



**GENDER AND ENGLISH SPEAKING ANXIETY OF
PRIMARY SCHOOL STUDENTS AT A SATIT
DEMONSTRATION SCHOOL IN BANGKOK**

BY

MS. THITINUN THAMNU

**AN INDEPENDENT STUDY PAPER SUBMITTED IN PARTIAL
FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN CAREER ENGLISH FOR
INTERNATIONAL COMMUNICATION
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2017
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ENTITLED

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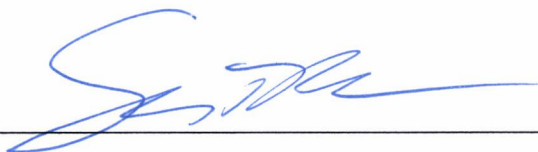
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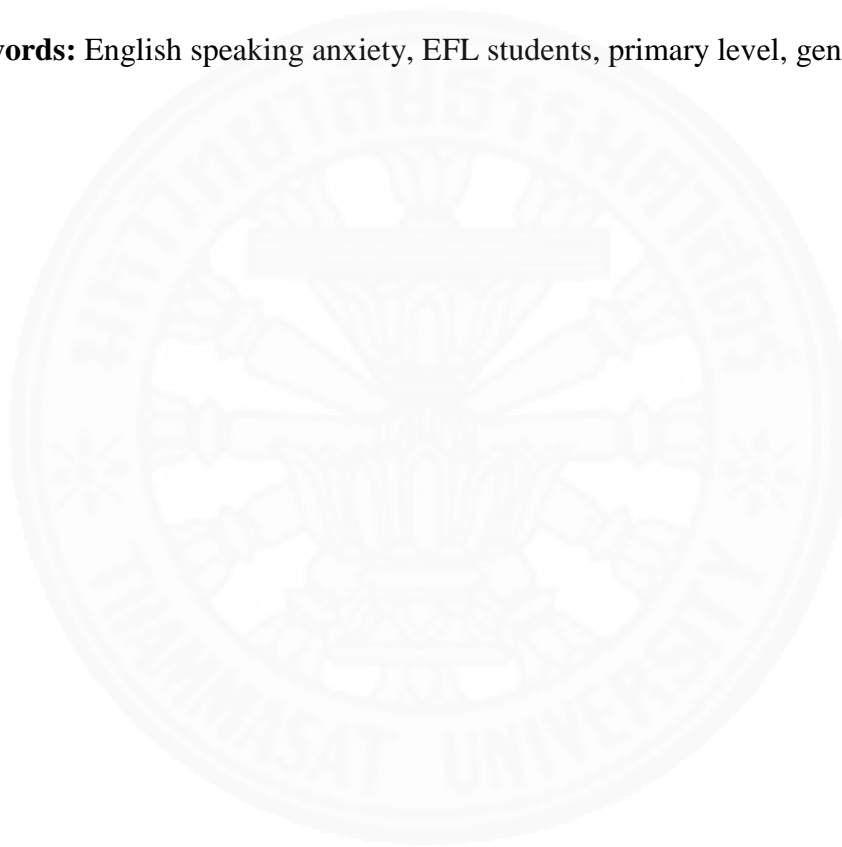
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ABSTRACT

This study aimed to examine the factors contributing to the levels of anxiety experienced when EFL primary students speak English and to determine if gender differences affected the English speaking anxiety of EFL primary students. One hundred and fifty sixth-grade students participated in this study. Purposive sampling was used to select the participants from eight EFL classes. Moreover, the selected participants were sixth-grade students who studied English language three days per week in the second semester of the 2017 academic year at Satit Demonstration School in Bangkok. Questionnaires and interviews were used to collect the data in the study. The questionnaire was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz, Horwitz, and Cope (1986) and Young (1990). Descriptive statistics were used to analyze the questionnaire data. Also, interviews were used to collect intensive data from ten students who encountered a high level of English speaking anxiety. Additionally, content analysis was applied to analyze the interview data. The findings of the questionnaire revealed that the overall mean score of the participants' level of English speaking anxiety was at a moderate level (mean score =

3.04). However, there were two aspects that most influenced the participants' level of English speaking anxiety: English speaking assessment and students. According to the results from the t-test, there was no statistically significant impact from gender differences on the level of English speaking anxiety. The findings suggested it would be beneficial for teachers to help EFL students to overcome English speaking anxiety in the classroom. The English teachers should be concerned with creating an appropriate classroom environment.

Keywords: English speaking anxiety, EFL students, primary level, gender



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LIST OF ABBREVIATIONS

Abbreviations

FLA

FLCA

Terms

Foreign Language Anxiety

Foreign Language Classroom Anxiety



CHAPTER 1

INTRODUCTION

1.1 Background of the Study

English is a commonly used language and a quarter of the world's population use English as a medium of communication, especially non-native speakers (Howson, 2013). Therefore, English positively influences Thais to become more expert in English like others in many other developing countries. Moreover, in the fields of business, education, science, and technology, all need high skills in English; thus, it is necessary for Thais to master English (Wiriyachitra, 2002).

According to the primary education core curriculum in Thailand (Ministry of Education, 2008), the English language is a compulsory subject that all educational levels from the primary to higher levels have to learn. Therefore, most Thai students study English as one of the foreign languages starting in elementary school. Moreover, English is currently one of the necessary skills that Thai students have to master (Dili, 2016). However, some Thai students still face English speaking problems even though they started studying English since the primary level. They are scared of speaking English in the classroom and nervous to have conversations with foreigners. The related studies had mentioned that anxiety is one of the reasons why Thai students avoid communicating with foreigners (Akkakoson, 2016). Additionally, Bejtullahu (2016) argued that anxiety is one of the obstacles in learning and speaking English. The findings in her study showed that many students worried about making mistakes in front of others and errors correction by their teachers.

Regarding a related study of foreign language classroom anxiety, it was mentioned by Horwitz, Horwitz, and Cope (1986) that anxiety could decrease the ability to learn a foreign language. Some well-known researchers have investigated foreign language anxiety because they wanted to examine the causes and the ways to reduce anxiety in learning the foreign language. For example, Woodrow (2006) investigated the English speaking anxiety in EFL students regarding speaking performance. The findings revealed that interacting with foreigners or native speakers

was one of the factor contributing to speaking anxiety. Another study of foreign language anxiety in young learners focused on learners' perceptions and proficiency (Liu & Chen, 2013). Aydin, Harputlu, Celik, Ustuk and Guzel (2017) examined the effects contributing to foreign language anxiety among young children in the aspects of age, gender, and grade. These research findings revealed significant factors related to foreign language anxiety and recommended that EFL teachers raise their awareness of foreign language anxiety among students.

Furthermore, many well-known researchers have developed anxiety-measuring tools to investigate foreign language classroom anxiety. For example, the foreign language classroom anxiety scale that was developed by Horwitz et al. (1986). This Foreign language classroom anxiety (FLCA) scale includes 33 items on related to the foreign language anxiety of adult learners. Moreover, the FLCA scale is used to test the reliability and validity concerning ethnical groups, settings, and ages. A related study by Aydin et al. (2017) investigated Turkish children's foreign language anxiety. The Children's Foreign Language Anxiety Scale (CFLAS) includes 18 items on related to the foreign language anxiety of young learners.

1.2 Statement of the Problem

Many research studies on foreign language speaking anxiety among students have investigated various contexts whereas few research studies have been conducted on English speaking anxiety in young children, especially primary students in Thailand. Furthermore, those research studies only looked at the causes contributing to foreign language speaking anxiety in the classroom. However, they did not mention gender differences in primary students concerning English speaking anxiety. Therefore, this research study was carried out.

1.3 Research Questions

This study aimed to answer the following research questions:

1.3.1 What are the factors contributing to levels of English speaking anxiety when sixth-grade students speak English in EFL classroom?

1.3.2. Is there a statistically significant difference in English speaking anxiety with regard to gender in primary students?

1.4 Research Objectives

1.4.1 To investigate the factors contributing to levels of English speaking anxiety when sixth-grade students speak English in EFL classroom.

1.4.2 To explore whether or not a gender difference exists between male and female primary students in English speaking anxiety.

1.5 Definition of Terms

The definitions of terms in this study are as follows:

1.5.1 English speaking anxiety refers to a feeling of distress, nervousness, and fear found in Thai primary school students when speaking English in the classroom.

1.5.2 Primary school students refer to students who studied in the sixth-grade of the Thai program at Satit Demonstration School in Bangkok.

1.5.3 Gender refers to male and female students who are in sixth-grade at Satit Demonstration School in Bangkok.

1.5.4 Satit Demonstration School refers to a school associated with a university. Also, the school is used for teaching training programs and is located in Bangkok.

1.6 Scope of the Study

The study aimed to investigate the factors contributing to the levels of English speaking anxiety in primary students. Moreover, it also explored the gender differences of English speaking anxiety in EFL primary students. The participants of the study were 150 students who were studying in sixth-grade at a Satit Demonstration School in Bangkok.

1.7 Significance of the Study

The findings will be beneficial for English teachers in that it might help understand the levels of English speaking anxiety in EFL primary students. Also, the

useful suggestions could be adapted to lessons, and English teachers can use them to help students overcome English speaking anxiety in the classroom. The findings on gender difference may be beneficial for the English teachers to classify which gender is confronted with a higher level of English speaking anxiety. Therefore, English teachers could modify learning activities depending on students' awareness and gender.

1.8 Organization of the Study

The study of gender and English speaking anxiety of primary school students in a Satit Demonstration School is divided into five chapters as follows:

Chapter one introduces the background of the study, statement of the problem, research questions, research objectives, definition of terms, scope of the study, and significance of the study.

Chapter two contains definitions of anxiety, foreign language anxiety, foreign language classroom anxiety, anxiety in speaking English, gender and anxiety, and relevant research studies

Chapter three focuses on the participants of the study, research instruments, pilot study, procedures, and data analysis.

Chapter four reveals the data analysis and the results.

Chapter five provides the discussion of the findings, conclusion and recommendations for further research.

