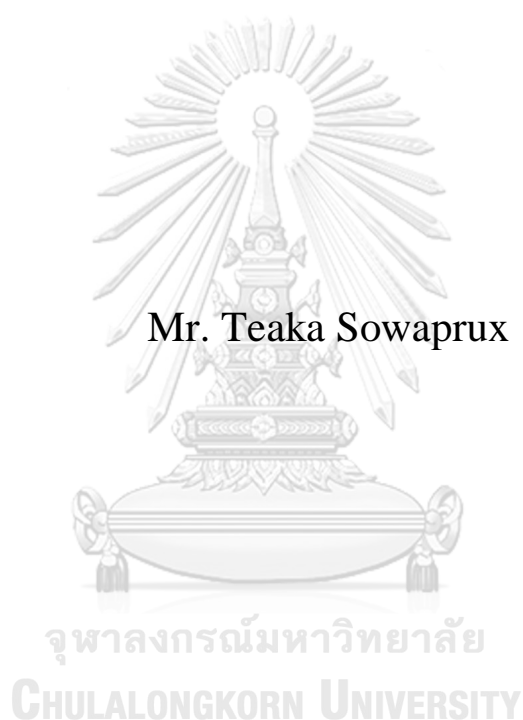


AN INVESTIGATION OF ENGLISH LANGUAGE  
SPEAKING AND WRITING ANXIETIES AND ANXIETY-  
REDUCING STRATEGIES IN AN ONLINE LANGUAGE  
CLASSROOM OF THAI UNDERGRADUATES



Mr. Teaka Sowapruх

An Independent Study Submitted in Partial Fulfillment of the  
Requirements  
for the Degree of Master of Arts in English as an International Language  
Inter-Department of English as an International Language  
GRADUATE SCHOOL  
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การศึกษาความวิตกกังวลในการพูดและการเขียนภาษาอังกฤษและกลวิธีในการลดความวิตกกังวล  
ในชั้นเรียนออนไลน์ของนักศึกษาไทยระดับปริญญาตรี



สารนิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต  
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UNDERGRADUATES  
By                                      Mr. Teaka Sowapruux  
Field of Study                      English as an International Language  
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Accepted by the GRADUATE SCHOOL, Chulalongkorn University in  
Partial Fulfillment of the Requirement for the Master of Arts

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จุฬาลงกรณ์มหาวิทยาลัย  
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ทีมนะ เสาวพกษ์ : การศึกษาความวิตกกังวลในการพูดและการเขียนภาษาอังกฤษและกลวิธีในการลดความวิตกกังวลในชั้นเรียนออนไลน์ของนักศึกษาไทยระดับปริญญาตรี. ( AN INVESTIGATION OF ENGLISH LANGUAGE SPEAKING AND WRITING ANXIETIES AND ANXIETY-REDUCING STRATEGIES IN AN ONLINE LANGUAGE CLASSROOM OF THAI UNDERGRADUATES) อ.ที่ปรึกษาหลัก : ผศ. ดร.ฉัตรารพีเยียมใส

การศึกษานี้มีเป้าหมายเพื่อทำความเข้าใจถึงผลกระทบจากการเรียนการสอนผ่านระบบออนไลน์ในช่วงสถานการณ์การแพร่ระบาดของโรคโควิด 19 ต่อระดับของความวิตกกังวลต่อทักษะภาษาต่างประเทศ (Foreign Language Anxiety: FLA) ในด้านทักษะการใช้ภาษาเพื่อสื่อสาร (ได้แก่ ทักษะการพูดและการเขียนในห้องเรียน) ของผู้เรียนภาษาอังกฤษที่เป็นชาวไทยในมหาวิทยาลัยสองแห่ง ภายใต้กรอบการศึกษาวิจัยสองแนวทาง ได้แก่ Foreign Language Classroom Anxiety Scale (FLCAS) ของ Horwitz Howitz และ Cope (ปี ค.ศ. 1986) ซึ่งใช้วัดระดับความวิตกกังวลในการพูดในชั้นเรียน และ Second Language Writing Anxiety Inventory (SLWAI) ของ Cheng (ปี ค.ศ. 2004) ซึ่งใช้วัดระดับความวิตกกังวลในการเขียนจากปัจจัยสามประการ (ได้แก่ ความวิตกกังวลทางร่างกาย พฤติกรรมการหลีกเลี่ยงสถานการณ์ และความวิตกกังวลทางจิตใจ) การศึกษาภาคสนามสำหรับการศึกษานี้มีระยะเวลา 4 เดือน โดยทำการเก็บรวบรวมข้อมูลจากแบบสอบถามของกลุ่มตัวอย่างที่เป็นนักศึกษาจำนวน 44 คน อีกทั้งได้ทำการจัดสนทนากลุ่มย่อยกับอาจารย์ผู้สอนวิชาภาษาอังกฤษจำนวน 2 ท่าน เพื่อใช้ข้อมูลในการสร้างคำถามสำหรับการสัมภาษณ์เพิ่มเติมกับนักเรียนจำนวน 21 คน (จากนักศึกษาที่อยู่ในกลุ่มสำรวจเบื้องต้นจำนวนทั้งสิ้น 44 คน) จากนั้นได้ทำการวิเคราะห์เนื้อหาจากข้อมูลเชิงคุณภาพเพื่อพิจารณาหาแนวคิดหลักของการศึกษานี้ โดยพบว่าผลลัพธ์ที่ได้มีความแตกต่างจากสมมติฐานที่ตั้งไว้ กล่าวคือ มีการตั้งสมมติฐานว่านักศึกษาชั้นปีที่ 1 และ 2 ที่ใช้ภาษาไทยเป็นภาษาแม่ (Thai L1 Students) จะแสดงความวิตกกังวลต่อการพูดและเขียนเมื่ออยู่ในชั้นเรียน อย่างไรก็ตาม ผลลัพธ์ที่ได้จากการศึกษาพบว่านักศึกษามีทัศนคติในเชิงบวกต่อการเรียนภาษาอังกฤษและมีความกังวลไม่มากเกี่ยวกับการพูดและเขียนภาษาอังกฤษในห้องเรียนออนไลน์ นอกจากนี้ ปรากฏตามการศึกษานักศึกษายอมรับการใช้เทคโนโลยีการสื่อสารด้วยวิดีโอทางไกล (Video Conferencing) แต่ปัจจัยที่สร้างความวิตกกังวลจะเกี่ยวข้องกับนโยบายการใช้กล้องวิดีโอ อีกทั้งปฏิกิริยาของผู้สอน การพูดที่ไม่ได้เตรียมการล่วงหน้า และความมั่นใจในระดับความคล่องแคล่วในการใช้ภาษาที่สองของตนเอง อย่างไรก็ตาม การมีความวิตกกังวลในการพูดไม่ได้ชี้ว่านักศึกษาไม่ประสงค์ที่จะพูดในห้องเรียนออนไลน์ และการสัมภาษณ์โดยละเอียดทำให้ได้มาซึ่งข้อเสนอแนะที่ว่าการที่สามารถนำมาใช้ประกอบการจัดการเรียนการสอนและการใช้อุปกรณ์สื่อสารด้วยวิดีโอทางไกล โดยมีเป้าหมายเพื่อลดความวิตกกังวล เพิ่มการมีส่วนร่วม และลดความตึงเครียดในการสื่อสารในห้องเรียนออนไลน์

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# # 6388006620 : MAJOR ENGLISH AS AN INTERNATIONAL LANGUAGE

KEYWORD foreign language anxiety, speaking anxiety, writing anxiety, anxiety-coping strategies

D: Teaka Sowapruks : AN INVESTIGATION OF ENGLISH LANGUAGE SPEAKING AND WRITING ANXIETIES AND ANXIETY-REDUCING STRATEGIES IN AN ONLINE LANGUAGE CLASSROOM OF THAI UNDERGRADUATES. Advisor: Asst. Prof. Dr. CHATRAPORN PIAMSAI

