaching. The content of questionnaire contains 28 items of CA. The criteria for the response are as follows:

1	=	Never or almost never learnt/used,
2	=	Generally not or seldom learnt/used,
3	=	Sometimes or occasionally learnt/used,
4	=	Generally or often learnt/used
5	=	Always or almost always learnt/used

#### **Classroom Activity Questionnaire Scale**

##### **Reading**

1. Reading silently
2. Reading aloud in class.
3. Reading for information.
4. Reading texts for language analysis e.g. tenses, connectives.

##### **Speaking**

5. Taking part in role plays
6. Taking part in oral exercises e.g. grammar, pronunciation drills.
7. Giving group oral presentations.
8. Giving individual oral presentations.
9. Interacting in English with classmates in class.

##### **Listening**

10. Listening to classmates using English in class.
11. Listening to classmates giving oral presentations.

12. Listening to the teachers giving explanations about skills e.g. how to write a report.
13. Listening to the teachers giving explanation about language e.g. use of active/passive voice.
14. Self study listening in language laboratory.
15. Listening to audio recordings.
16. Watching and listening to training videos.
17. Watching myself on a video recording e.g. presentations, meetings.

**Writing**

18. Writing short passages (<one page) individually in class.
19. Doing written exercises e.g. gap filling, sentence correction.
20. Writing short passages (<one page) in class in small groups.
21. Writing assignments outside class e.g. letters, memos, summaries, reports.

**Tests**

22. Checking my own writing.
23. Doing informal, unassessed tests. (Doing informal quizzes)
24. Doing formal, assessed tests.
25. Practicing writing exam answers within a time limit.

**Participation modes**

26. Working individually
27. Working in pairs.
28. Working in small groups (maximum 5 students).

## **APPENDIX B**

### **FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE**

The Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz, Horwitz, and Cope (1986). In this study, the FLCAS is used to identify levels of language anxiety before and after employing CA in teacher students' teaching practices. 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 C

### QUESTIONNAIRE (THAI VERSION)

**เรียน ผู้ตอบแบบสอบถามทุกท่าน**

แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการเก็บรวบรวมข้อมูลงานวิจัยเรื่อง ความสัมพันธ์ระหว่าง กิจกรรมในห้องเรียน และความวิตกกังวลในการเรียนภาษาอังกฤษ ของนักศึกษาระดับปริญญาตรี มหาวิทยาลัยราชภัฏ ที่มีผลสัมฤทธิ์ทางการศึกษาในระดับสูงและต่ำ โดยมีวัตถุประสงค์เพื่อ 1) ศึกษาการทำกิจกรรมในห้องเรียน และในการฝึกสอนระหว่างนักศึกษาระดับปริญญาตรีที่มีผลสัมฤทธิ์ทางการศึกษาในระดับสูงและต่ำ และ 2) ศึกษาความคิดเห็นต่อความวิตกกังวลในการเรียนภาษาอังกฤษของนักศึกษาระดับปริญญาตรีทั้งสองกลุ่ม

ผู้วิจัยหวังเป็นอย่างยิ่งว่าความคิดเห็นของท่านสามารถนำไปเป็นข้อมูลประกอบการประเมินผลเพื่อหาความสัมพันธ์ระหว่างกิจกรรมในห้องเรียน และความวิตกกังวลในการเรียนภาษาอังกฤษ เพื่อสามารถนำไปใช้ประโยชน์ในทางวิชาการ ดังนั้นการตอบแบบสอบถามครั้งนี้จะไม่มีการเปิดเผยชื่อและข้อมูลใดๆ ทั้งสิ้นต่อตัวท่านและข้อมูลนี้จะถูกเก็บเป็นความลับระหว่างผู้วิจัยและผู้ทำแบบสอบถามเท่านั้น

ผู้วิจัยจึงใคร่ขอความกรุณาจากท่านในการตอบแบบสอบถามอย่างครบถ้วนที่ตรงกับความคิดเห็นและทัศนคติของท่านให้มากที่สุด และหวังเป็นอย่างยิ่งว่าจะได้รับความร่วมมือจากท่านด้วยดี