CHAPTER 2

REVIEW OF LITERATURE

The researcher has reviewed many relevant documents and related studies as follows:

- 2.1 Definitions of Anxiety
- 2.2 Foreign Language Anxiety (FLA)
- 2.3 Foreign Language Classroom Anxiety (FLCA)
- 2.4 Anxiety in Speaking English
- 2.5 Gender and Anxiety
- 2.6 Relevant Research
 - 2.6.1 Research in a Thai context
 - 2.6.2 Research in a non-Thai context

2.1 Definitions of Anxiety

According to many previous studies of anxiety, there are several definitions of anxiety mentioned as follows:

Mak (2011) study mentioned that anxiety refers to a feeling of nervousness, uneasiness, distress, and tenseness that occurs in the human mind. Moreover, anxiety is defined as a feeling of worry or discomfort in the human mind that is caused by fear of anticipation of an unpleasant event (Suleimenova, 2013). Similarly, anxiety is described as a feeling of fear and nervousness which people experience when doing a challenging activity or facing a stressful situation (Plangkham 2012).

In addition to educational settings, many researchers have stated that anxiety is a major obstacle in language learning. For example, Elaldi (2016) found that anxiety had a significant influence on students' achievement in foreign language learning. According to the study of factors contributing to foreign language learning, anxiety was a major factor affecting language learning performance and achievement (Tanielian, 2014). Therefore, anxiety is one of the significant problems that generally influences language learners (Wu, 2010).

2.2 Foreign Language Anxiety (FLA)

Regarding previous studies of FLA, it was stated that foreign language anxiety occurs in various contexts of an individual (Horwitz et al., 1986). FLA is defined as feelings of unease, tension and anxiety when using a foreign language, for example, speaking or writing in a foreign language. Also, it can happen when learners had a negative attitude towards language learning (MacIntyre, 1999). The FLA theoretical model was firstly developed by Horwitz, Horwitz, and Cope (1986). Many recent researchers interested in language anxiety have used it as a research reference.

In the study of Chen and Chang (2004), it was revealed by students that when several negative experiences in foreign language contexts occurred, foreign language anxiety would occur. Apart from that, FLA could have harmful effects on language learners such as uncomfortable feelings, shyness, and a refusal to become involved in language activities (Elaldi, 2016). Additionally, learners who were found to have a high level of anxiety often performed at lower levels of speaking skills than learners who had lower anxiety (Cui, 2011).

2.3 Foreign Language Classroom Anxiety (FLCA)

Some well-known researchers have conceived theoretical models of foreign language classroom anxiety (FLCA) to examine the factors contributing to foreign language anxiety in a classroom setting. Horwitz, Horwitz, and Cope (1986) stated in their study that three aspects contribute to foreign language anxiety including communication apprehension, test anxiety, and fear of negative assessment.

1. Communication apprehension

Communication apprehension refers to a level of fear or anxiety related to oral communication (Chan & Wu, 2004). Therefore, the lack of communication skill is related to fear, anxiety and lack of self-confidence that exists in some situations when communicating with other people (Mat & Yunus, 2014). Therefore, it could affect an individual's ability to communicate well in several situations such as in a meeting, public speaking, and interpersonal and group discussions.

2. Test anxiety

Many previous studies have defined test anxiety. The study of Chan and Wu (2004) discussed whether test anxiety occurred when students did not succeed on the previous test. The findings revealed that students developed a negative attitude and thoughts in evaluating themselves. Anxious students perceived negative beliefs in language learning. Thus, these students put pressure on themselves and felt that they would fail their test (Horwitz, Horwitz, and Cope, 1986). Therefore, it was clear that test anxiety was one of the causes that contributed to anxiety in language learners. Language learners might receive anxiety from fear of negative assessment and feedback.

3. Fear of negative assessment

Fear of negative assessment has been defined as a negative perception of the assessments and the belief that others will evaluate him/her negatively (Chan & Wu, 2004). Moreover, anxiety was stimulated in language learners whenever they were evaluated by others, for instance, in job interview settings (Na, 2007). Fear of negative assessment is not wholly similar to test anxiety. It can appear in any evaluation situation, for instance, speaking English with native speakers and speaking English with classmates (Chan & Wu, 2004).

Another related theoretical concept of FLCA in students is the fear of FL speaking might be linked with various contexts such as students' proficiency, confidence, and social anxiety (Young, 1990). From the findings of Young's (1990) study, three main aspects contribute to FLCA including activity-task, speaking errors, and instructor characteristics. First, activity-task represents the classroom procedures set up by instructors. Consequently, the students' levels of FL anxiety depends on the type of activities that they were asked to perform. (Zhang & Zhong, 2012). The second aspect is speaking errors. This aspect refers to the fear of making mistakes in speaking performance. Horwitz et al. (1986) revealed that some language learners would not be willing to volunteer answers because they perceived that they might make mistakes in the language class. The last aspect is instructor characteristics. This aspect can affect teacher-student interactions. For example, how frequently teachers correct student errors in the classroom. This issue can cause students to have negative feelings towards language learning (Tanveer, 2007).

2.4 Anxiety in Speaking English

At present, English has become one of the most used foreign languages by many people around the world (Naghadeh et al., 2013). While the worldwide spread of the English language is increasing, many language learners still experience stress, worry and anxiety due to learning English (Horwitz et al., 1986). Moreover, the anxiety of speaking English also affects second language learners even high-level students. As it has been mentioned, high-level students might experience a mental block related to language learning activities (Horwitz et al., 1986). Moreover, this issue can have an adverse effect on language learning. The findings from Akkakoson's (2016) revealed that speaking in front of a language class influenced participants speaking anxiety, especially when they did it without preparation. Another significant issue was lack of self-efficacy, precisely when they had low efficiency in the English language.

2.5 Gender and Anxiety

In general terms, gender refers to the different sexes in human societies (Feradian, Azizifar, and Gowhary, 2014). Regarding the studies on foreign language learning, gender is mentioned as one of the significant aspects contributing to the language learning concerns (Yih, Chin and Ling, 2017). Students' concerns about language learning are related to gender differences. Park and French (2013) investigated the factors contributing to language anxiety in undergraduate students in Korea, and female university students were found to have a higher level of anxiety. This finding has been supported by a study on speaking anxiety of EFL students in Turkey. The results stated that males were found to have a low level of FL speaking anxiety whereas females had a moderate level of FL language anxiety (Ozturk & Gurbuz, 2014).

On the other hand, the results from the study of FLCA in undergraduate students revealed that male students were more nervous than female students in the language class (Awan, Azher, Anwar, and Naz, 2010). Similarly, the study on the effects of gender differences in FL learning of EFL learners showed that EFL male learners faced a higher level of anxiety whereas EFL female learners did not have

much concern about FL learning. Gender has been shown to influence the level of students' speaking anxiety but it depends on the context of each study.

2.6 Relevant Research

2.6.1 Research in a Thai context

There are many related studies on factors contributing to foreign language anxiety in Thailand.

The study of Anyadubalu (2010) investigated whether or not foreign language anxiety and student ability impacted the English performance of middle-school students in Bangkok. The findings showed that the students who did not encounter English language anxiety would gain good scores in their foreign language test. Thus, the language teacher should encourage and support students concerning reducing their anxiety in class.

Plangkham (2012) studied the English speaking anxiety of Thai EFL undergraduate students who joined in public speaking activities. The findings revealed that grammatical mistakes, English speaking assessment, and audience feedback were found to be the most significant concerns of Thai EFL undergraduate students when they had to do a vocal performance in the classroom.

Yaikhong and Usaha (2012) developed a measurement of speaking anxiety of EFL undergraduate student in public speaking classes at Nakhon Ratchasima. The finding showed that the four significant aspects of public speaking classroom anxiety were shyness, language concerns, test anxiety, and assessment anxiety.

According to the study of English speaking anxiety in conversation class among Thai university students, Akkakoson (2016) viewed that anxiety was one of the greatest factors influencing English oral performance. The findings revealed that the level of the anxiety in speaking English depended on the awareness of using English. Moreover, some Thai undergraduate students perceived that English was not crucial for them to learn if they were in Thailand.

Furthermore, Basilio and Wongrak (2017) explored factors of foreign language anxiety in Thai EFL learners at Ubon Ratchathani University. The questionnaire was modified from Pack's (2014)'s five-factors model. The findings

showed that the participants did not worry about going to language class, but they felt depressed about what would happen in the language class. Moreover, the researchers also mentioned that communication apprehension was the primary cause of language learning anxiety, especially in the EFL classroom.

2.6.2 Research in a Non-Thai context

Many researchers have looked at the factors relating to foreign language anxiety in a non-Thai context.

Matsuda and Gobel (2004) investigated the relationship between gender and foreign language anxiety in Japanese undergraduate students. The results revealed that the main factor causing foreign language anxiety in the classroom were divided into three categories: self-confidence, gender differences, and English proficiency.

Awan et al. (2010) examined the relationship between FLCA and students' acquisition. The findings showed that speaking in front the classroom was the essential factor contributing to high levels of FLA. Another issue was students' concerns about grammar and pronunciation. Moreover, the findings suggested that language teachers should be concerned about classroom tasks and activities before assigning these in the classroom.

Chan and Wu (2004) suggested that teachers' awareness was another factor of foreign language anxiety in the classroom. Because of a lack of awareness of foreign language anxiety by classroom teachers, they should increase their awareness of language anxiety.

Ahmed et al. (2017) explored the causes contributing to English language speaking anxiety among postgraduate students in Pakistan. The results showed that the postgraduate students were worried about differing grammatical rules between their mother tongue and English. However, the genders of students did not influence the level of speaking anxiety.

In conclusion, there are many causes of foreign language anxiety in the classroom such as worrying about speaking the foreign language in front of other students, making errors, losing face and lacking awareness. To solve these problems, the teacher must focus on the students' anxiety and their own awareness. Moreover,

parents can also support solving these problems by trying to get involved in students' foreign language learning.