This study seeks to understand how the online classroom apparatus within the context of the COVID-19 pandemic affects the degree of foreign language anxiety (FLA) towards productive skills (i.e., classroom speaking and writing) among Thai learners of English in two universities. This study was based on two frameworks, namely, the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz, Howitz & Cope, 1986) measuring classroom speaking anxiety and the Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004), which investigates writing anxiety across three factors (i.e., somatic anxiety, avoidance behavior, cognitive anxiety). The field work took place over a period of 4 months. The data were collected from questionnaires from 44 students. Individual focus groups were conducted with two professors teaching academic English, from which questions were formulated for further interviews with 21 students (from the 44 initially surveyed). Content analysis from the qualitative data were used to observe emerging themes. Contrary to the hypothesis that first- and second-year Thai L1 students would show FLA in speaking and writing in virtual spaces, the findings show that students hold positive beliefs towards English learning and are moderately anxious to speak and write English in online classrooms. Students report acceptability of videoconferencing technology, and report that the sources of their FLA are related camera policy, teacher demeanor, the degree of impromptu speech, and self-perceptions of L2 proficiency. Having speaking anxiety does not mean that students do not want to speak in online classrooms. From extensive interviews, five pedagogical recommendations regarding classroom management and videoconferencing tools are made to ameliorate anxiety, increase engagement, and decrease communication breakdown in online classrooms.

Field of Study:	English as an International Language	Student's Signature
		.....
Academic Year:	2021	Advisor's Signature
		.....

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# CHAPTER 1

## INTRODUCTION

### **The construct of Foreign Language Anxiety (FLA)**

Anxiety has been studied since the late 1970s, but it was not until the mid-1980s that the construct of foreign language anxiety (FLA) was coined by Horwitz, Horwitz, and Cope (1986). The concept of anxiety is multidimensional—numerous kinds of anxieties have been dichotomized by psychologists, namely that of state anxiety, achievement anxiety, trait anxiety, and facilitative-debilitative anxiety (Horwitz, 2001). Language anxiety or foreign language anxiety (FLA) is considered to be a situation-specific anxiety—that is, an apprehensive expression similar to that of test anxiety or stage fright (Horwitz, 2010). Although the literature suggests that FLA is well-studied, skill-based anxieties in reading, writing, listening and speaking have been lesser studied in the Southeast Asian EFL context, let alone, in that of Thailand. Classroom learners in many L2 contexts report that anxieties related to speaking influence their ability to learn (Hsu, 2009). It is possible to imagine that particular situations stir up anxiety more than others in each individual. Under such conditions, the anxieties experienced are characterized as *specific*, because they arise from certain situations in the L2 classroom (Yan & Horwitz, 2008). In fact, FLA is often conceptualized as a “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986).

The absence of anxiety is one of the most important factors to influence an L2 learner’s ‘willingness to communicate’ (WTC) in terms of whether an individual seeks or avoids chances to speak (Peng & Woodrow, 2010). The classroom domain intends to mimic the world outside its four walls and has a context that is socially constructed. Henceforth, deconstructing classroom management techniques and social

interactions online becomes vital to understanding FLA in its variation. Given that the traditional classroom has undergone pedagogical revolutions from face-to-face brick and mortar classrooms to blended learning, the COVID-19 pandemic has galvanized new modalities of wholly online learning wherein there remains a dearth of understanding within skill-based anxieties.

### **1.1 Research Questions**

R1: What are the factors that cause speaking and writing anxieties in an online English language classroom within the context of the COVID-19 pandemic among Thai undergraduate EFL students?

R2: What are anxiety-reducing strategies associated with speaking and writing anxieties that teachers can employ as they manage their class in the online apparatus?

### **1.2 Research Objectives**

1. To investigate the factors that cause speaking and writing anxieties in an online English language classroom within the context of the COVID-19 pandemic among Thai undergraduate EFL students.

2. To explore anxiety-reducing strategies associated with speaking and writing anxieties.

### **1.3 Significance of the Study**

This study seeks to understand how the online classroom apparatus within the context of the COVID-19 pandemic affects the degree of foreign language anxiety (FLA) towards productive skills (i.e., classroom speaking and writing) among Thai EFL undergraduate students enrolled in English for Academic Purposes courses online. While studies about online anxiety have been conducted in the past, the full transition to the virtual space from hybrid models presents different classroom conditions from previous modalities. From understanding the factors that cause writing and speaking anxiety in an online writing class, the study will explore the beliefs associated with such anxieties to determine whether any counterproductive

beliefs about language learning in an online classroom can be addressed. In tandem, this study aims to look at whether there are any teacher-held misconceptions about online classroom anxiety, and if such teacher-held beliefs need to be reconsidered as part of anxiety-reducing strategies.

## 1.4 Definition of Terms

### Conceptual Foundation of Speaking Anxiety

Due to the classroom being a social environment, Horwitz, Horwitz, & Cope (1986) identifies three related performance anxieties that concern interpersonal interactions: a) communication apprehension; b) performance anxiety; and c) fear of negative evaluation.

*Communication apprehension* can be thought of as timidity due to a fear or anxiety of talking to others. This is characterized by challenges while speaking in groups or in front of others (i.e., stage fright). When speaking in a target language, learners often do not have control over the communicative situation, and as such can feel anxious if they feel their performance is persistently observed. The underlying concern is the feeling held by learners that they may have difficulty understanding others while simultaneously finding it challenging to have others understand their intentions.

*Performance anxiety* is deeply connected with a fear of failure. That is, learners often place high expectations on themselves and feel sensitive to minor errors. This is especially true of classrooms that have numerous assessments, which may trigger learners' awareness of their errors. Activities that position students to produce oral content would likely induce performance anxiety.

*Fear of negative evaluation* principally refers to the distress caused by worrying about how evaluations take place in the classroom. Learners feel that there is a looming expectation that others would negatively rate their language production. Although this third aspect is similar to that of performance anxiety, the domain is larger because it is not limited to tasks asked by the teacher, but rather includes any social, evaluative circumstance such as job interviews or generally speaking during class. Learners often feel real or imagined criticism by peers.

Using these three aspects, Horwitz et al. (1986) developed the *Foreign Language Classroom Anxiety Scale* (FLACS) to measure FLA, with majority of the items pertaining to anxiety that arises from speaking. Responses to the FLACAS are based on a Likert scale with percentages representing a range of those who strongly agree to strongly disagree to statements manifesting foreign language anxiety.

Ultimately, research using the FLACS has claimed that foreign language anxiety has negative effects on learning a foreign language (Yan & Horwitz, 2008).

### **Conceptual Foundation of Writing Anxiety Writing**

For historical context, the study of writing apprehension is often credited to Daly and Miller (1975). They saw writing anxiety as the negative and anxious feelings that impede the process of writing, often to the extent that such people end up avoiding writing production. Researchers throughout the decades have studied possible explanations for writing apprehension. Many potential sources are centered on the fear of not being able to clearly express themselves in writing, and the fear of being judged (Zhang, 2011).

Following the seminal work by Steinberg and Horwitz (1986), researchers around the world looked to further extend FLACS to explore other skill-based anxieties. Among these is Cheng (2004), who developed a consequential model known as the *Second Language Writing Anxiety Inventory* (SLWAI) that consists of three subscales: *somatic anxiety*, *cognitive anxiety*, and *avoidance behavior*. Taking a multidimensional perspective, Cheng (2004) developed and validated a three-dimensional conceptualization of L2 writing anxiety that was drawn from a sample of 421 EFL undergraduates enrolled in seven different colleges in Taiwan. The SLWAI was chosen because the model considers multidimensional measures of writing anxiety and addresses the unidimensional limitations present in the classic 1975 Daly-Miller Writing Apprehension Test.

To describe attributes of the SLWAI more precisely, each dimension will be further explained in turn.

*Somatic anxiety* refers to the items that speak to physiological arousal due to anxiety. An example of such question is "I tremble or perspire when I write English compositions under time pressure in an online classroom."