ขอขอบคุณทุกท่านที่ให้ความร่วมมือในการตอบแบบสอบถามฉบับนี้มา ณ ที่นี้ด้วย

นางสาวศิรินันท์ นฤชัยยา  
ผู้วิจัย

**แบบสอบถาม**

โปรดทำเครื่องหมายกากบาท (x) ลงบนข้อความที่ตรงกับสภาพความเป็นจริงของท่านในปัจจุบัน

**ส่วนที่ 1 ข้อมูลส่วนบุคคล** อายุ \_\_\_\_\_ ปี เพศ \_\_\_\_\_ เกรดเฉลี่ย \_\_\_\_\_

**ส่วนที่ 2 กิจกรรมที่เคยทำในห้องเรียนและทำในการฝึกสอน**

ระดับการทำ: ⑤ = ทำมากที่สุด ④ = ทำมาก ③ = ทำปานกลาง ② = ทำน้อย ① = ทำน้อยที่สุดถึงไม่เคยทำเลย

กิจกรรมที่ทำในห้องเรียน	ระดับการทำ
1. อ่านในใจ	⑤ ④ ③ ② ①
2. อ่านออกเสียงพร้อมกันทั้งห้อง	⑤ ④ ③ ② ①
3. อ่านเพื่อหาข้อมูล เช่น อ่านแล้วตอบคำถาม	⑤ ④ ③ ② ①
4. อ่านข้อความเพื่อวิเคราะห์หลักภาษา เช่น กาล(tense) คำเชื่อม	⑤ ④ ③ ② ①
5. ร่วมการอภิปราย	⑤ ④ ③ ② ①
6. มีส่วนร่วมในกิจกรรมการพูด เช่น ฝึกการออกเสียง	⑤ ④ ③ ② ①
7. นำเสนอผลงานเป็นกลุ่ม	⑤ ④ ③ ② ①
8. นำเสนอผลงานเป็นรายบุคคล	⑤ ④ ③ ② ①
9. พูดคุยกับเพื่อนเป็นภาษาอังกฤษระหว่างอยู่ในห้องเรียน	⑤ ④ ③ ② ①
10. ฟังเพื่อนพูดภาษาอังกฤษในห้องเรียน	⑤ ④ ③ ② ①
11. ฟังเพื่อนพูดนำเสนอผลงาน	⑤ ④ ③ ② ①