CHAPTER 3

RESEARCH METHODOLOGY

This chapter presents the methods used in the study. It also describes the participants of the study, research instruments, pilot study, procedures, and data analysis.

3.1 Participants

The objectives of this study were to investigate the factors contributing to the level of English speaking anxiety in sixth-grade students and examines whether or not there were gender differences with regard to anxiety in the EFL classroom. The population of the study was 240 EFL students studying in sixth grade at a Satit Demonstration School in Bangkok. The researcher used Taro Yamane's technique (Yamane, 1967) for calculating the appropriate number of participants. Purposive sampling was used to choose the participants to complete the questionnaires. The researcher used this method to accurately choose the proper sample from eight classes of sixth-grade students studying in the second semester of the academic year 2017. Moreover, the target participants of this study were students who had taken English classes with both Thai and native teachers three times per week. Therefore, a sample size of 150 participants was required to complete the questionnaires.

Regarding the in-depth interviews, the purposive sampling method was used to choose the interviewees. Five male and five female students who had a high level of English speaking anxiety were selected to be interviewees.

3.2 Research Instruments

A questionnaire was used to collect data of the study. The questionnaire was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986) and Young (1999), with the scale aiming to determine the levels of FLCA in the EFL classroom. There were two types of questions in the questionnaire: close-ended and open-ended questions. The close-ended questions consisted of 28 items in the questionnaire with 5-point Likert scale that ranged from "strongly disagree" to

“strongly agree.” In order to avoid participants’ misunderstanding, a Thai version of the questionnaire was provided to collect the data from the participants.

The questionnaire was divided into three parts including general background information, anxiety measurement, and open-ended questions. The first part was used to collect personal information and educational background including participants’ gender, students’ age, students’ grade, years of studying English, English lessons taken after school, self-perception of English speaking proficiency, and students’ attitudes towards learning English. The second part consisted of 28 close-ended items that aimed to examine the levels contributing to English speaking anxiety of EFL students in the classroom. Moreover, an open-ended question was aimed to examine the factors contributing to the English speaking anxiety of EFL students in the classroom. An interview was also used as an instrument to intensely explore the students’ anxiety when speaking English in the classroom. The questions for an interview were as follows:

- What are the factors contributing to the level of English speaking anxiety when speaking English in the EFL classroom?
- How do you feel when you experience English speaking anxiety in the EFL classroom? How do you overcome it?

3.3 Pilot Study

Before distributing the final questionnaire, a pilot study was employed to correct some errors and get some recommendations on what might affect or benefit the questionnaire.

The questionnaire was piloted with eight males and eight females in sixth-grade at a Satit Demonstration School in Bangkok who were not participating in the study. However, the researcher explained the definition of anxiety in Thai to confirm that each pilot participant could understand each statement. Then, the pilot questionnaire was taken to certify comprehension, validity, and reliability. Also, any unnecessary items were excluded.

3.4 Procedure

The researcher directly contacted the Vice Director of the Academic Department and the teacher in charge of the Research and Development Department to ask for the school's permission. The school agreed to allow the researcher to collect the data but not allow to take pictures, record videos or ask for personal information from the students due to ethical concerns. However, during the data collection process, the researcher was not allowed to collect data with the sample students alone. The classroom teachers were around while the researcher collected the data.

After getting the confirmation from the principle of the school and seeking cooperation from the classroom teachers and students, the questionnaire was distributed to the participants in each classroom. All participants were informed of the purposes of the study. Moreover, the researcher explained the definition of anxiety in Thai to make sure that the participants understood the content of the questionnaire. The researcher read each statement carefully to the participants. After the participants had completed the last part of the questionnaire, the data was analyzed using the Statistical Package for the Social Sciences (SPSS) program version 22.0. After getting the results, five male and five female students who had a high level of English speaking anxiety were chosen to do the interview. During the interview process, the researcher was not allowed to collect data with the students alone; there was always a classroom teacher present in the room while the researcher was interviewing the participants. The researcher only made voice recordings due to ethical considerations.

3.5 Data Analysis

The Statistical Package for the Social Sciences (SPSS) program version 22.0 was used to analyze the data in this study. In the first part, general background information of the participants, the results were calculated using frequency distribution and percentage. Moreover, the levels of English speaking anxiety were analyzed using descriptive statistics of mean and standard deviation. The average scores of the level of interpretation were classified into five levels as follows:

Scores	Level of Interpretation	
4.12-5.00	=	Very high
3.41-4.20	=	High
2.61-3.40	=	Moderate
1.81-2.60	=	Low
1.00-1.80	=	Very low

For the open-ended questions in the last part of the questionnaire, content analysis was used to analyze the data. Moreover, the researcher used a t-test to determine if gender was related to the level of English speaking anxiety. Additionally, to analyze the interview data, the researcher transcribed the data into text.

CHAPTER 4

RESULTS

This chapter describes the research findings received from FLCA questionnaires to investigate the level of English speaking anxiety when sixth-grade students spoke English in the EFL classroom and to determine if gender impacted English speaking anxiety. The results of the study are presented in four parts as follows:

4.1 Results from the Questionnaire

4.1.1 General Background Information and Educational Background of the Participants

4.1.2 Levels of English Speaking Anxiety in Various Aspects

4.1.3 Gender and Levels of Anxiety

4.1.4 Additional Opinions on English Speaking Anxiety in EFL Primary Students

4.2 Results from the Interviews

4.1 Results from the Questionnaire

4.1.1 General Information and Educational Background of the Participants

In this study, 150 questionnaires were distributed to sixth-grade students in the EFL classroom at a Satit Demonstration School in Bangkok, and all questionnaires were returned. This section consists of the general information and educational background of the 150 participants including gender, age, students' grade, years of studying English, English lesson taken after school, self-perception of English speaking proficiency, and students' attitudes towards learning English.

Table 1. Gender

Gender	Number of students	Percentage (%)
Male	75	50
Female	75	50
Total	150	100

Table 1 shows that 50% of the participants were males, whereas the rest of them (50%) were females.

Table 2. Age

Age	Frequency	Percentage (%)
11-12 years old	48	32
12-13 years old	102	68
Total	150	100

From Table 2, the majority of participants (68%) were between 12-13 years old, whereas 32% of the participants were between 11-12 years old.

Table 3. Students' GPA

Grade	Frequency	Percentage (%)
4.00-3.60	103	68.7
3.59-3.00	41	27.3
2.99-2.50	6	4
Total	150	100

According to Table 3, 4% of the participants had a GPA between 2.99-2.50, and 27.3% had a GPA between 3.59-3.00. However, the majority of the participants (68.7%) had a GPA between 4.00-3.60.

Table 4. Grade in English Subject

Grade in English Subject	Frequency	Percentage (%)
4	51	34
3.5	64	42.7
3	27	18
2.5	8	5.3
Total	150	100

From Table 4, 5.3% of the participants had a grade in English of 2.5, 18% of them had an English grade of 3, and 34% of them had an English grade of 4. However, the majority of them (42.7%) had an English grade of 3.5.

Table 5. Years of Studying English

Years of studying English	Frequency	Percentage (%)
5 years	10	6.7
6 years	80	53.3
7 years	39	26
8 years	21	14
Total	150	100

Table 5 shows the years of studying English, with 53.3% of the participants having studied English for six years, 26% of them having studied English for seven years, and 14% of them having studied English for eight years. However, the minority of them (6.7%) had studied English for five years.

Table 6. English Courses Taken after School

English courses taken after school	Number of students	Percentage (%)
Yes	150	100
No	0	0
Total	150	100

Table 6 indicates that 100% of the participants had taken English courses after school.

Table 7. Self-perception of English Speaking Proficiency

English speaking proficiency	Frequency	Percentage (%)
Poor	27	18
Fair	71	47.3
Good	36	24
Excellent	16	10.7
Total	150	100

Table 7 presents the self-perception of English speaking proficiency, which shows that 47.3% of the participants believed that their English speaking proficiency was at a fair level, whereas 18% perceived that their English speaking proficiency was at a poor level. A total of 24% of them thought that their English speaking skill

was at a good level while 10.7% of them thought that their English speaking skill was at an excellent level.

Table 8. Students' Attitudes towards Learning English

Attitude	Frequency	Percentage (%)
Positive	67	44.7
Neutral	54	36
Negative	29	19.3
Total	150	100

From Table 8, the majority of the participants (44.7%) had a positivity attitude towards learning English while 36% of them revealed that their attitudes toward learning English were neutral. However, the minority of the participants (19.3%) had a negative attitude toward learning English.

4.1.2 Levels of English Speaking Anxiety in Various Aspects

This part presents mean and standard deviation of English speaking anxiety. A 5-point Likert scale was used to assess the degree of participants' anxiety in speaking English, with five responses ranging from "strongly agree to strongly disagree." The participants were asked to rate their levels of anxiety that reflected their feelings and their experiences when they have to speak English in the classroom. The results were calculated into means and standard deviations to examine the level of anxiety. The average score of the level of English speaking anxiety was classified into five levels of interpretation including very high, high, moderate, low and very low as shown in Chapter 3.

Table 9. Levels of English Speaking Anxiety in the Aspect of Students

Statements	Mean	S.D.	Ranking	Level of Interpretation
1.1 I am always upset about speaking English in the classroom.	3.03	1.184	3	Moderate
1.2 I am distressed about making mistakes when speaking English.	2.88	1.129	7	Moderate
1.3 I am concerned about classmate humiliation due to speaking English in the classroom.	2.92	1.298	5	Moderate
1.4 I perceive that classmates are good at speaking English while I am not good at it.	3.54	1.179	1	High
1.5 I am distressed about speaking English with my classmates in the English lesson.	2.93	1.219	4	Moderate
1.6 I am troubled about peer assessment while I am speaking English in the classroom.	2.91	1.335	6	Moderate
1.7 I am always fearful about answering questions from an English teacher.	3.21	1.302	2	Moderate
Average	3.06	1.235	-	Moderate

As can be seen in Table 9, the results showed that the first three statements that had the highest mean score of English speaking anxiety in the aspect of students were item 1.4 “I perceive that classmates are good at speaking English while I am not good at it.” (mean score = 3.54), item 1.7 “I am always fearful about answering questions from an English teacher.” (mean score = 3.21), and item 1.1 “I am always upset about speaking English in the classroom.” (mean score = 3.03). Item 1.4 was interpreted to be at a high level of English speaking anxiety, and the rest of them were found to be at a moderate level of English speaking anxiety in the aspect of students.