*Cognitive anxiety* is related to the worry or fear of negative evaluation when writing.

*Avoidance behavior* is concerned with the pushing away of writing tasks and writing situations.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Anxieties and beliefs about English language learning in the Thai context

Beliefs about English language learning among Thai EFL learners have been studied since the early 2000s. Among these is the work by Chirdchoo and Wudthayagorn (2001), which reported that within 107 12<sup>th</sup> graders, majority felt that English was easier to learn than other foreign languages. Such beliefs are reflected in studies decades later, as in the one by Akkason (2016b), which reported that 71% of the 88 Thai EFL undergraduate students interviewed demonstrated positive attitudes towards speaking English in EFL classrooms. Extensive research has shown that holding appropriate attitudes (i.e., beliefs, affective attitudes, and behavioral attitudes) are related to language achievement (Rifkin, 2000). Holding beliefs that being able to learn a target language competently is feasible means that those students are more likely to be successful at learning such language. That is, students who have positive beliefs about language learning will likely dedicate a longer time horizon for working towards greater fluency (Chirdchoo & Wudthayagorn, 2001).

While the scope of this study does not explore belief characteristics held by Thai undergraduate EFL learners, it is important to note that student views of language learning interplay with skill-based anxieties. In line with relatively moderate to positive beliefs about language learning, many studies report anxiety levels among Thai EFL learners. For example, Inthakanok (2011 Akkason, 2016a) used the FLCAS to examine speaking anxiety of 28 Thai EFL university students. The study showed that participants had medium-level anxieties (Inthakanok, 2011 as cited in Akkason, 2016a).

Existing research in the Thai EFL context with regards to FLA have centered around approaches, techniques, and language acquisition strategies to ameliorate FLA



in *offline classrooms*. For instance, Suwantarathip and Wichadee (2010) reported that low proficiency Thai second-year university students experienced less anxiety if they were placed in cooperative learning environments. In tandem, another study in the Thai context looked at when students experienced the highest-level anxiety in a classroom. Plangkhom and Porkaew (2012) reported that FLA among Thai EFL learners were most pronounced in the performance stage relative to pre-, or post-task activities in a classroom.

Studies in the Thai context mentioned touch upon skill-based anxieties, namely that of speaking, but it remains to be known whether the learnings apply to the online classroom. Additionally, the sources of FLA among Thai EFL learners in an online classroom have arguably not been well-investigated. There is much to be learned in terms of best classroom management practices and the interactions that may cause the most FLA.

## **2.2 Characteristics of online classrooms, anxiety, and the Technology Acceptance Model (TAM)**

Many scholars characterize the e-learning environment as having three interacting components, namely, the ‘cognitive, social, and teaching presences’ on the part of the instructor as well as the learner (Garrison, Cleveland-Innes, & Fung, 2010). The interaction of these three presences enables the improvement of education receptibility in the online space (Garrison, Anderson, & Archer, 2001). Scholars have argued that given the socially constructive nature of e-learning, it is necessary to be mindful of the transition of learning from the offline to that of virtual spaces, as this movement may stir up various kinds of emotional responses. This study is in conversation with much research investigating the transition to online learning insofar that the focus leans more on the *processes of learning* rather on the degree to which the learning content is acquired. Classroom practices and the type of online tools invariably influences the kind of affects experienced by learners as they move into the virtual space. Among these, anxiety is potentially one of the most debilitating towards language learning.

One of the primary differences between face-to-face communication and that of online is the interaction patterns. Paralinguistic feedback and non-verbal language exchanges can take place in brick-and-mortar classrooms, but for online classrooms, instructors must have a heightened awareness of their communication skills (Bommanaboina & Madhumathi, 2021). How well a teacher can use technical materials and applications influences the degree of engagement and co-construction of meaning online. Heretofore, past studies of skills-based anxiety through the framework of FLACS and SLWAI have taken place in the traditional classroom. It is known that computers and technology can be influencing factors for the onset of FLA. With the COVID-19 pandemic, we no longer consider hybrid learning modalities as options, but the fully virtual classroom as necessary. In the study of skills-based anxieties, we must ask, is it better to learn online or onsite? There is a gap in knowledge as it pertains to traditional understanding of skills-based anxieties and how these archetypes are manifesting in the new technologies of online classrooms.

Learners who are new to online classrooms may confront a ‘pain barrier’ because videoconferencing technologies may feel ominous or discomfoting (Carr, Oliver, & Burn, 2010). To this end, the apprehension that students feel during language learning in virtual spaces may be associated with the trepidation of adopting various videoconferencing applications. To better explain how a learner may accept an information system, the *Technology Acceptance Model (TAM)* developed by Davis (1989) can be used. The model has been extensively studied and verified in different information system constructs (Surendran, 2012). In looking at computer-use behaviors, two factors are relevant, namely, *perceived usefulness (PU)* and *perceived ease of use (PEOU)*. *Perceived usefulness* is concerned with a user’s perception that a particular application will be helpful for completing a task, whereas *perceived ease of use* looks at the degree to which a user feels a target system will require no effort.

Researchers Alrajawy et al. (2018) have adapted the TAM (Davis, 1989) to account for how anxiety (ANX) is agentive to a user’s *intention to use (INT)* (c.f. Figure 1). Users who have higher anxiety might be less willing to adopt technologies relative to those who are not anxious. That is, researchers have found that there is a negative effect on both *perceived ease of use* and *perceived usefulness* (Chen & Tseng, 2012). If learners feel technological resistance within the online classroom or

perceive that there are obstructions to their learning online, this could lead to poor information technology acceptance. Such technological acceptance is labeled as the *intention to use* according to the adapted TAM model (Alrajawy et al., 2018), and can be further defined as “a measure of the strength of one's intention to perform a specific behavior” (Fishbein & Ajzen, 1975 as cited in Alrajawy et al., 2018). By incorporating inventory items measuring PE and PEOU alongside questions sampling skills-based anxieties, it will be possible to see a more complete picture of student engagement and sources of FLA in online classrooms.

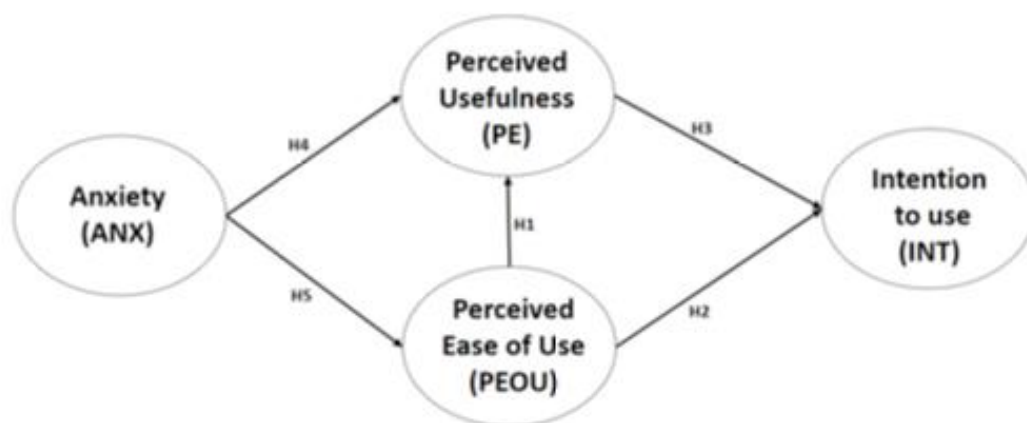


Figure 1 Technology Acceptance Model (TAM)

Source: adapted by Alrajawy et al. (2018)

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### 2.3 Determinants of Foreign Language Anxiety in an L2 Classroom

Numerous sources of FLA can be accounted for in L2 classrooms. Among these are teacher personality, classroom environment, interpersonal relationships among peers, group work contexts, and pedagogic methods (Horwitz, 2010). Traditionally, scholars have established various sources of brick-and-mortar classroom anxiety. The following portion will explore a few of these in turn.