กิจกรรมที่ทำในห้องเรียน	ระดับการทำ
12. ฟังอาจารย์อธิบายเกี่ยวกับทักษะต่าง ๆ เช่น วิธีการเขียนรายงาน (ในแง่ของการใช้ภาษา)	๕ ๔ ๓ ๒ ๑
13. ฟังอาจารย์อธิบายเกี่ยวกับหลักภาษา เช่น ในแง่ของหน้าที่ของภาษา หลักการใช้ประโยคกรรตุวาก (active voice) และประโยคกรรมวาก(passive voice)	๕ ๔ ๓ ๒ ๑
14. ศึกษาด้วยตนเองโดยการฟังในห้องปฏิบัติการทางภาษา	๕ ๔ ๓ ๒ ๑
15. ฟังจากไฟล์เสียง	๕ ๔ ๓ ๒ ๑
16. ดูเทปบันทึกของตนเอง เช่น การนำเสนองาน การประชุม	๕ ๔ ๓ ๒ ๑
17. ดูและฟังจาก training วีดีโอ	๕ ๔ ๓ ๒ ๑
18. เขียนบทความย่อหน้าสั้น ๆ เป็นรายบุคคล	๕ ๔ ๓ ๒ ๑
19. ทำแบบฝึกหัดด้านการเขียน เช่น เติมคำในช่องว่าง, แก้ไขประโยคให้ถูกต้อง	๕ ๔ ๓ ๒ ๑
20. เขียนบทความย่อหน้าสั้น ๆ เป็นกลุ่มย่อยระหว่างอยู่ในชั้นเรียน	๕ ๔ ๓ ๒ ๑
21. ทำการบ้านที่เป็นงานเขียนเช่น เขียนจดหมาย บันทึก-ข้อความ ย่อความ รายงาน	๕ ๔ ๓ ๒ ๑
22. ตรวจสอบงานเขียนของตนเอง	๕ ๔ ๓ ๒ ๑
23. ทำข้อสอบแบบไม่มีคะแนน	๕ ๔ ๓ ๒ ๑
24. ทำข้อสอบแบบมีคะแนน	๕ ๔ ๓ ๒ ๑
25. ฝึกเขียนคำตอบของข้อสอบภายในเวลาที่จำกัด	๕ ๔ ๓ ๒ ๑
26. ทำงานเป็นรายบุคคล	๕ ๔ ๓ ๒ ๑
27. ทำงานเป็นคู่	๕ ๔ ๓ ๒ ๑
28. ทำงานเป็นกลุ่ม	๕ ๔ ๓ ๒ ๑
<b>กิจกรรมที่ทำในการฝึกสอน</b>	<b>ระดับการทำ</b>
1. อ่านในใจ	๕ ๔ ๓ ๒ ๑
2. อ่านออกเสียงพร้อมกันทั้งห้อง	๕ ๔ ๓ ๒ ๑
3. อ่านเพื่อหาข้อมูล เช่น อ่านแล้วตอบคำถาม	๕ ๔ ๓ ๒ ๑
4. อ่านข้อความเพื่อวิเคราะห์หลักภาษา เช่น กาล(tense) คำเชื่อม	๕ ๔ ๓ ๒ ๑
5. ร่วมการอภิปราย	๕ ๔ ๓ ๒ ๑
6. มีส่วนร่วมในกิจกรรมการพูด เช่น ฝึกการออกเสียง	๕ ๔ ๓ ๒ ๑
7. นำเสนอผลงานเป็นกลุ่ม	๕ ๔ ๓ ๒ ๑
8. นำเสนอผลงานเป็นรายบุคคล	๕ ๔ ๓ ๒ ๑
9. พูดคุยกับเพื่อนเป็นภาษาอังกฤษระหว่างอยู่ในห้องเรียน	๕ ๔ ๓ ๒ ๑
10. ฟังเพื่อนพูดภาษาอังกฤษในห้องเรียน	๕ ๔ ๓ ๒ ๑
11. ฟังเพื่อนพูดนำเสนอผลงาน	๕ ๔ ๓ ๒ ๑
12. ฟังอาจารย์อธิบายเกี่ยวกับทักษะต่าง ๆ เช่น วิธีการเขียนรายงาน (ในแง่ของการใช้ภาษา)	๕ ๔ ๓ ๒ ๑
13. ฟังอาจารย์อธิบายเกี่ยวกับหลักภาษา เช่น ในแง่ของหน้าที่ของภาษา หลักการใช้ประโยคกรรตุวาก (active voice) และประโยคกรรมวาก(passive voice)	๕ ๔ ๓ ๒ ๑
14. ศึกษาด้วยตนเองโดยการฟังในห้องปฏิบัติการทางภาษา	๕ ๔ ๓ ๒ ๑
15. ฟังจากไฟล์เสียง	๕ ๔ ๓ ๒ ๑
16. ดูเทปบันทึกของตนเอง เช่น การนำเสนองาน การประชุม	๕ ๔ ๓ ๒ ๑
17. ดูและฟังจาก training วีดีโอ	๕ ๔ ๓ ๒ ๑
18. เขียนบทความย่อหน้าสั้น ๆ เป็นรายบุคคล	๕ ๔ ๓ ๒ ๑
19. ทำแบบฝึกหัดด้านการเขียน เช่น เติมคำในช่องว่าง, แก้ไขประโยคให้ถูกต้อง	๕ ๔ ๓ ๒ ๑
20. เขียนบทความย่อหน้าสั้น ๆ เป็นกลุ่มย่อยระหว่างอยู่ในชั้นเรียน	๕ ๔ ๓ ๒ ๑