On the other hand, the three items that had the lowest mean score of English speaking anxiety in the aspect of students were item 1.2 “I am distressed about making mistakes when speaking English.” (mean score = 2.88), item 1.6 “I am troubled about peer assessment while I am speaking English in the classroom.” (mean score = 2.91), and item 1.3 “I am concerned about classmate humiliation due to speaking English in the classroom.” (mean score = 2.92). All of these items were interpreted to be at a moderate level of English speaking anxiety.

Also, the total mean score of English speaking anxiety in the aspect of students was at a moderate level (mean score = 3.06).

Table 10. Levels of English Speaking Anxiety in the Aspect of English Teachers

Statements	Mean	S.D.	Ranking	Level of Interpretation
2.1 I am usually distressed if I speak English with native speaking teachers.	2.77	1.221	7	Moderate
2.2 I am concerned about answering unforeseen questions from the English teacher.	3.16	1.269	1	Moderate

Statements	Mean	S.D.	Ranking	Level of Interpretation
2.3 I always feel afraid that the English teacher will always correct my mistake when I speak English.	3.09	1.231	2	Moderate
2.4 I feel anxious about the English teacher correcting my mistake.	3.02	1.137	3	Moderate
2.5 I feel uncomfortable when I have to start conversations with native speaking teachers.	2.81	1.222	5	Moderate
2.6 I feel anxious when I ask the native speaking teacher questions during the lesson.	2.93	1.127	4	Moderate
2.7 I am more anxious about leaning English speaking with native speaking teachers than Thai teachers.	2.81	1.211	5	Moderate
Average	2.94	1.202	-	Moderate

As shown in Table 10, the results showed that the first three statements that had the highest mean score of English speaking anxiety in the aspect of English teachers were item 2.2 “I am concerned about answering unforeseen questions from the English teacher.” (mean score = 3.16), item 2.3 “I always feel afraid that the English teacher will always correct my mistake when I speak English.” (mean score = 3.09), and item 2.4 “I feel anxious about the English teacher correcting my mistake.” (mean score = 3.02). All of these items were found to be at a moderate level of English speaking anxiety in the aspect of English teachers.

On the other hand, the three items that had the lowest mean score of English speaking anxiety in the aspect of English teachers were item 2.1 “I am usually distressed if I speak English with the native speaking teachers.” (mean score = 2.77), item 2.7 “I am more anxious about leaning English with native speaking teachers than Thai teachers.” (mean score = 2.81), and item 2.5 “I feel uncomfortable when I have to start conversations with native speaking teachers.” (mean score = 2.81). All of these items were interpreted to be at a moderate level of English speaking anxiety in the aspect of English teachers.

The total mean score of English speaking anxiety in the aspect of English teachers was at a moderate level (mean score = 2.94).

Table 11. Levels of English Speaking Anxiety in the Aspect of English Speaking Activities

Statements	Mean	S.D.	Ranking	Level of Interpretation
3.1 I feel anxious to participate in English speaking activities that focus on speaking English in the classroom.	2.83	1.149	5	Moderate
3.2 I feel anxious to give English presentations in front of the classroom.	3.08	1.223	3	Moderate
3.3 I always feel nervous when I forget my speech during English speaking activities.	2.95	1.270	4	Moderate
3.4 I am scared if I am asked to give a presentation in English speaking activities.	3.34	1.320	1	Moderate

Statements	Mean	S.D.	Ranking	Level of Interpretation
3.5 I am scared about speaking English with my classmates, especially during English speaking activities.	3.18	2.001	2	Moderate
3.6 I am more nervous to join difficult English speaking activities than simple English speaking activities.	2.82	1.219	6	Moderate
3.7 I do not want to join in the English speaking activities because I do not want any classmates to see my mistakes.	2.69	1.390	7	Moderate
Average	2.99	1.367	-	Moderate

According to Table 11, the results showed that the first three statements that had the highest mean score of English speaking anxiety in the aspect of English speaking activities were item 3.4 “I am scared If I am asked to give a presentation in English speaking activities.” (mean score = 3.34), item 3.5 “I am scared about speaking English with my classmates, especially during English speaking activities.” (mean score = 3.18), and item 3.2 “I feel anxious to give English presentation in front of the classroom.” (mean score = 3.08). All of these items were interpreted to be at a moderate level of English speaking anxiety in the aspect of English speaking activities.

On the other hand, the three items that had the lowest mean score of English speaking anxiety in the aspect of English speaking activities were item 3.7 “I do not want to join in English speaking activities because I do not want any classmates to see

my mistakes.” (mean score = 2.69), item 3.6 “I am more nervous to join difficult English speaking activities than simple English speaking activities.” (mean score = 2.82), and item 3.1 “I feel anxious to participate in English speaking activities that focus on speaking English in the classroom.” (mean score = 2.83). All of these items were interpreted to be at a moderate level of English speaking anxiety in the aspect of English speaking activities.

The total mean score of English speaking anxiety in the aspect of English speaking activities was at a moderate level (mean score = 2.99).

Table 12. Levels of English Speaking Anxiety in the Aspect of English Speaking Assessment

Statements	Mean	S.D.	Ranking	Level of Interpretation
4.1 I am always worried about my English speaking scores.	3.48	1.251	1	High
4.2 I am worried when I am informed about having an English speaking test.	3.16	1.222	4	Moderate
4.3 When I have a speaking test, I worry that my speaking performance might not be good and I might fail the test.	3.46	1.283	2	High
4.4 I do not want to join the English lesson if there will be an English speaking test.	2.70	1.312	7	Moderate
4.5 I always feel anxious when I have an English speaking test even I have prepared myself.	3.03	1.244	6	Moderate

Statements	Mean	S.D.	Ranking	Level of Interpretation
4.6 I am concerned about doing an English speaking test in front of the classroom.	3.08	1.239	5	Moderate
4.7 I perceive that my classmates might get better English speaking scores than me.	3.36	1.166	3	Moderate
Average	3.19	1.245	-	Moderate

As can be seen in Table 12, the results revealed that the first three statements that had the highest mean score of English speaking anxiety in the aspect of English speaking assessment were item 4.1 “I am always worried about my English speaking scores.” (mean score = 3.48), item 4.3 “When I have a speaking test, I worry that my speaking performance might not be good and I might fail the test.” (mean score = 3.46), and item 4.7 “I perceive that my classmates might get better English speaking scores than me.” (mean score = 3.36). The item 4.1 and item 4.3 were interpreted at a high level of English speaking anxiety, whereas item 4.7 was interpreted to be at a moderate level.

On the other hand, the three items that had the lowest mean score of English speaking anxiety in the aspect of English speaking assessment were item 4.6 “I am concerned about doing an English speaking test in front of the classroom.” (mean score = 3.08), item 4.5 “I always feel anxious when I have an English speaking test even I have prepared myself.” (mean score = 3.03), and item 4.4 “I do not want to join the English lesson if there will be an English speaking test.” (mean score = 2.70). All of these items were found to be at a moderate level of English speaking anxiety.

The overall mean score of English speaking anxiety in the aspect of English speaking assessment was at a moderate level (mean score = 3.19).

Table 13. Average Mean Scores of Four Aspects of English Speaking Anxiety in the Classroom

Aspects	Mean	S.D.	Ranking	Level of Interpretation
1. Students	3.06	1.235	2	Moderate
2. English teachers	2.94	1.202	4	Moderate
3. English speaking activities	2.99	1.367	3	Moderate
4. English speaking assessment	3.19	1.245	1	Moderate
Average	3.04	1.262	-	Moderate

According to Table 13, the results showed that the aspect that had the highest mean score of English speaking anxiety in the classroom was the fourth aspect “English speaking assessment” (mean score = 3.19). The level of anxiety was found to be at a moderate level. On the other hand, the aspect that had the lowest mean score of English speaking anxiety in the classroom was the second aspect “English teachers” (mean score = 2.94). The level of the anxiety was interpreted to be at a moderate level. The overall mean score of these four aspects was also at a moderate level (mean score = 3.04).

4.1.3 Gender and Levels of Speaking Anxiety

Table 14. Gender Difference on Anxiety by T-Test

Anxiety level	Levene's Test for Equality of Variances		T-test for Equality of Means				
Equal variances assumed	F	Sig	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
	0.259	0.612	0.218	148	0.828	0.02845	0.13052

p- value < 0.05

In Table 14, it is revealed that there was no statistically significant difference (sig > 0.05) in the level of English speaking anxiety between males and females when calculating statistical significance or t-test analysis of gender difference. Moreover, a two-tailed test showed that there was no statistical significance (Sig. 2-tailed = 0.828, p-value > 0.05).

Table 15. Gender Difference with Respect to Anxiety

Group	N	Mean of anxiety	Level of Interpretation	Std. Deviation	Std. Error Mean
Male	75	3.06	Moderate	0.776	0.089
Female	75	3.03	Moderate	0.821	0.094
Total	150	3.05	Moderate		

According to the statistics shown in Table 15, the level of English speaking anxiety of male students was found to be at a moderate level (mean score = 3.06). Similarly, for female students, the total mean scores of the level of English speaking anxiety was interpreted to be at a moderate level (mean score = 3.03). Also, the

overall mean score of both genders was interpreted to be at a moderate level (mean score = 3.05).

4.1.4 Additional Opinions on English Speaking Anxiety of EFL Primary Students

In the last section of the questionnaire, the participants were asked to express their opinions about factors contributing to the level of anxiety when speaking English in the classroom, how they feel when they had to speak English in the classroom and how to solve their problems. However, the researcher received few opinions from the participants that related to the questions in this part. Based on the answers given, there were three leading causes of participants' anxiety in speaking English: lack of self-confidence, students' perceptions, and fear of negative assessment.