Firstly, an association has been found between anxiety and degree of proficiency (Liu, 2006). That is, higher ability students were likely to be less anxious. Ostensibly, with time, familiarity in a target language ameliorated apprehension.

Secondly, there are also studies that have looked at how a learner's competitive nature can result in anxieties to outperform their classmates (Yan & Horwitz, 2008). Comparison and personal expectations play into competitiveness and potentially negative L2 self-conceptualizations that lead to anxious states. Learner's attitudes and beliefs regarding potential language mastery also interplay with classroom anxieties (Mak, 2011). Finally, classroom management practices shaped by how a teacher's underlying pedagogical beliefs can affect learner FLA (Dolly Jesusital Young, 1991). In the Asian EFL context, learner characteristics such as saving face, group cohesion, self-evaluation, and beliefs about academic mastery all determine FLA (Hinenoya & Gatbonton, 2000).

#### **2.4 Teacher Perceptions of Best Practices in Virtual Classrooms**

While in-service teachers have well-reported the distress that may arise from learning via videoconferencing technologies, it is argued that more can be learned about the gap that exists between what teachers believe to be the sources of FLA and that of their students. In fact, Tran, Baldauf Jr, and Moni (2013) discuss the discrepancy between teacher and student perceptions of FLA, where students report its ubiquity more frequently than their instructors do. This includes both the degree and prevalence of FLA in L2 classroom settings. Ostensibly, a teacher's view of pedagogy shapes the way they see their role as an instructor. For example, instructors who strongly believe in deductive-teaching methods and in austere controlling the classroom talk time may inadvertently create intense environments that incur FLA among students (Dolly Jesusital Young, 1991). Depending on classroom management practices, anxiety conditions are seen to be variable. Steinberg and Horwitz (1986) established that students are not likely to communicate in an amiable or personal fashion if they are placed in stressful, non-cooperative classroom environments.

The online classroom apparatus is new, and teachers may not always be aware of how their manner and use of tools within the virtual space affects student engagement and situation-specific anxiety. For example, there is extensive discussion of whether students should turn on their video camera, and whether switching off the video camera may promote less FLA. This study hopes to engage in this on-going

conversation about teacher's perceptions of FLA and best classroom management practices to reduce FLA among students *online*.



## CHAPTER 3

### METHODOLOGY

Using a mixed-method approach, this study investigates productive skills-based anxiety by basing the research on both the *Foreign Language Classroom Anxiety Scale* (FLACS) by Horwitz et al. (1986) and the *Second Language Writing Anxiety Inventory* (SLWAI) by Cheng (2004).

#### 3.1 Context of the Study

In order to sample skill-based anxiety from a population of Thai undergraduate students, the study took place across two universities that are both public, but differ in rank and prestige. The highly ranked university has been named University A while the other as University B. The comparison helps to see how first- and second-year students respond in differing university environments. Data were collected from classes fully conducted online and all students attended online English for Academic Purposes (EAP) courses. The undergraduate classes were mainly an academic writing-focused class, but L2 speaking was also highly weighted in midterm and final project assignments.

Virtual classrooms using the online video-conferencing program Zoom was selected (instead of classrooms using Google Hangouts, Skype, LINE video, etc.) because it is considered to be a more stable computer-mediated communication compared to other programs (Nakatsuhara, Inoue, Berry, & Galaczi, 2016 for a detailed rationale for selecting this software).

#### 3.2 Participants

Although 44 students were surveyed, 10 participants from University A were removed because they were 5<sup>th</sup>-year students studying English for Dentistry. The

remaining 34 participants from University A and University B were either first year (22 participants) or second year (12 participants) undergraduate students studying in online EAP classrooms. In University A, the online course was named 'Academic Writing' under the B.A. Communication Management (International Program) while in University B, the online course was named 'English for Academic Purposes' with students from both the International Academy of Aviation Industry and the Business School.

Participants were equally representative (17 men, 17 women) and all were less than 20 years of age. 59% were from University A (20 students) while 41% (14 students) were from University B. In terms of the years of English instruction that students had received prior to attending the online EAP classes, one student had less than 8 years of English study, eight students had 8-12 years of English learning (23.5% of respondents), eleven students had 12-16 years of English instruction (32.4% of respondents), while most respondents (41.2% or 14 students) had 16-20 years of English learning experience.

### **3.3 Research Instruments**

#### **3.3.1 Questionnaire**

The FLACS was adapted from its original 33 items to 18 items, focusing on L2 speaking anxieties. The SLWAI was adapted from 27 items to 20 items, focusing on L2 writing anxieties. Most critically, the items were adapted to investigate anxieties in the *online* classroom for which the original inventories did not measure. The sequence of items was also randomized (reliability statistics will be later discussed). The questionnaire encompasses a series of statements for which students respond on a 5-point Likert scale (i.e., Strongly Disagree to Strongly Agree). The adapted questionnaire was validated by three experts who are university professors at University A. Items that received a -1 on the Index of Item-Objective Congruence (IOC) were either removed because they duplicated some constructs or were re-translated in the Thai for more natural phraseology. A pilot study was done on 4 students, and no respondents reported difficulty in answering the questions.

Descriptive statistics and reliability (Cronbach's Alpha) were analyzed using *SPSS Statistics 28*. For the qualitative interview data, the responses were stored and coded to develop themes. In terms of the questionnaire's overall reliability, we see a Cronbach's Alpha of 0.856 (see Table 1), which falls within the acceptable range of 0.70 and 0.95 (Tavakol & Dennick, 2011). Since this instrument has more than one construct, each section's reliability statistics were analyzed, as a larger number of questions would inflate the value of alpha (Tavakol & Dennick, 2011).

### **3.3.2 Semi-structured interviews**

To triangulate the dataset, after collecting quantitative data from 44 respondents, extensive interviews were conducted with 21 students. For themes to naturally emerge so that they may inform the qualitative interview questions, focus groups were conducted with two L1 Thai professors who taught the students responding to the original survey (c.f., Appendix 1). A discussion was had about the perceived challenges and sources of potential FLA experienced by students on the part of the instructor. Emergent themes were noted, and interview questions were formulated to qualitatively probe deeper into the quantitative data collected. In addition, questions investigating the degree of technology acceptance as described by the Technology Acceptance Model (TAM) (Alrajawy et al., 2018) were also included. This includes asking how using certain online tools made them feel, and if there were any hindrances with learning online. Selection of students for both the questionnaire and interviews were done by random sampling.

In terms of the nature of the interview questions, the first portion focused on online tools. This includes asking learners' feelings towards how they thought the video camera should be used to support the most effective learning, as well as their opinions on the effectiveness of Zoom polls, the Zoom chat function, and Microsoft/Google forms as modes for class participation. Direct questions were also asked about what students think teachers could do to reduce anxieties. Additionally, questions comparing online/offline classroom management practices such as participating anonymously, giving peer feedback via breakout rooms, and conversation turn-taking online were also addressed. Each interview lasted 15-20 minutes, and was conducted in Thai.



### 3.4 Data Collection

1. For the first research question (R1), a questionnaire was given to three sections of undergraduate online at the same time in the first week of November 2021. A pilot study had been conducted the week prior among four students, for which the researcher conducted individual interviews to ask if any problems were experienced and if the questions were fully comprehensible. Responses to the questionnaire were collected via Google Forms. Since the question order had been randomized, the collected data was then re-grouped back into the aforementioned categories measuring specific anxieties. 10 participants from University A were removed because they were 5<sup>th</sup>-year students studying English for Dentistry before analyzing the total results.

2. For the second research question (R2), using the formulated questions derived from discussions with the two professors (c.f., Appendix 1), students were selected randomly for semi-structured interviews without any prior established criteria. The students were selected from the same population initially sampled across three sections of the online EAP classes. The interviews were conducted during the second week of November 2021 after regular class hours. The semi-structured interviews were held in the same online classroom on the Zoom application. The 21 interviews were conducted in Thai and observation notes were made in 5-minute portions.