กิจกรรมที่ทำการฝึกสอน	ระดับการทำ
21. ทำการบ้านที่เป็นงานเขียนเช่น เขียนจดหมาย บันทึก-ข้อความ ข้อความ รายงาน	๕ ๔ ๓ ๒ ๑
22. ตรวจสอบงานเขียนของตนเอง	๕ ๔ ๓ ๒ ๑
23. ทำข้อสอบแบบ ไม่มีคะแนน	๕ ๔ ๓ ๒ ๑
24. ทำข้อสอบแบบมีคะแนน	๕ ๔ ๓ ๒ ๑
25. ฝึกเขียนคำตอบของข้อสอบภายในเวลาที่จำกัด	๕ ๔ ๓ ๒ ๑
26. ทำงานเป็นรายบุคคล	๕ ๔ ๓ ๒ ๑
27. ทำงานเป็นคู่	๕ ๔ ๓ ๒ ๑
28. ทำงานเป็นกลุ่ม	๕ ๔ ๓ ๒ ๑

นอกเหนือจากกิจกรรมดังกล่าวข้างต้น หากนักศึกษาเคยทำกิจกรรมในห้องเรียนหรือทำการฝึกสอนอื่นๆอีก โปรดระบุ

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**ส่วนที่ 3 ความวิตกกังวลในการเรียนภาษาอังกฤษก่อน และหลังการฝึกสอน**

ระดับความคิดเห็น: ๕ = เห็นด้วยเป็นอย่างยิ่ง ๔ = เห็นด้วย ๓ = ปานกลาง ๒ = ไม่เห็นด้วย ๑ = ไม่เห็นด้วยเป็นอย่างยิ่ง

ท่านมีความวิตกกังวลในการเรียนภาษาอังกฤษมากน้อยเพียงใด	ระดับความคิดเห็น
1. ฉันรู้สึกไม่ค่อยมั่นใจเวลาพูดในห้องเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
2. ฉันไม่รู้สึกกังวลว่าจะพูดผิดในห้องเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
3. ฉันตกใจกลัวจนตัวสั่นที่รู้ว่าจะถูกเรียกให้ตอบคำถามในห้องเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
4. ฉันรู้สึกกังวลมากเมื่อฉันไม่เข้าใจในสิ่งที่ครูสอนภาษาอังกฤษกำลังพูด	๕ ๔ ๓ ๒ ๑
5. ฉันชอบเข้าเรียนภาษาอังกฤษเพิ่มเติม	๕ ๔ ๓ ๒ ๑
6. ฉันนึกถึงเรื่องอื่นในขณะที่เรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
7. ฉันคิดอยู่เสมอว่านักเรียนคนอื่นเรียนภาษาได้ดีกว่าฉัน	๕ ๔ ๓ ๒ ๑
8. ฉันมักจะรู้สึกมั่นใจขณะทำข้อสอบวิชาภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
9. ฉันรู้สึกประหม่าเมื่อต้องพูดในห้องเรียนภาษาอังกฤษโดยไม่ได้เตรียมตัวล่วงหน้า	๕ ๔ ๓ ๒ ๑
10. ฉันกังวลว่าจะสอบวิชาภาษาอังกฤษไม่ผ่าน	๕ ๔ ๓ ๒ ๑
11. ฉันไม่เข้าใจว่าทำไมคนอื่นถึงไม่ชอบวิชาภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
12. ฉันรู้สึกประหม่าจนลืมในสิ่งที่ฉันรู้	๕ ๔ ๓ ๒ ๑
13. ฉันรู้สึกเขินอายที่จะอาสาตอบคำถามในห้องเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
14. ฉันไม่รู้สึกประหม่าเมื่อพูดภาษาอังกฤษกับเจ้าของภาษา	๕ ๔ ๓ ๒ ๑
15. ฉันรู้สึกหงุดหงิดเวลาที่ไม่เข้าใจคำตอบที่ครูแก้ไข	๕ ๔ ๓ ๒ ๑
16. ฉันรู้สึกกังวลต่างๆที่เตรียมตัวมาอย่างดี	๕ ๔ ๓ ๒ ๑
17. ฉันมักจะ ไม่อยากเข้าเรียนวิชาภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
18. ฉันรู้สึกมั่นใจเวลาพูดในห้องเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
19. ฉันรู้สึกกลัวที่ครูตั้งท่าจะแก้คำตอบของฉันทุกครั้งทีตอบผิด	๕ ๔ ๓ ๒ ๑

