

ห้องสมุดงานวิจัย สำนักงานคณะกรรมการการวิจัยแห่งชาติ



E47340

AN INVESTIGATION OF FACTORS CONTRIBUTING TO SPEAKING-IN-
CLASS ANXIETY PERCEIVED BY ENGLISH MAJORS
AT NARBSUAN UNIVERSITY

WEI XU

*A Thesis Submitted to the Graduate School of Naresuan University
In Partial Fulfillment of the Requirements
For the Master of Arts Degree in English
May 2012
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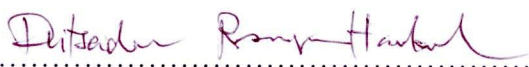
This thesis entitled “An Investigation of Factors Contributing to Speaking-in-class Anxiety Perceived by English Majors at Naresuan University” submitted by Wei Xu in partial fulfillment of the requirements for the Master of Arts Degree in English is hereby approved.



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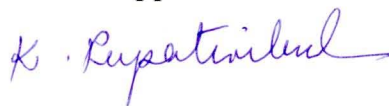


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ACKNOWLEDGEMENT

Foremost, I would like to express my sincere gratitude to my advisor Associate Professor Payung Ceder, for the continuous support of my M.A study and research, for her enthusiasm, and immense knowledge. Throughout my thesis-writing period, she provided encouragement, good teaching and lots of good idea.

My sincere thanks also go to Assistant Professor Dr. Dutsadee Roongrattanakool, for her encouragement, insightful comments, and Patience.

My heartfelt thanks to Dr.Mary Sarawit and Mr. Joshua James Portz, who willingly extended to me great help whenever I asked of it.

Also, my thanks go to Dr.Pongsakorn Mateetam, for his kindly comments on my proposal work.

Last but not least, I would like to thank my family: My parents, sister and my husband, for their patience, understanding, support, and most of all, their love.

Wei Xu

Title AN INVESTIGATION OF FACTORS CONTRIBUTING TO
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MAJORS AT NARESUAN UNIVERSITY

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Academic paper Thesis M.A. in English, Naresuan University, 2011

Keywords Contributing, Anxiety perceived, Speaking

ABSTRACT

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The purpose of this study was to investigate the factors contributing to speaking-in-class anxiety of 56 English majors in the Humanities Faculty, Naresuan University. A questionnaire of five factors, analyzed by Barley M. (2011) from the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986) and qualitative questions adapted and modified from Tanveer (2007). was used. The mean values of five factors from the quantitative questionnaire were found in this decreasing order: negative self-evaluation (2.8125), fear of failing the class/consequences of personal failure (2.756), uncomfortableness when speaking with native speakers (2.6071), negative attitudes towards the English classroom (2.2917), and speech anxiety and fear of negative evaluation (2.2821). In addition, five more factors contributing to the participants' speaking-in-class anxiety were found from interview data. These factors were: (1) limited vocabulary and grammar concerns during speaking, (2) insufficient preparation before speaking, (3) teachers' attitudes and beliefs, (4) speaking with unfamiliar people, and (5) limitation of L1 usage in EFL classroom. According to the findings, pedagogic implication for EFL teachers to create a low anxiety EFL classroom was presented as well.

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