### 3.5 Data Analysis

1. In looking at the first research question (R1), to analyze the quantitative data from the questionnaire, the following criteria were established. The same criteria were used by Akkakoson (2016b) who utilized the *Foreign Language Classroom Anxiety Scale* (FLACS) by Horwitz et al. (1986) to study FLA anxiety among 282 Thai EFL university students.

Table 1 Mean Scores and Indication of Anxiety Level

<b>Mean Scores</b>	<b>Indication of Anxiety Level</b>
4.21-5.00	Highest level of anxiety
3.41-4.20	High-anxiety level
2.61-3.40	Medium-anxiety level
1.81-2.60	Low-anxiety level
1.00-1.80	Lowest level of anxiety

Source: Akkakoson (2016b)

The responses to the 5-point Likert scale were tabulated into aggregate percentages.

2. In investigating the second research question (R2), a conventional approach to content analysis (Hsieh & Shannon, 2005) was used. The interview questions were open-ended, and were followed by specific probes. All interviews were transcribed from Thai to English.

By undertaking content analysis to analyze the interview data, the author read each of the note entries from beginning to end holistically. Each of the notes were read carefully, and words that appeared to describe a particular sentiment or recommendation were highlighted. As the notes were worked through, the author attempted to limit developing codes as much as possible.

Once all the transcripts were coded, the author examined all data within a particular code. Some codes were combined during this process, while others were split into subcategories. The final codes were examined in order to categorize them into a hierarchical structure if possible. In the final discussion, the sentiments and recommendations by students were described by using the identified codes and hierarchical structure.

## CHAPTER 4

### RESULTS

#### 4.1 Quantitative Results

*R1: What are the factors that cause speaking and writing anxieties in an online English language classroom within the context of the COVID-19 pandemic among Thai undergraduate EFL students?*

To first understand the level of productive skills anxiety experienced by Thai undergraduates taking EAP courses online, descriptive statistics were analyzed with particular attention to mean scores.

Table 2 An Overview of Productive Skills-in-Online Class Anxiety

Level of Productive Skills-in-Class Anxiety	<i>n</i>	Mean	SD	Cronbach's Alpha
<b>Productive Skills Total Anxiety (38 items)</b>	<b>34</b>	<b>2.803</b>	<b>0.482</b>	<b>0.856</b>
FLACS Speaking Anxiety (18 items)	34	2.730	0.419	0.786
SLWAI (20 items)	34	2.869	0.535	0.738

The overall results displayed in Table 1 reveal that the undergraduate Thai EFL learners in this study experienced a moderate level of productive skills anxiety. The average mean score for productive skills is found within the range of 2.61 and 3.40, which corresponds to a medium-anxiety level. Looking at specific skills-anxiety, namely that of speaking and writing, we see that they fall within the medium-anxiety range as well.

### Moderate L2 Speaking FLACS Anxiety in an Online EAP Classroom

Table 3 An Overview of Speaking Skills-in-Online Class Anxiety

<b>Foreign Language Classroom Anxiety Scale (FLACS) Items</b>	<b><i>n</i></b>	<b>Mean</b>	<b>SD</b>
<b>FLACS Speaking Anxiety (18 items)</b>	<b>34</b>	<b>2.730</b>	<b>0.419</b>
<i>Communication Apprehension</i>	34	2.741	0.465
<i>Performance Anxiety</i>	34	2.944	1.476
<i>Fear of Negative Evaluation</i>	34	2.685	0.403

By way of FLACS speaking anxiety, the total mean is in the range of 2.61 and 3.40, indicating a medium level of anxiety. The initial hypothesis was that because the students surveyed were new to taking college classes (especially on the part of first-year students), there would be speaking anxiety in the online classroom. Nonetheless, the moderate speaking anxiety found in this study reflect the well-established attitudinal surveys from prior studies, which will later be discussed. To inform the qualitative analyses, preliminary observations will first be explored by each component (i.e., communication apprehension, performance anxiety, and fear of negative evaluation). Participants were not asked about each component sequentially—items were randomized. For Tables 3-5 and 7-10, the results are categorically grouped.

*Communication Apprehension*

Table 4 Foreign Language Classroom Anxiety Scale (FLACS) Items

<b>Communication Apprehension: a type of shyness characterized by fear of or anxiety about communicating with people.</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
1. I never feel quite sure of myself when I am speaking English in an online class.		23.5%	26.5%	26.5%	17.6%	5.9%
2. It frightens me when I don't understand what the teacher is saying in English.		32.4%	26.5%	20.6%	17.6%	2.9%
3. I start to panic when I have to speak without preparation in an online English class.		26.5%	17.6%	23.5%	11.8%	20.6%
4. I would not be nervous speaking English with native speakers.		20.6%	8.8%	23.5%	23.5%	23.5%
5. I feel confident when I speak English in my online English class.		11.8%	17.6%	23.5%	20.6%	26.5%
6. I can feel my heart pounding when I'm going to be called on in my online English class.		11.8%	20.6%	26.5%	17.6%	23.5%
7. I feel more tense and nervous in my online English class than in my other online classes.		41.2%	29.4%	23.5%	5.9%	0%
8. When I think about attending an English class online, I feel very sure and relaxed.		8.8%	17.6%	41.2%	20.6%	11.8%
9. I get nervous when I don't understand every word in English the teacher says.		32.4%	26.5%	26.5%	8.8%	5.9%
10. I feel overwhelmed by the number of rules you have to use to speak English.		23.5%	29.4%	20.6%	11.8%	14.7%

By way of beliefs about English language learning and language difficulty, majority of students disagreed (52.9% disagreed or strongly disagreed) to “feeling overwhelmed by the number of rules required to speak English,” suggesting positive views about the English language. Additionally, majority disagreed (58.9% disagreed or strongly disagreed) to getting “nervous when [being unable to] understand every word the teacher says in English.” In fact, most students agreed (47.1% agreed or strongly agreed) to feeling “confident when speaking English in an online English class,” and disagreed (70.6% disagreed or strongly disagreed) to the statement that they “felt more tense and nervous in online English class than in other online classes.”

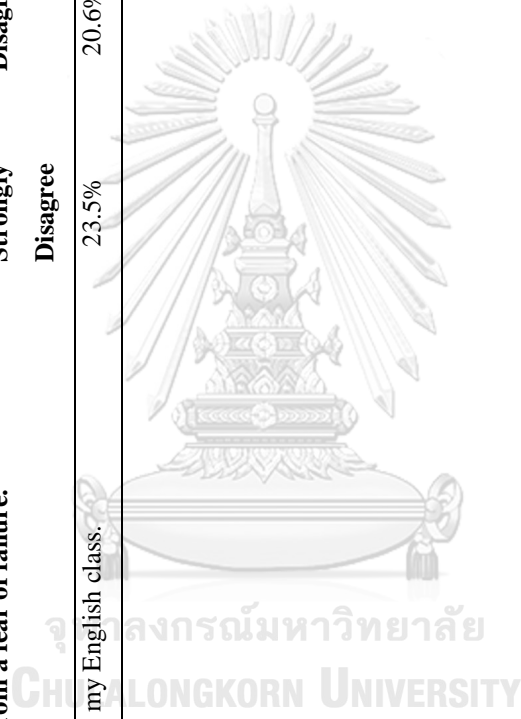
What is important to keep in mind, however, is that the percentage of students who indicated speaking confidence corresponds to the number of years of English instruction (41.2% of students had 16-20 years of English learning). As a result, those who were anxious are those who have had less experience learning English, and it is surmised that the anxiety was not arising from the videoconferencing technology (evidence will further be discussed in later sections).

Despite positive views of English and speaking, this does not indicate a complete absence of FLA. Although majority of students agreed (47.1% agreed or strongly agreed) to not getting “nervous when speaking English with native speakers,” another majority agreed (41.1% agreed or strongly agreed) to the statement that they felt their “heart pounding when [they] were going to be called on in an online English class.” Subsequent qualitative analyses will unpack such sources of FLA.