<b>ท่านมีความวิตกกังวลในการเรียนภาษาอังกฤษมากน้อยเพียงใด</b>	<b>ระดับความคิดเห็น</b>
20. ฉันรู้สึกใจเต้นเมื่อกำลังจะถูกเรียกตอบในห้องเรียนภาษาอังกฤษ	5 4 3 2 1
21. ยิ่งฉันเตรียมตัวสอบมาก ฉันก็ยิ่งสับสนมากขึ้น	5 4 3 2 1
22. ฉันไม่รู้สีกกดดันที่ต้องเตรียมตัวอย่างดีในการเรียนภาษาอังกฤษ	5 4 3 2 1
23. ฉันมักจะคิดว่านักเรียนคนอื่นพูดภาษาอังกฤษได้ดีกว่าฉัน	5 4 3 2 1
24. ฉันพยายามควบคุมตัวเองเวลาพูดภาษาอังกฤษต่อหน้านักเรียนคนอื่น	5 4 3 2 1
25. ฉันกังวลว่าจะเรียนวิชาภาษาอังกฤษตามไม่ทัน	5 4 3 2 1
26. ฉันรู้สึกเครียดและกังวลกับการเรียนภาษาอังกฤษมากกว่าวิชาอื่น	5 4 3 2 1
27. ฉันรู้สึกประหม่าและสับสนเมื่อพูดในห้องเรียนภาษาอังกฤษ	5 4 3 2 1
28. ฉันรู้สึกมั่นใจและผ่อนคลายก่อนที่จะเรียนภาษาอังกฤษ	5 4 3 2 1
29. ฉันกังวลเมื่อไม่เข้าใจคำพูดของครูสอนภาษาอังกฤษได้ทุกคำ	5 4 3 2 1
30. ฉันรู้สึกกังวลมากกับกฎจำนวนมากที่ต้องเรียนสำหรับการพูดภาษาอังกฤษ	5 4 3 2 1
31. ฉันกลัวนักเรียนคนอื่นหัวเราะเยาะเวลาที่ฉันพูดภาษาอังกฤษ	5 4 3 2 1
32. ฉันรู้สึกสบายใจเมื่อพูดกับเจ้าของภาษาอังกฤษ	5 4 3 2 1
33. ฉันรู้สึกประหม่าเมื่อครูสอนภาษาอังกฤษถามคำถามโดยที่ฉันไม่ได้เตรียมตัวมาล่วงหน้า	5 4 3 2 1
<b>หลังการฝึกสอนท่านมีความวิตกกังวลในการเรียนภาษาอังกฤษมากน้อยเพียงใด</b>	<b>ระดับความคิดเห็น</b>
1. ฉันรู้สึกไม่ค่อยมั่นใจเวลาพูดในห้องเรียนภาษาอังกฤษ	5 4 3 2 1
2. ฉันไม่รู้สีกังวลว่าจะพูดผิดในห้องเรียนภาษาอังกฤษ	5 4 3 2 1
3. ฉันตกใจกลัวจนตัวสั่นที่รู้ว่าจะถูกเรียกให้ตอบคำถามในห้องเรียนภาษาอังกฤษ	5 4 3 2 1
4. ฉันรู้สึกกังวลมากเมื่อฉันไม่เข้าใจในสิ่งที่ครูสอนภาษาอังกฤษกำลังพูด	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. ฉันไม่รู้สีกประหม่าเมื่อพูดภาษาอังกฤษกับเจ้าของภาษา	5 4 3 2 1
15. ฉันรู้สึกหงุดหงิดเวลาที่ผมไม่เข้าใจคำตอบที่ครูแก้ไข	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	5 4 3 2 1
22. ฉันไม่รู้สีกกดดันที่ต้องเตรียมตัวอย่างดีในการเรียนภาษาอังกฤษ	5 4 3 2 1
23. ฉันมักจะคิดว่านักเรียนคนอื่นพูดภาษาอังกฤษได้ดีกว่าฉัน	5 4 3 2 1
24. ฉันพยายามควบคุมตัวเองเวลาพูดภาษาอังกฤษต่อหน้านักเรียนคนอื่น	5 4 3 2 1
25. ฉันกังวลว่าจะเรียนวิชาภาษาอังกฤษตามไม่ทัน	5 4 3 2 1