Most of the participants indicated that they were not confident in speaking English in front of others; they avoided expressing their opinion in the English class because they felt shy and nervous. Also, they also felt worried about their English pronunciation and how to use vocabulary. Some participants said that they were worried about their pronunciation when speaking English in class. Some participants mentioned that they would do a lot of practice before a speaking performance to reduce their anxiety.

Furthermore, the participants were anxious and had a fear of speaking English in the class because they were afraid that other students would laugh and tease them when they made a mistake. Some participants said that they were worried that their friends would laugh at them if they made mistakes such as using the wrong words in the sentence. As this result, some participants suggested that teachers had to create a comfortable classroom atmosphere. They should try to encourage shy students to join in the classroom.

Besides, some participants believed that they were not good at English; thus they could make mistakes in the English lesson. They thought that they had inaccurate

pronunciation and were unable to use the appropriate words to speak. They also felt that other students could speak English better than they did.

4.2 Results from the Interviews

In light of the few responses from the open-ended questions, the interviews were used to further explore the factors contributing to the level of English speaking anxiety in primary students. The two interview questions adapted from the open-ended part were used to collect data from the participants. The researcher selected five male students and five female students who had a high level of English speaking anxiety to interview. During the interview process, one of the participants' classroom teachers stayed in the room due to ethical concerns. Content analysis was used to analyze the qualitative data from each interview question. The findings are presented as follows.

The first interview question was about what made the participants anxious while speaking English in the classroom. Based on the answers given, two factors contributing to participants' anxiety in speaking English were fear of making mistakes and lack of confidence.

Relating to the aspect of students and English speaking activities, the interview responses of participants revealed that most participants might feel upset if they made any mistake in speaking English, for instance, using incorrect words and using awkward pronunciation. Moreover, they added that they did not want to let anyone know that he or she was not good at English. Another issue was lack of confidence. The participants mentioned that they felt shy and uncomfortable speaking English in front of their friends. From this reason, the participants perceived that their friends would laugh at them if they heard their awkward English pronunciation or used inappropriate words. Furthermore, some students mentioned that they preferred to do group speaking activities instead of individual speaking activities. Some of the participants' opinions are presented below.

1 "I usually feel anxious about making mistakes while I am speaking English."

#2 “I am anxious about using incorrect words.”

#3 “I feel unconfident with my English pronunciation. Also, I am not confident to do an individual activity. I prefer a group activity.”

#4 “I am not confident. I am worried about using awkward pronunciation because my friends will laugh at me.”

The second interview question aimed to find out on how the participants felt when they experienced English anxiety and how they overcame their speaking anxiety. The results were as follows:

Most participants mentioned that they were speechless or tongue-tied when they faced speaking anxiety. Also, they sometimes lowered their voice if they could not continue their speaking performance. Furthermore, the findings revealed that most participants experienced a headache, sweaty hands, and a pounding heart.

Additionally, the participants suggested that they would ask their friends for help if they felt anxious while they were speaking English in the classroom. Moreover, if they did not understand the English teachers, they would ask their friends for translating. They added that they might calm themselves by taking a deep breath and counting from 1 to 10 in their mind.

#1 “I am speechless, and I am shocked.” “I will calm myself.”

#2 “I will lower my voice if I can not answer the question.” “Then I will ask my friends for help.”

#3 “The English teacher should create a comfortable classroom atmosphere.”

#4 “I am tongue-tied.” “I will take a deep breath for calming myself.”

CHAPTER 5

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Chapter 5 is presented into five sections including (1) a summary of the study, (2) a summary of the findings, (3) discussion of findings, (4) conclusion, and (5) recommendations for further research.

5.1 Summary of the Study

This section contains the summary of the research objectives and research methodology including the subjects, instruments and procedures.

5.1.1 Objectives of the Study

This study aimed to examine the factors contributing to the level of English speaking anxiety when sixth-grade students speak English in EFL classroom at Satit Demonstration School in Bangkok. Furthermore, this study also investigated whether gender differences affect the English speaking anxiety of EFL primary students.

5.1.2 Subjects

Purposive sampling method was used to choose the appropriate participants to complete the questionnaire. The researcher used this method to accurately choose the proper sample from eight classes of sixth-grade students. Therefore, the participants were 150 sixth-grade students who studied in the EFL classroom at Satit Demonstration School in Bangkok. Moreover, they had taken English lessons with Thai and native English teachers three times per week.

Regarding the in-depth interviews, the researcher selected the interviewees based on the participants' level of English speaking anxiety. Thus, the researcher decided on ten students consisting of five male and female students who intensely experienced English speaking anxiety.

5.1.3 Instruments

A questionnaire and interview were used to gather data from the participants. The questionnaire was adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986) and Young (1999). The scale aimed to find factors contributing to foreign language anxiety in a classroom setting and to provide the researchers with a standard measurement. The questionnaire was provided in a Thai version to avoid any misunderstanding. Moreover, it was divided into three sections: general background information, levels of English speaking anxiety and open-ended questions. Another research instrument was the interview. The interviewees were selected from participants who experienced intense English speaking anxiety. Also, two interview questions were used to interview the participants.

5.1.4 Procedures

The researcher directly contacted the Vice Director of the Academic Department and the teacher in charge of the Research and Development Department to ask for the school's permission. The school agreed to allow the researcher to collect the data but not allow taking pictures, recording videos or asking for personal information from the students due to ethical concerns. However, during the data collection process, the researcher was not allowed to collect data with the sample students alone. The classroom teachers were around while the researcher collected the data.

Before distributing the final questionnaire, a pilot study was employed to correct some errors and get some recommendations on what might affect or benefit the questionnaire. The questionnaire was piloted with eight males and eight females in sixth grade at Satit Demonstration School in Bangkok who were not participating in the study. However, the researcher explained the definition of anxiety in Thai to confirm that each pilot participant could understand each statement. Then, the pilot questionnaire was taken to certify comprehension, validity, and reliability. Also, any unnecessary items were excluded.

The questionnaire was distributed to the participants in each chosen classroom. After the participants completed the questionnaires, all the data were analyzed by descriptive statistics including frequency, percentage, mean score, and standard deviation. The findings were presented in the form of tables and figures to present the results. For the open-ended part, the results were gathered in written form. After getting the results, ten EFL students who had a high level of English speaking anxiety were chosen to do the interviews.

5.2 Summary of the Findings

The findings of the study are summarized as follows:

5.2.1 General Background Information and Educational Background of the Participants

From the 150 thoroughly replied questionnaires, the participants of this study consisted of 75 males (50%) and 75 females (50%). Moreover, the majority of them (68%) were between 12-13 years old and followed by 11-12 years old (32%). Concerning the Grade Point Average (GPA), the majority of the participants (68.7%) had a GPA between 3.60- 4.00. Also, 42.7% of them had an English grade of 3.5.

Regarding years of studying English, 53.3% of the participants had studied English for six years. Additionally, 100% of them used to take English courses after school. Regarding proficiency in English, most of the participants (47.3%) were at a fair level, and 44.7% of them had a positive attitude towards learning English.

5.2.2 Levels of English Speaking Anxiety in Various Aspects

The findings are described as follows:

The result of the levels of English speaking anxiety in the aspect of students revealed that the participants' English speaking anxiety was at a moderate level (mean score = 3.06). From this aspect, most participants mentioned that they usually felt worried that their classmates had better English speaking than their English speaking. This issue was rated at a high level of English speaking anxiety (mean score = 3.54). According to the lowest mean score of this aspect, the results revealed that some

participants were sometimes worried about making mistakes in English class (mean score = 2.88).

Regarding the levels of English speaking anxiety in the aspect of English teachers, the participants' English speaking anxiety was at a moderate level (mean score = 2.94). From this aspect, most participants indicated that they usually were distressed about answering unforeseen questions. This issue was interpreted to be at the moderate level (mean score = 3.16). The lowest mean score of this aspect showed that some participants were scared of speaking English with native speaking teachers. This issue was also found to be a moderate level of English speaking anxiety (mean score = 2.77).

For another critical aspect, English speaking activities, the results revealed that the participants' English speaking anxiety was at a moderate level (mean score = 2.99). From this aspect, most participants perceived that they indeed felt anxious if they were asked to give a presentation in front of the class. This issue was interpreted to be at a moderate level (mean score = 3.34). Furthermore, some students did not want to join in the English lesson because they did not want their friends to see their mistakes in the lesson.

The results of the levels of English speaking anxiety in the aspect of English speaking assessment showed the participants' English speaking anxiety was at a moderate level (mean score = 3.19). It was revealed that most students were anxious about their English speaking scores (mean score = 3.48). Another critical issue that made the students worried about their English speaking was their speaking performance. Most students always felt tense and thought that they might fail the test (mean score = 3.46).

After analyzing the total mean score of four aspects, the "English speaking assessment" was the aspect that revealed the highest mean score of English speaking anxiety in the classroom (mean score = 3.19). However, the level of anxiety was found to be at a moderate level. On the other hand, the "English teachers" aspect was found to have the lowest mean score of English speaking anxiety. This aspect was found to be at a moderate level (mean score = 2.94).

5.2.3 The Comparison between Gender and Levels of Anxiety in Speaking English

The findings showed that the levels of anxiety in speaking English between male and female students were interpreted to be at a moderate level (mean score = 3.05). Furthermore, when calculating statistical significance on the overall aspects, there was no statistically significant difference ($\text{sig} > 0.05$) in the level of English speaking anxiety between male and female students.

5.2.4 Additional Opinions on English Speaking Anxiety in EFL Primary Students

The results received from the open-ended question showed that the students became anxious when they have to speak English in the classroom. Moreover, three factors contributed to students' anxiety in speaking English: lack of self-confidence, students' 'perceptions', and fear of negative assessment. Firstly, most students were not confident in speaking English in front of others. They avoided expressing their opinions in English class because they felt shy and nervous. Besides, they also felt worried about their pronunciation and vocabulary usage. To reduce their speaking anxiety, they had to practice before a speaking performance.