*Performance Anxiety*

Table 5 Foreign Language Classroom Anxiety Scale (FLACS) Items

<b>Performance Anxiety: anxiety stemming from a fear of failure.</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
11. I worry about the consequences of failing my English class.	23.5%	20.6%	11.8%	26.5%	17.6%



Regarding *performance anxiety*, or the anxiety that arises from worries about failing, participants were split in their response to worrying “about the consequences of failing [their] English class” (44.1% disagreed or strongly disagreed; 44.1% agreed or strongly agreed; 11.8% were neutral). In the context of this study, this result indicates that anxiety about failure was not looming heavily, and that it is important to look at other potential sources of FLA that are more predominant.

#### *Fear of Negative Evaluation*

Looking at fears of negative evaluation specific to speaking anxiety, we can differentiate between apprehension from either a) students or b) teachers providing negative feedback. With regards to other students, participants in this study appeared to not fear other classmates.

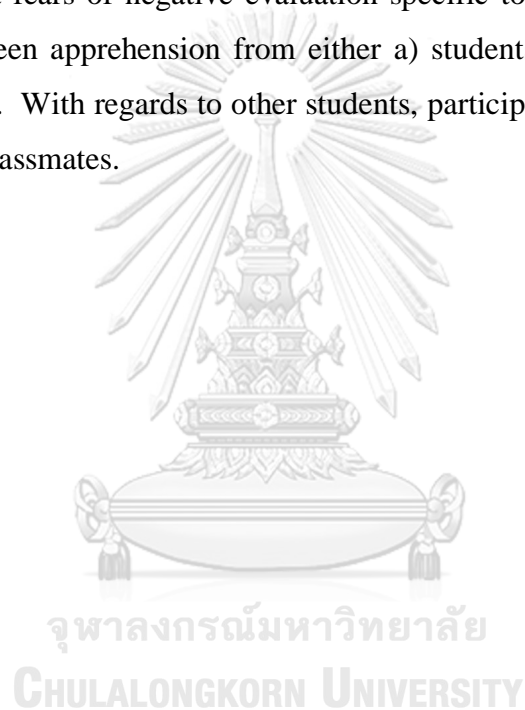




Table 6 Foreign Language Classroom Anxiety Scale (FLACS) Items

Fear of Negative Evaluation: apprehension about others' evaluations, avoiding of evaluative situations, and the expectation that others would evaluate oneself negatively.	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	12. I don't worry about making mistakes in an online English class.	11.8%	11.8%	35.3%	23.5%
13. I tremble when I know that I'm going to be called on in an online English class.	23.5%	11.8%	29.4%	17.6%	17.6%
14. It embarrasses me to volunteer answers in my online English class.	29.4%	14.7%	26.5%	17.6%	17.6%
15. Even if I am well prepared for an online English class, I feel anxious about speaking.	29.4%	26.5%	26.5%	8.8%	8.8%
16. I am afraid that my English teacher is ready to correct every mistake I make.	29.4%	35.3%	8.8%	17.6%	8.8%
17. I feel very self-conscious about speaking English in an online classroom in front of other students.	14.7%	23.5%	38.2%	11.8%	11.8%
18. I am afraid that the other students will laugh at me when I speak English.	47.1%	23.5%	11.8%	11.8%	5.9%

Majority disagreed (38.2% disagreed or strongly disagreed) about being “very self-conscious about speaking English in an online classroom in front of other students.” An overwhelming 70.6% disagreed or strongly disagreed when asked if they were “afraid that other students would laugh at [them when they spoke] English.”

In contrast, learners felt differently towards teachers than with other classmates. 35.2% of participants agreed or strongly agreed to “trembling when [they] knew [they] were going to be called on in an online English class.” However, students reported less anxiety if they were “well prepared for an online English class,” with 55.9% of learners saying that they would not feel anxious about speaking.

Interestingly, participants were not worried about “making mistakes in an online English class” (41.1% agreed or strongly agreed). However, focus groups with professors revealed that this did not mean that there was high class participation. Qualitative results will discuss reasons why engagement was still low among learners despite not fearing negative evaluation.

#### **Moderate L2 Writing SLWAI Anxiety in an Online EAP Classroom**

The overall results displayed in Table 6 show that the undergraduate Thai EFL learners in this study experienced a moderate level of writing skills anxiety. The average mean score for writing skills is found within the range of 2.61 and 3.40, which corresponds to a medium-anxiety level.

Table 7 An Overview of Writing Skills-in-Online Class Anxiety

<b>Second Language Writing Anxiety Inventory (SLWAI)</b>	<b><i>n</i></b>	<b>Mean</b>	<b>SD</b>
<b>SLWAI (20 items)</b>	<b>34</b>	<b>2.869</b>	<b>0.535</b>
<i>Somatic Anxiety</i>	34	2.544	0.643
<i>Cognitive Anxiety</i>	34	2.949	0.286
<i>Avoidance Behavior</i>	34	2.952	0.663

In terms of physiological responses, such anxieties were slightly less (mean 2.544) than those of cognitive anxiety (mean 2.949). Participants indicated feelings of avoidance (mean 2.952) almost as much as that of cognitive anxiety. Each component of the SLWAI will now be explored in turn.



*Somatic Anxiety*

Table 8 Second Language Writing Anxiety Inventory (SLWAI)

<b>Somatic Anxiety:</b>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>Items relating to increased physiological arousal</b>						
19. I tremble or perspire when I write English compositions under time pressure in an online classroom.		35.3%	20.6%	26.5%	5.9%	11.8%
20. I usually feel my whole-body rigid and tense when I write English compositions in an online classroom.		23.5%	35.3%	23.5%	8.8%	8.8%
21. I freeze up when unexpectedly asked to write English compositions in an online classroom.		50%	17.6%	23.5%	8.8%	0%
22. I usually feel comfortable and at ease when writing in English.		2.9%	14.7%	41.2%	17.6%	23.5%

Looking at somatic anxieties, learners reported not having physiological responses stemming from writing anxieties. 67.6% disagreed or strongly disagreed when asked if they froze up “when unexpectedly asked to write English compositions in an online classroom.” This is consistent with 58.8% disagreeing or strongly disagreeing to “feeling whole-body rigidity and tenseness when writing English compositions in an online classroom.” Even when asked about timed writing, 55.9% disagreed or strongly disagreed to “trembling or perspiring when writing English compositions under time pressure.” Such responses suggest many feeling comfortable with writing English in an online classroom.

#### *Cognitive Anxiety*

Cognitive anxiety as a component of the SLWAI refers to the fear of negative evaluation in L2 writing. Two observations are gleaned from the results.

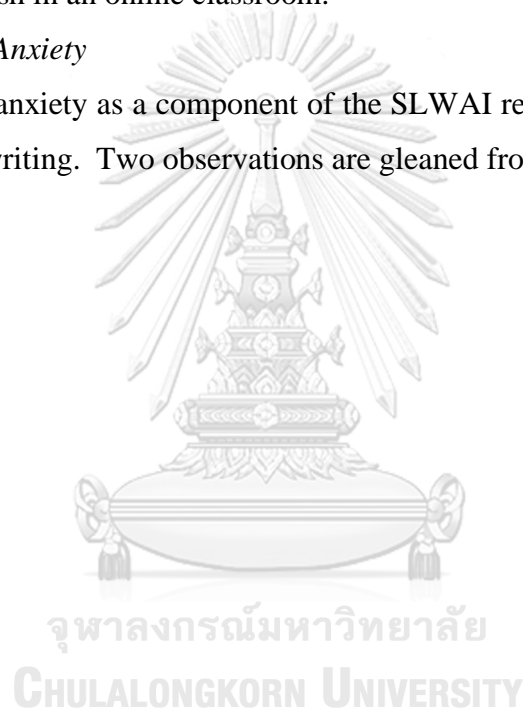


Table 9 Table 8: Second Language Writing Anxiety Inventory (SLWAI)