หลังการฝึกสอนท่านมีความวิตกกังวลในการเรียนภาษาอังกฤษมากน้อยเพียงใด	ระดับความคิดเห็น
26. ฉันรู้สึกเครียดและกังวลกับการเรียนภาษาอังกฤษมากกว่าวิชาอื่น	๕ ๔ ๓ ๒ ๑
27. ฉันรู้สึกประหม่าและสับสนเมื่อพูดในห้องเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
28. ฉันรู้สึกมั่นใจและผ่อนคลายก่อนที่จะเรียนภาษาอังกฤษ	๕ ๔ ๓ ๒ ๑
29. ฉันกังวลเมื่อไม่เข้าใจคำพูดของครูสอนภาษาอังกฤษได้ทุกคำ	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. ฉันรู้สึกประหม่าเมื่อครูสอนภาษาอังกฤษถามคำถามโดยที่ฉันไม่ได้เตรียมตัวมาล่วงหน้า	๕ ๔ ๓ ๒ ๑

นอกเหนือจากความคิดเห็นข้างต้น หากนักศึกษามีข้อคิดเห็นและข้อเสนอแนะอื่นๆเกี่ยวกับความวิตกกังวลในการเรียนภาษาอังกฤษก่อนและหลังการฝึกสอน โปรดระบุ

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**APPENDIX D**  
**LIST OF RAJABHAT UNIVERSITIES**

**Name of All 40 Rajabhat Universities in Thailand**

<b>No.</b>	<b>Name of Rajabhat University</b>	<b>Region of Thailand</b>
<b>1.</b>	1. Phranakhon Si Ayutthaya Rajabhat University	<b>Central Thailand</b>
<b>2.</b>	2. Muban Chom Bung Rajabhat University	
<b>3.</b>	3. Kanchanaburi Rajabhat University	
<b>4.</b>	4. Nakhon Pathom Rajabhat University	
<b>5.</b>	5. Phetchaburi Rajabhat University	
<b>6.</b>	6. Rajanagarindra Rajabhat University	
<b>7.</b>	7. Rambhaibarni Rajabhat University	
<b>8.</b>	8. Thepsatri Rajabhat University	
<b>9.</b>	9. Valaya-Alongkorn Rajabhat University	
<b>10.</b>	10. Nakhon Sawan Rajabhat University	
<b>11.</b>	11. Chandrakasem Rajabhat University	
<b>12.</b>	12. Dhonburi Rajabhat University	
<b>13.</b>	13. Bansomdejchaopraya Rajabhat University	
<b>14.</b>	14. Phranakhon Rajabhat University	
<b>15.</b>	15. Suan Dusit Rajabhat University	
<b>16.</b>	16. Suan Sunandha Rajabhat University	
<b>17.</b>	1. Chaiyaphum Rajabhat University	
<b>18.</b>	2. Kalasin Rajabhat University	
<b>19.</b>	3. Loei Rajabhat University	
<b>20.</b>	4. Maha Sarakham Rajabhat University	
<b>21.</b>	5. Nakhon Ratchasima Rajabhat University	

22.	6. Roi Et Rajabhat University	<b>Northeastern Thailand</b>
23.	7. Sakon Nakhon Rajabhat University	
24.	8. Sisaket Rajabhat University	
25.	9. Surin Rajabhat University	
26.	10. Ubon Ratchathani Rajabhat University	
27.	11. Udon Thani Rajabhat University	
28.	12. Buriram Rajabhat University	
29.	1. Chiang Mai Rajabhat University	<b>Northern Thailand</b>
30.	2. Chiang Rai Rajabhat University	
31.	3. Kamphaeng Phet Rajabhat University	
32.	4. Lampang Rajabhat University	
33.	5. Phetchabun Rajabhat University	
34.	6. Pibulsongkram Rajabhat University (Phitsanulok)	
35.	7. Uttaradit Rajabhat University	
36.	1. Nakhon Si Thammarat Rajabhat University	<b>Southern Thailand</b>
37.	2. Phuket Rajabhat University	
38.	3. Songkhla Rajabhat University	
39.	4. Surat Thani Rajabhat University	
40.	5. Yala Rajabhat University	