Secondly, some students were anxious and had a fear of speaking English in the classroom because they were afraid of negative feedback from their classmates such as making fun of them. They also added that they did not want other students to make fun of them when they speak English. Therefore, English teachers should create a comfortable classroom atmosphere and select the proper activities depending on the abilities of the students.

Lastly, some students believed that they were not good at English and they might make mistakes in the English lesson. Additionally, they thought that their English proficiency was lower than their classmates.

5.2.5 Results from the Interview

According to the findings from the first interview question, there were two leading causes of participants' anxiety in speaking English: fear of making mistakes and lack of confidence. Most participants mentioned that they might feel upset if they made any mistakes in speaking English, for instance, using incorrect words and using awkward pronunciation. This finding supported by one of the students who said that if he/she said something incorrectly, their friends would laugh at him/her. Moreover, the students added that he/she did not want to let anyone know that he or she was not good at English.

Another issue was lack of confidence. The participants mentioned that they felt shy and uncomfortable speaking English in front of their friends. For this reason, they perceived that they would laugh at them if they heard their English pronunciation or used inappropriate words. However, some students mentioned that they preferred to do group speaking activities instead of individual speaking activities. One of the students responded that he/she felt unconfident with his/her English pronunciation. Also, he/she was not confident to do individual activities and preferred group activities.

Regarding a few responses to the second interview question, the participants mostly gave short responses and felt uncomfortable to give more opinions. However, the most of them mentioned similar opinions about being tongue-tied and lowering their voice when they faced speaking anxiety. One of the students responded that he/she was tongue-tied while facing English speaking anxiety. Furthermore, the findings revealed that most participants got a headache, sweaty hands and a pounding heart.

Also, most participants suggested that they would ask their friends for help if they felt anxious while they were speaking English in the classroom. Moreover, if they did not understand the teachers, they would ask their friends to translate. They added that they might calm themselves down by taking a deep breath and counting from 1 to 10 in their mind.

5.3 Discussion

This part discusses the findings of the study in relation to the research questions in Chapter one. The findings are discussed with reference to the literature and theoretical framework related to anxiety, anxiety in English speaking and the relevant research.

5.3.1 Research question one: What are the factors contributing to the levels of English speaking anxiety when sixth-grade students speak English in EFL classroom?

Regarding the findings from the four aspects of English speaking anxiety in the EFL classroom, the level of English speaking anxiety was found to be at a moderate level. However, in the aspect of English speaking assessment, some statements were interpreted at a higher level of anxiety. Some students stated that they were afraid of doing English speaking tests because they were worried about their scores. This finding is in concordance with the study of Park and Lee (2004), who found that the frequency of oral tests affected L2 students' speaking anxiety. Furthermore, Liu and Chen (2013) presented that inexperienced students confronted anxiety during the English oral tests.

Another aspect that was also found to be at a high level of anxiety was the students' aspect. The students expressed a negative attitude about their English speaking ability. Related studies showed that students were worried because of their low-efficacy. From the study of Awan et al. (2010), the findings showed that most undergraduate students were distressed about speaking English in the classroom because of lack of self-confidence. Furthermore, Plangkham (2012) revealed that EFL undergraduate students were concerned about their grammar and pronunciation when they had to do oral performance.

Regarding the levels of English speaking anxiety in the aspect of English speaking activities, the result indicated that the participants' level of English speaking anxiety was at a moderate level. Oral performance in the classroom was of most concern to the participants. They usually felt uneasy if they had to do this activity.

This result is in line with the study of Dalkiliç (2001), who found that most participants were anxious if they had to do speaking performance in front of others. Moreover, they were concerned about English speaking because they struggled with pronunciation, grammar, and vocabulary.

On the other hand, the English teachers' aspect was found to have the lowest mean score of English speaking anxiety in the classroom. This aspect was interpreted to be at a moderate level. The findings showed that most participants perceived that they were scared of answering a question, especially when they were called on by their English teachers. Similarly, the study of Dalkiliç (2001) revealed that some students felt uneasy about answering questions in language lessons due to the fear of the language teacher's corrections. However, some students would only respond when they were called on by their language teacher.

5.3.2 Research question two: Is there a statistically significant difference in English speaking anxiety with regard to gender in primary students?

According to the results from statistical significance or t-test analysis on four aspects of English speaking anxiety, the findings revealed no significant impact of gender on the levels of English speaking anxiety. Therefore, gender did not seem to influence the level of English speaking anxiety in EFL students at Satit Demonstration School in Bangkok. Previous studies that have obtained similar results included Wang (2010) and Gaibani and Elmenfi (2014). The findings argued that gender did not seem to impact the level of anxiety. Thus, it may be that each student had more opportunities to practically use English in class and outside class. Furthermore, there may be other factors such as age, attitudes, interests, and needs that influence them.

On the other hand, the results of Ozturk and Gurbuz's (2014) study showed that female students' FL speaking anxiety was at a moderate level. In contrast, EFL male students had a low level of FL speaking anxiety. This finding relates to Park and French's (2013) study. Their study investigated whether or not gender differences contributed to the FL anxiety of undergraduate students in Korea. The findings revealed that female students experienced anxiety whereas male students were not

worried. In comparison, the results from Awan et al. (2010) showed that male students faced speaking anxiety in language learning, whereas female students were not anxious to learn a foreign language. Also, Yih, Chin and Ling's (2017) study revealed that the gender that experienced a high level of speaking English anxiety was males instead of females.

5.4 Conclusion

The study aimed to examine the level of English speaking anxiety when sixth-grade students speak English in EFL classroom at Satit Demonstration School in Bangkok and whether gender impacted the English speaking anxiety of EFL primary students. A total of 150 students completed the questionnaire adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986) and Young (1999). The findings reported that the overall mean scores of English speaking anxiety were at a moderate level. However, there were two aspects that most influenced the participants' level of English speaking anxiety: English speaking assessment and students' perceptions. Most participants mentioned that they usually felt uneasy when they had English speaking tests because they were worried about their scores. Furthermore, some of them lacked self-confidence, and they usually compared themselves with their friends because they perceived that their friends had better English fluency than them. Additionally, participants did not want to do speaking performance in front of the classroom because they felt worried about making mistakes. Also, they usually felt upset by their friends' negative feedback. From this reason, they felt that they seemed to lose face. To reduce speaking anxiety, they would do more practice before a spoken performance. Moreover, some participants suggested that the English teachers' awareness of reducing speaking anxiety was important because the English teacher should be eager to create proper activities depending on students' proficiency in English speaking.

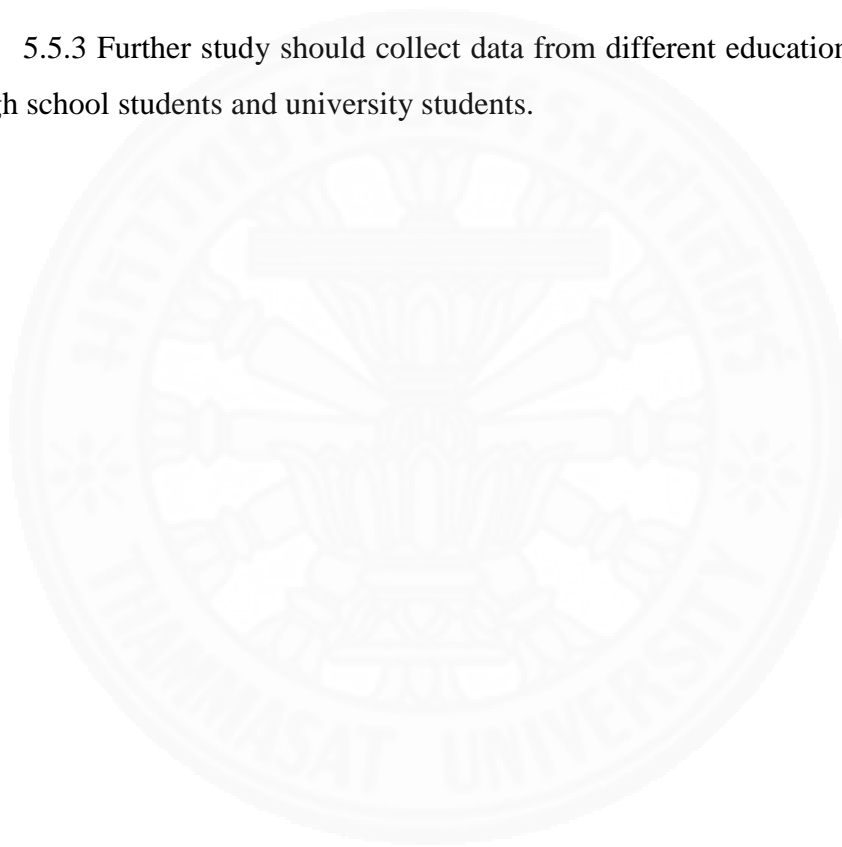
5.5 Recommendations for Further Research

Regarding the findings and conclusion of the study, the following recommendations are made for future research.

5.5.1 According to a few responses to the open-ended questions, some students wrote some useful suggestions, whereas the students who had high levels of anxiety did not give any opinions in that part. Therefore, further study might compare the level of English speaking anxiety between skillful students and anxious students.

5.5.2 Besides the gender aspect, other aspects such as the learner's attitudes and age would also be interesting to study with regard to the levels of English speaking anxiety in the EFL classroom.

5.5.3 Further study should collect data from different educational levels, such as high school students and university students.