<i>Cognitive Anxiety: a subjective component that deals with worry or fear of negative evaluation.</i>	Strongly		Neutral	Strongly	
	Disagree	Agree		Disagree	Agree
23. My thoughts become jumbled when I write English compositions under time constraints in an online classroom.	30.6%	26.5%	20.6%	20.6%	11.8%
24. My mind often goes blank when I start to work on an English composition.	26.5%	14.7%	35.3%	14.7%	8.8%
25. I'm not afraid at all that my English compositions would be rated as very poor by my teachers.	14.7%	11.8%	35.3%	11.8%	26.5%
26. I don't worry that my English compositions are a lot worse than others'.	17.6%	20.6%	23.5%	20.6%	17.6%
27. I'm afraid that the other students would deride my English composition if they read it in an online classroom.	35.3%	20.6%	14.7%	23.5%	5.9%
28. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	17.6%	14.7%	29.4%	14.7%	20.6%
29. While writing in English, I often worry that the ways I express and organize my ideas do not conform to the norm of English writing.	23.5%	11.8%	20.6%	23.5%	20.6%
30. While writing in English, I often worry that I would use expressions and sentence patterns improperly.	11.8%	14.7%	23.5%	32.4%	17.6%

Firstly, learners were more apprehensive about the *production of writing* rather than about the *process of writing*. Such anxieties were personalized by a learner's view of their language ability—that is, 50% agreed or strongly agreed to “worrying that [they] would use expressions and sentence patterns improperly,” and 44.1% agreed or strongly agreed to “worrying that the ways [they] express and organize ideas do not conform to the norm of English writing.” In contradistinction, a majority 38.3% agreed or strongly agreed to not being “afraid that [their] English compositions would be rated as very poor by teachers.” This suggests that learners were relatively less worried about the writing process and could accept negative evaluation by teachers.

Secondly, many participants did not seem to be worried by negative evaluations from their classmates, implying openness to writing modalities that involve group work or peer review. Most learners disagreed (55.9% disagreed or strongly disagreed) to being “afraid that other students would deride [their] English composition if [it was] read in an online classroom.” Concomitantly, learners were neutral to “worrying that [their] English compositions would be seen as a lot worse than others” (38.2% disagreed or strongly disagreed; 38.2% agreed or strongly disagreed; 29.4% were neutral).

*Avoidance Behavior*

Table 10 Second Language Writing Anxiety Inventory (SLWAI)

<i>Avoidance Behavior:</i>		<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>comprised of items indicative of avoidance behavior.</b>						
31. I would do my best to excuse myself if asked to write English compositions.	35.3%	20.6%	14.7%	23.5%	5.9%	
32. Whenever possible, I would use English to write compositions.	5.9%	11.8%	26.5%	26.5%	29.4%	
33. I often choose to write down my thoughts in English.	11.8%	23.5%	29.4%	14.7%	20.6%	
34. I usually do my best to avoid writing English compositions.	32.4%	29.4%	17.6%	11.8%	8.8%	
35. I usually do my best to avoid situations in which I have to write in English.	41.2%	38.2%	11.8%	5.9%	2.9%	
36. I'm afraid of my English composition being chosen as a sample for discussion in an online classroom.	29.4%	14.7%	17.6%	17.6%	20.6%	
37. While writing in English offline, I'm not nervous at all.	8.8%	17.6%	32.4%	23.5%	17.6%	



In viewing attitudes towards writing, it was observed that students in this study generally held positive views towards English compositions online. When asked “whenever possible if [students] would use English to write compositions,” 55.9% agreed or strongly agreed. This is related to the item asking if learners “do [their] best to avoid writing English compositions,” of which 61.8% disagreed or strongly disagreed. In fact, 44.1% were not afraid if their “English composition were chosen as a sample for discussion in an online classroom.” Those who were not afraid, however, were those with the most English learning experience (16-20 years of English instruction), suggesting that those who did experience anxiety when asked to display their work publicly were the lower proficiency students.

The positive views towards writing appear to be consistent with L2 writing offline. A majority 41.1% agreed or strongly agreed to “not being nervous while writing in English offline.” In summary, given the positive attitudes towards L2 writing, there was an openness to writing English compositions online, and more needs to be investigated into how to optimize pedagogical practices in the virtual space.

#### *Overall Effectiveness*

Most importantly, majority of students agreed (67.7% agreed or strongly agreed; 5.9% disagreed; and 26.5% were neutral) to the statement “I am gaining knowledge when I learn in an online classroom.” This suggests that there was both *perceived ease of use* (PEOU) and *perceived usefulness* (PU), suggesting *intention to use* and overall technology acceptance of online learning.

Table 11 Overall Effectiveness

	Learning English in an Online Classroom				
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
38. I am gaining knowledge when I learn in an online classroom.	0%	5.9%	26.5%	35.3%	32.4%



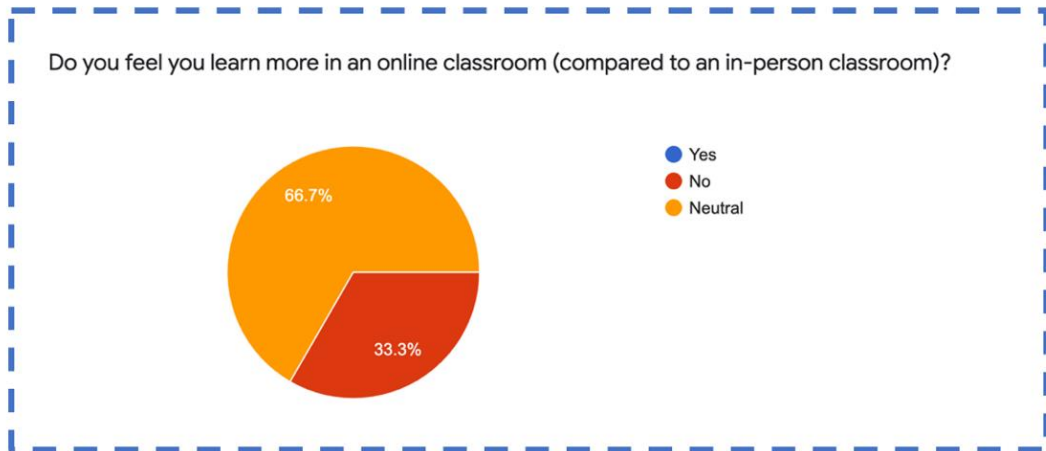


Figure 2 Learning Effectiveness Online Versus Offline

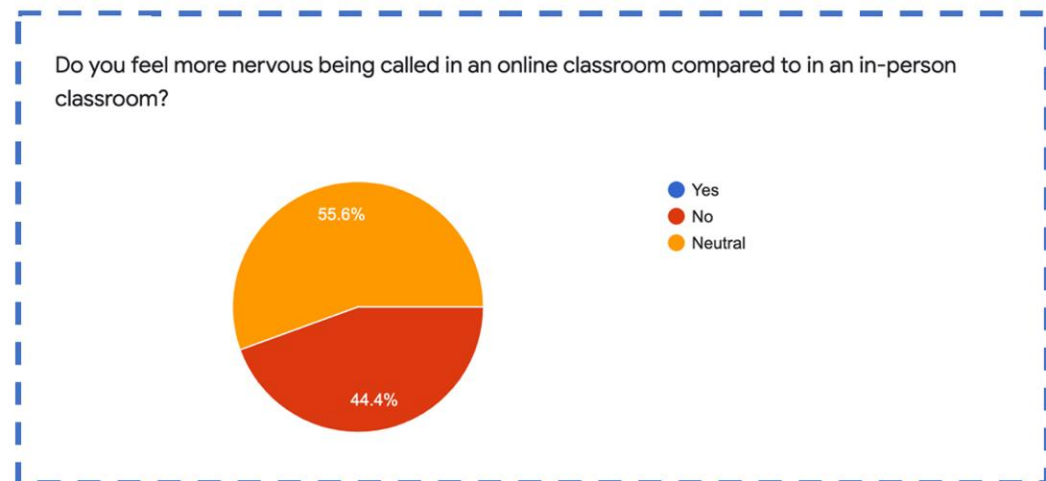


Figure 3 Being Called Online Versus Offline

## 4.2 Qualitative Results

*R2: What are anxiety-reducing strategies associated with speaking and writing anxieties that teachers can employ as they manage their class in the online apparatus?*

The developed codes point to different qualitative content according to reported sources of FLA in both speaking and writing by student participants. The respondents' comments for each of these themes are explained below.