Source: <http://www.lib.ru.ac.th/university.html>

## **APPENDIX E**

### **LETTERS OF CONCENT**

#### **Letter of Consent for FLCAS Questionnaire**

Title: Letter of Consent for using FLCAS Questionnaire

From: Sirinan Nuypukiaw (sirinunn.49010110132@gmail.com)

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

On Monday, June 17, 2013, at 8:32 PM

Dear Professor,

I am a master's 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 classroom activities and student teachers' language learning anxiety". This research aims to investigate the relationship between classroom activities and student teachers' language learning anxiety. The content of the questionnaire is adopted from the FLCAS (1986). Thus, I would like to ask for your permission to use the FLCAS that you have developed in my research.

Looking forward to your reply and thank you very much for your kindness.

Yours faithfully,

Sirinan Nuypukiaw

**Title: Re: Letter of Consent for using FLCAS Questionnaire**

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

Sent: Monday, June 17, 2013 8:32 PM

To: Sirinan Nuypukiaw (sirinunn.49010110132@gmail.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 Spratt's (1999) Questionnaire**

Title: Letter of Consent for using Spratt's (1999) Questionnaire

From: Sirinan Nuypukiaw (sirinunn.49010110132@gmail.com)

To: Mary Spratt (mary.spratt@ntlworld.com)

On Monday, June 17, 2013, at 5:30 PM

Dear Dr. Spratt,

I am a master's 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 classroom activities and student teachers' language learning anxiety". This research aims to investigate the relationship between classroom activities and student teachers' language learning anxiety. The content of the questionnaire is adopted from Spratt' s (1999) questionnaire. Thus, I would like to ask for your permission to use the questionnaire that you have developed in my research.

Looking forward to your reply and thank you very much for your kindness.

Yours faithfully,

Sirinan Nuypukiaw

**Title: Re: Letter of Consent for Spratt's (1999) Questionnaire**

From: Mary Spratt (mary.spratt@ntlworld.com)

Sent: Monday, June 17, 2013 10:58 PM

To: Sirinan Nuypukiaw (sirinunn.49010110132@gmail.com)

Dear Sirinan Nuypukiaw

Thanks for this. Yes it is fine for you to use this questionnaire.

Good luck with your research.

Mary Spratt

**Letters of consent for FLCAS Questionnaire (Thai Version)**

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

From: Sirinan Nuypukiaw (sirinunn.49010110132@gmail.com)

To: Papangkorn Kittawee (da\_papangkorn@yahoo.com)

On June 17, 2013, at 9:35 PM

Dear Khun Papangkorn Kittawee,

I am a master's 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 classroom activities and student teachers' language anxiety". This research aims to investigate the relationship between classroom activities and student teachers' language anxiety. The content of the questionnaire is adopted from the FLCAS (1986). Thus, I would like to ask for your permission to use the FLCAS that which you translated into Thai on your research in 2012 in my research.

Looking forward to your reply and thank you very much for your kindness.

Yours faithfully,

Sirinan Nuypukiaw

**Title: Re: Letters of Consent for using FLCAS Questionnaire (Thai Version)**

From: Papangkorn Kittawee (da\_papangkorn@yahoo.com)

Sent: Wednesday, June 19, 2013 8:56 PM

To: Sirinan Nuypukiaw (sirinunn.49010110132@gmail.com)

Dear Khun Sirinan,

You can use it in your research study.

Best regards,

Papangkorn

## **BIOGRAPHY**

<b>NAME</b>	Miss Sirinan Nuypukiaw
<b>DATE OF BIRTH</b>	July 28, 1987
<b>PLACE OF BIRTH</b>	Maharakham, Thailand
<b>INSTITUTION ATTEND</b>	Mahidol University, 2011-2013 Master degree of Arts (Applied Linguistics) Maharakham University, 2006-2010 Bachelor of Arts (English)
<b>CONTACT</b>	Email: Sirinunn.49010110132@gmail.com Mobile: 085-314 3452