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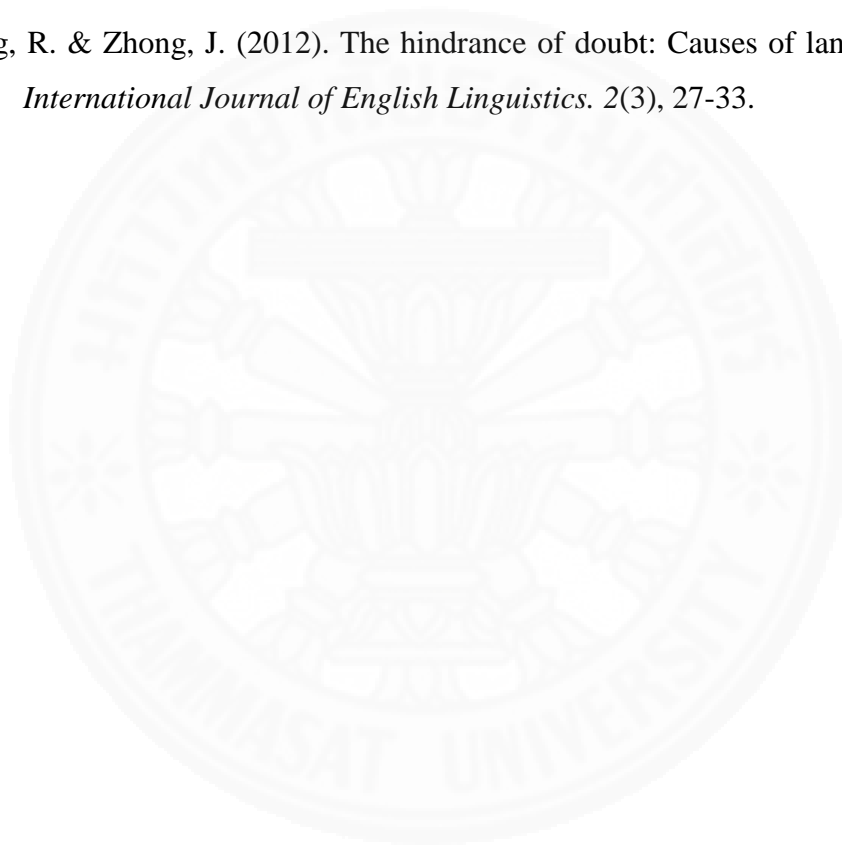
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APPENDIES



APPENDIX A

QUESTIONNAIRE (THAI VERSION)

เรื่อง

เพศและความวิตกกังวลในการพูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาในโรงเรียนสาธิต

คำชี้แจง

1. แบบสอบถามฉบับนี้เป็นส่วนหนึ่งของการทำวิจัยเรื่อง เพศและความวิตกกังวลในการพูดภาษาอังกฤษของนักเรียนชั้นประถมศึกษาในโรงเรียนสาธิตฝ่ายประถมศึกษา แบบสอบถามฉบับนี้มีจุดประสงค์ที่จะศึกษาปัจจัยที่มีผลต่อความวิตกกังวลในการพูดภาษาอังกฤษของนักเรียนระดับชั้นประถมศึกษาและเพื่อศึกษาว่าเพศมีผลต่อความวิตกกังวลในการพูดภาษาอังกฤษของนักเรียนหรือไม่ อย่างไร

2. แบบสอบถามฉบับนี้แบ่งออกเป็น 3 ตอน ดังนี้

ตอนที่ 1 แบบสอบถามข้อมูลพื้นฐาน

ตอนที่ 2 ปัจจัยที่มีผลต่อความวิตกกังวลในการพูดภาษาอังกฤษ

ตอนที่ 3 ความคิดเห็นเพิ่มเติมเกี่ยวกับความวิตกกังวลในการพูดภาษาอังกฤษ

3. ผู้วิจัยขอรับรองว่าจะเก็บข้อมูลของนักเรียนเป็นความลับ คำตอบที่ได้รับจะไม่มีผลกระทบต่อนักเรียนหรือ ทำให้นักเรียนเสียหายแต่อย่างใด ผลการวิจัยจะเป็นแนวทางในการแก้ไขปัญหาความวิตกกังวลในการพูดภาษาอังกฤษของนักเรียนในห้องเรียน ดังนั้น ผู้วิจัยจึงขอความร่วมมือจากนักเรียนในการตอบแบบสอบถามและโปรดตอบทุกข้อตามความเป็นจริง

ผู้วิจัยขอขอบคุณในความร่วมมือของนักเรียนมา ณ โอกาสนี้

พิจินันท์ ทำนุ

ตอนที่ 1 แบบสอบถามข้อมูลพื้นฐาน

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ☐ และกรอกข้อมูลตามความเป็นจริง

1. เพศ

☐ 1. ชาย

☐ 2. หญิง

2. อายุ _____ ปี _____ เดือน

3. เกรดเฉลี่ยรวมของนักเรียนในภาคเรียนที่ 1/2560 โดยเฉลี่ย

☐ 1. 4.00 - 3.60

☐ 2. 3.59 - 3.00

☐ 3. 2.99 - 2.50

☐ 4. ต่ำกว่า 2.50

4. เกรดที่ได้จากการเรียนวิชาภาษาอังกฤษเมื่อภาคเรียนที่แล้ว

☐ 1. 4

☐ 2. 3.5

☐ 3. 3

☐ 4. 2.5

☐ 5. 2

☐ 6. 1.5

☐ 7. 1

☐ 8. ต่ำกว่า 1

5. นักเรียนเรียนภาษาอังกฤษมาเป็นระยะเวลาทั้งหมด _____ ปี _____ เดือน

6. นักเรียนได้เรียนพิเศษวิชาภาษาอังกฤษเพิ่มเติมนอกเวลาเรียนหรือไม่

☐ 1. เรียน

☐ 2. ไม่ได้เรียน

7. นักเรียนคิดว่าความรู้ความสามารถด้านการพูดภาษาอังกฤษของนักเรียนว่าอยู่ในระดับใด

☐ 1. ดีมาก

☐ 2. ดี

☐ 3. พอใช้

☐ 4. ต้องปรับปรุง

8. นักเรียนชอบเรียนวิชาภาษาอังกฤษหรือไม่

☐ 1. ชอบ

☐ 2. เฉยๆ

☐ 3. ไม่ชอบ

ตอนที่ 2 ปัจจัยที่มีผลต่อความวิตกกังวลในการพูดภาษาอังกฤษ

คำชี้แจง โปรดทำเครื่องหมาย ✓ ลงใน ☐ ที่ตรงกับความรู้สึกของท่านมากที่สุด

ความรู้สึกกังวล หมายถึง ความรู้สึกหรืออาการ ไม่มั่นใจ ตกใจ ตื่นเต้น เหงื่อออก หัวใจเต้นแรง หน้าซีด มือสั่น และ
ใจสั่น ที่เกิดขึ้นเมื่อพูดภาษาอังกฤษในห้องเรียน

5	หมายถึง	เห็นด้วยอย่างยิ่ง
4	หมายถึง	เห็นด้วย
3	หมายถึง	ปานกลาง
2	หมายถึง	ไม่เห็นด้วย
1	หมายถึง	ไม่เห็นด้วยอย่างยิ่ง

ข้อความ	ระดับความคิดเห็น				
	5	4	3	2	1
1. ด้านผู้เรียน					
1.1 ฉันรู้สึกกังวล เมื่อฉันต้องพูดภาษาอังกฤษในชั้นเรียน					
1.2 ฉันกังวลว่าฉันจะพูดภาษาอังกฤษผิด					
1.3 ฉันกังวลว่าเพื่อนๆจะหัวเราะเยาะฉัน เวลาพูดภาษาอังกฤษในห้องเรียน					
1.4 ฉันรู้สึกกังวลว่าเพื่อนๆในห้องพูดภาษาอังกฤษดีกว่าฉัน					
1.5 ฉันรู้สึกกังวล เวลาที่จะพูดภาษาอังกฤษกับเพื่อนๆในชั้นเรียน					
1.6 ฉันกังวลว่าเพื่อนๆจะจับผิดฉันขณะที่พูดภาษาอังกฤษ					
1.7 ฉันรู้สึกกังวลเมื่ออาจารย์ถามคำถามฉันในคาบเรียนภาษาอังกฤษ					

2. ด้านครูผู้สอน					
2.1 ฉันรู้สึกกังวลเมื่อต้องพูดภาษาอังกฤษกับอาจารย์ชาวต่างชาติ					
2.2 ฉันรู้สึกกังวล เมื่อครูเรียกชื่อฉันตอบคำถาม ในชั่วโมงภาษาอังกฤษ โดยที่ฉันไม่ได้เตรียมตัวมาก่อน					
2.3 ฉันรู้สึกกังวลว่าอาจารย์วิชาภาษาอังกฤษจะคอยแก้ไขข้อผิดพลาดทุกอย่างขณะที่ฉันพูดภาษาอังกฤษในห้องเรียน					
2.4 ฉันรู้สึกกังวลเมื่อถูกอาจารย์แก้ไขข้อผิดพลาดในการพูดของฉัน					
2.5 ฉันรู้สึกกังวลเมื่อต้องเป็นคนเริ่มพูดกับอาจารย์ชาวต่างชาติก่อน					
2.6 ฉันรู้สึกกังวล เวลาที่ต้องถามคำถามอาจารย์ชาวต่างชาติในคาบเรียนภาษาอังกฤษ					
2.7 ฉันรู้สึกกังวล เมื่อเรียนทักษะการพูดภาษาอังกฤษกับอาจารย์ต่างชาติมากกว่าอาจารย์ชาวไทย					
3. ด้านกิจกรรมการเรียนการสอน					
3.1 ฉันรู้สึกกังวล เมื่อต้องร่วมกิจกรรมการเรียนการสอนที่เน้นให้พูดภาษาอังกฤษในคาบเรียนภาษาอังกฤษ					
3.2 ฉันรู้สึกกังวลเมื่อต้องออกไปรายงานหน้าชั้นเรียนเป็นภาษาอังกฤษ					
3.3 ฉันรู้สึกกังวล เมื่อลืมเนื้อหาที่จะพูดเวลารายงานหน้าชั้นเรียน					
3.4 ฉันรู้สึกกังวล เมื่ออาจารย์สั่งให้ฉันพูดรายงานหน้าชั้นเรียน					
3.5 ฉันรู้สึกกังวล เมื่อต้องพูดภาษาอังกฤษระหว่างทำกิจกรรมร่วมกับเพื่อนๆ ในชั่วโมงภาษาอังกฤษ					

3.6 ถ้าฉันทำกิจกรรมการพูดในชั่วโมงภาษาอังกฤษที่ยากๆ ฉันจะรู้สึกกังวลมากกว่าการทำกิจกรรมที่ง่าย ๆ					
3.7 ฉันไม่ชอบเข้าร่วมกิจกรรมที่ต้องพูดภาษาอังกฤษ เพราะฉันไม่ชอบให้เพื่อนๆ เห็นว่าฉันพูดผิด					
4. ด้านการวัดและประเมินผล					
4.1 ฉันมักจะกังวลเกี่ยวกับผลการสอบพูดภาษาอังกฤษ					
4.2 ฉันกังวล เมื่อรู้ว่าต้องสอบพูดภาษาอังกฤษ					
4.3 ทุกครั้งที่มีการสอบพูดภาษาอังกฤษ ฉันมักจะกังวลว่าตัวเองจะทำได้ไม่ดี หรือ อาจจะสอบตก					
4.4 ฉันไม่ชอบเข้าเรียนคาบเรียนวิชาภาษาอังกฤษ เมื่อรู้ว่าจะต้องสอบการพูด					
4.5 ฉันรู้สึกกังวลทุกครั้งที่มีการสอบพูดภาษาอังกฤษ แม้ว่าฉันจะเตรียมตัวมาแล้วก็ตาม					
4.6 ฉันกังวล เมื่อต้องสอบพูดภาษาอังกฤษต่อหน้าเพื่อนๆ ในห้องเรียน					
4.7 ฉันรู้สึกกังวลว่าจะผ่านการสอบพูดภาษาอังกฤษของฉันจะได้ไม่เท่าเพื่อนๆ ในห้องเรียน					

ตอนที่ 3 ความคิดเห็นเพิ่มเติมเกี่ยวกับความวิตกกังวลในการพูดภาษาอังกฤษ

คำชี้แจง โปรดตอบคำถามตามหัวข้อ ดังต่อไปนี้

1. นักเรียนคิดว่ามีสาเหตุใดบ้าง ที่ทำให้นักเรียนมีความวิตกกังวลในการพูดภาษาอังกฤษในชั้นเรียน โปรดอธิบาย

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2. นักเรียนรู้สึกอย่างไร เมื่อเกิดความวิตกกังวลในการพูดภาษาอังกฤษในชั้นเรียน และนักเรียนแก้ไขอย่างไร

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APPENDIX B
QUESTIONNAIRE (ENGLISH VERSION)

**GENDER AND ENGLISH SPEAKING ANXIETY OF PRIMARY SCHOOL
STUDENTS AT A SATIT DEMONSTRATION SCHOOL IN BANGKOK**

Instructions

1. The questionnaire is part of the study of gender and English speaking anxiety of primary students at a Satit Demonstration School in Bangkok. The questionnaire is intended to study the factors that contributing to the level of English speaking anxiety in the classroom and to investigate whether or not a gender difference exists between male and female primary students in English speaking anxiety
2. The questionnaire is divided into three sections:
 - Section 1 : General information and educational background of the participants
 - Section 2: Levels of English speaking anxiety
 - Section 3 : Additional opinions on English speaking anxiety in EFL primary students
3. The researcher assures that your responses will be kept confidential and not affected you. The analysis of the data will be presented as an overall picture. Therefore, please answer all the questions truthfully.

Thank you for your cooperation

Thitinun Thamnu

Section 1: General information and educational background of the participants

Instructions : Please fill in the blanks ☐ provided or put \checkmark the appropriate box.

1. Gender :

☐ 1. Male

☐ 2. Female

2. Age : _____ years old

3. Students' GPA in the 1st semester in academic year 2017 :

☐ 1. 4.00 - 3.60

☐ 2. 3.59 - 3.00

☐ 3. 2.99 - 2.50

☐ 4. below 2.50

4. Students' grade in English subject :

☐ 1. 4

☐ 2. 3.5

☐ 3. 3

☐ 4. 2.5

☐ 5. 2

☐ 6. 1.5

☐ 7. 1

☐ 8. below 1

5. Years of studying English : _____ years

6. English courses taken after school :

☐ 1. Yes

☐ 2. No

7. Students' self-perception of English speaking proficiency :

☐ 1. Excellent

☐ 2. Good

☐ 3. Fair

☐ 4. Poor

8. Students' attitudes towards learning English :

☐ 1. Positive

☐ 2. Neutral

☐ 3. Negative

Section 2: Levels of English speaking anxiety

Instructions: Please make a mark (✓) in the boxes provided that reflects your opinion.

Anxiety refers the feeling of unconfident, uneasy, anxious and tense when speaking English in the classroom. Moreover, you might some symptoms that reveal your anxiety when speaking English such as tongue-tied, headaches, sweaty hands and heart pounding etc.

Level of Interpretation

5	means	Strongly agree
4	means	Agree
3	means	Neutral
2	means	Disagree
1	means	Strongly agree

Statements	5	4	3	2	1
Students					
1.1 I am always upset about speaking English in the classroom.					
1.2 I am distressed about making mistakes when speaking English.					
1.3 I am concerned about classmate humiliation due to speaking English in the classroom.					

1.4 I perceive that classmates are good at speaking English while I am not good at it.					
1.5 I am distressed about speaking English with my classmates in the English lesson.					
1.6 I am troubled about peer assessment while I am speaking English in the classroom.					
1.7 I am always fearful about answering questions from an English teacher.					
English teachers					
2.1 I am usually distressed if I speak English with native speaking teachers.					
2.2 I am concerned about answering unforeseen questions from the English teacher.					
2.3 I always feel afraid that the English teacher will always correct my mistakes when I speak English.					
2.4 I feel anxious about the English teacher correcting my mistakes.					
2.5 I feel uncomfortable when I have to start conversations with native speaking teachers.					

2.6 I feel anxious when I ask the native speaking teacher questions during the lesson.					
2.7 I am more anxious about leaning English speaking with native speaking teachers than Thai teachers.					
English speaking activities					
3.1 I feel anxious to participate in English speaking activities that focus on speaking English in the classroom.					
3.2 I feel anxious to give English presentations in front of the classroom.					
3.3 I always feel nervous when I forget my speech during English speaking activities.					
3.4 I am scared if I am asked to give a presentation in English speaking activities.					
3.5 I am scared about speaking English with my classmates, especially during English speaking activities.					
3.6 I am more nervous to join difficult English speaking activities than simple English speaking activities.					
3.7 I do not want to join in the English speaking activities because I do not want any classmates to see my mistakes.					

English speaking assessment					
4.1 I am always worried about my English speaking scores.					
4.2 I am worried when I am informed about having an English speaking test.					
4.3 When I have a speaking test, I thought that my speaking performance might not be good and I might fail the test.					
4.4 I do not want to join the English lesson if there will be an English speaking test.					
4.5 I always feel anxious when I have an English speaking test even I have prepared myself.					
4.6 I am concerned about doing an English speaking test in front of the classroom.					
4.7 I perceive that my classmates might get better English speaking scores than me.					

Section 3 : Additional opinions on English speaking anxiety in EFL primary students

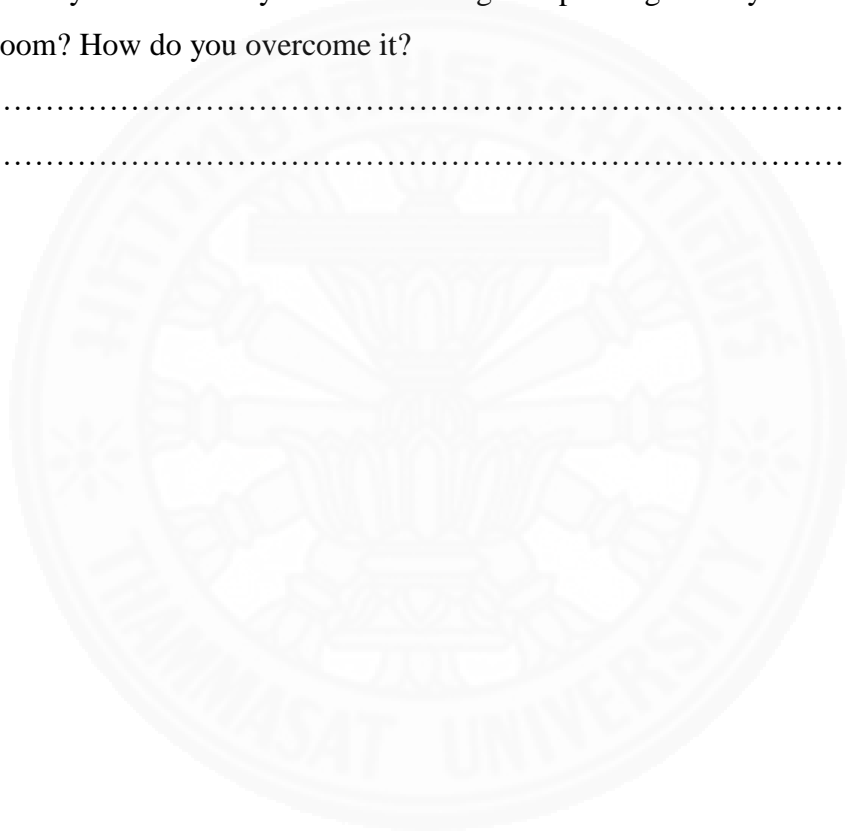
Instructions: Please answer the following questions.

1. What are the factors that contributing to the level of English speaking anxiety when speaking English in the EFL classroom?

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2. How do you feel when you face with English speaking anxiety in the EFL classroom? How do you overcome it?

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BIOGRAPHY

Name	Ms. Thitinun Thamnu
Date of Birth	October 11, 1991
Education Background	2015: Bachelor of Education (B.Ed.), English, Srinakharinwirot University
Work Position	Teacher Srinakharinwirot University: Prasarnmit Demonstration School (Elementary)