### **1. Students feel video cameras should be mandated at most 80% of the teaching time**

Online classroom policy of whether to require students to switch on or off their video camera has been of extensive debate. From focus groups with the two aforementioned professors, teachers often implement video camera policies in either absolutes. That is, some instructors give lectures without requirement that video cameras need to be switched on, resulting in those lectures being ostensibly non-reciprocal and without a personalized audience. Other instructors require students to switch on their video cameras, and mark down class participation scores should students not be visually present. Some students have complained that attending online classes at home may not be convenient insofar that whilst in shared (family) spaces, there may be visual interruptions in the background. Some teachers have rebutted saying that videoconferencing applications allow for background blurring. They argue that students need to treat their class participation time as if they were attending brick-and-mortar classrooms, of which students would need to dedicate their physical and mental presence while forgoing other tasks.

Many students recognized the position that teachers are in, and that not requiring students to turn on the video camera might be challenging for teaching.

**M4:** “I think the camera should be on in an online class to supervise my study. It would help me stay focused and strengthen my attention. If the camera is turned off, there will be less anxiety, but it could lead to desertion in the class. It would reduce the efficiency of classroom learning.”

Students overall admitted that switching on the video camera brings educational benefits but say that they would prefer to have moments to recollect themselves privately to avoid ‘Zoom-fatigue.’ Perhaps teachers may allow students to switch off their cameras during some activities, while asking them to switch the cameras back on again for others instead of mandating absolutes.

**M3:** “I think students should turn on cameras 80% of the time, because teachers can give timely feedback to students on their errors, and it can also improve students’ self-discipline. This is because online learning cannot be the same as face-to-face learning.”

Several students expressed that switching on the video camera was not related to their feelings of speaking anxiety.

**M13:** “I don’t feel the difference between turning off or on my video camera. The only problem is that I use my telephone as the visual input since the Zoom application on my computer often crashes.”

**M6:** “I think cameras are necessary in online classes. The presence of cameras improves our concentration to some extent. It can also help the professor observe our state and realize when we are confused on some points. Leaving the camera on doesn’t cause much anxiety.”

**M12:** “I think all students should turn on their video cameras while learning online.”

Many students also differentiated between *student preference* and *teaching effectiveness* when thinking about optimizing camera use. This indicates a concession to the benefits of switching on their video cameras.

**M14:** “I admit that I normally don’t switch on the video camera. Overall, I just feel I lose focus considerably while learning online. I prefer being in my own private space. From the perspective of the teacher, however, I can see that teaching without seeing the students’ faces would be equivalent to not getting any feedback to their teaching.”

**F7:** “Switching on the video camera would make students more focused on what the teacher is saying. It also helps teachers track attendance. However, sometimes, this causes students to feel pressure and embarrassed when they are asked questions in class. Turning off the video camera would allow students to feel less stressed and pressured. Ultimately, it comes down to whether the student actually likes the subject they are taking.

## **2. The teacher’s demeanor and presentation as perceived in the virtual environment affect FLA among students.**

Unsurprisingly, the way that teachers carry themselves and the way that they deliver content affects the intensity felt in a classroom. Nonetheless, in an online classroom, teachers may need to find ways to lighten their overall tone. Participants noted that the austerity of the teacher’s demeanor made them feel anxious.

**F2:** “Maybe the teacher shouldn’t be too serious.”

**F1:** “The atmosphere of online teaching is very messy. However, I think appropriate jokes can help students integrate into the classroom better.”

**M5:** “The teacher should not be too rigid but be more active in making the class more interesting.”

In addition, students also commented on the formality of the language and the flow of the class. These aspects are classic considerations that all teachers must take into account in online or offline classrooms, but the significance here is the teachers should continue to be cognizant about how they appear in front of students in virtual spaces.

**F3:** “Maybe the teacher can use easier language and have a more entertaining PowerPoint.”

**F7:** “If the teacher adopts a more casual style and introduces tasks that allow students to work together, then students might be more interested in the content.”

**3. Students prefer speaking if they can plan their speech beforehand (rather than be asked to speak impromptu) as well as opportunities to do group work with their classmates.**

Contrary to the author’s hypothesis that students would not enjoy working in groups online due to the potential perceived difficulties in coordination, and the necessity that a designated student would likely be tasked to screenshare and facilitate others in the shared space, many participants reported wanting to interact more with their classmates virtually.

**F5:** “I think teachers should reduce unexpected questions in class and send class assignments some time in advance.”

**M3:** “Teachers should communicate more with students. Doing group work would reduce speaking anxiety.”

**M4:** “I think teaching in an online classroom is a challenge for teachers. If there were more options for interaction in the classroom, students would participate more. This would allow teachers and students to have more communication. This can largely alleviate teachers’ anxieties as well about the online classroom.”

**F6:** “The teacher should speak to the students a bit more casually, and not strain the students too much with a pressured question.”

**M12:** “I think teachers should give students more activities to do (rather than just lecture). It’s better if we do group work.”

#### **4. Self-perception of L2 proficiency affects writing and speaking anxieties in the online classroom.**

Not surprisingly, students who reported lower L2 proficiency felt relatively more apprehensive when they were asked to produce language in an online classroom. As an alternative to impromptu speech, students suggested that teachers send in class questions beforehand, or provide extensive time for students to think through the answers. Students responded overwhelmingly in support of tools such as Zoom Polls, Google Forms, and Microsoft Forms where students can input their answers and teachers can later collate and display the class’ answers.

**M1:** “I think the language barrier is the main issue. If you have good language skills, you won’t be so anxious.”

**M6:** “I think most of the anxiety in online classrooms comes from language anxiety. Sometimes when you can’t express your ideas well in a foreign language and when you don’t understand the teacher’s questions, you will have anxiety. I think teachers can design some simple questions to check that all students are understanding the content. Teachers can then put forward the responses in an open review/consolidated format. Teachers should give students time to think and discuss the questions and get everyone involved.

Many students felt that they knew answers but were unable to put together responses in their L2 English coherently, causing situational-specific anxiety.



**F6:** “I’m not able to arrange my thoughts into speech very well.”

**M5:** “Because my English is not very good, I’m not sure how to formulate my answer.”

**F5:** “Sometimes I don’t know the starting point of the question. Sometimes my English level makes me not know how to answer the question.”



## CHAPTER 5

### DISCUSSION

#### 5.1 Redefining anxiety studies in the Thai context

Although Thai university students generally hold positive beliefs about learning English, and with many students reporting a moderate level of anxiety by way of the FLACS (1986) framework, questions still remain about the extent to which the dimensions measuring anxiety are culturally resonant within the Thai context. If students in this study reported a medium level of anxiety, we could expect more than a minority of students being eager to speak and write online. Of course, class participation looks differently in the North American/European context compared to that of the Southeast Asian. Not speaking does not necessarily equate to students experiencing anxiety. It is possible that the instruments developed have not captured potentially remaining sources of situation-specific anxieties within the Thai EFL context.

The Thai students in this study seem neutral or unphased by many situational characteristics in online classrooms such as that of fears of being judged by teachers and peers in virtual spaces as well as that of speaking or writing through videoconferencing technology (*c.f.* Tables 1-9). To derive potential measurement categories to investigate situation-specific anxieties in the Thai EFL context, we can turn to some existing literature and the results of this study to arrive at some possible dimensions.

Perceptions of what it means to competently communicate in Thailand is arguably different from that of non-Southeast Asian contexts. In a survey by Sriussadaporn-Charoenngam and Jablin (1999), Thai businesspeople reported that four issues characterize competent communication, namely: knowing how to avoid conflict with others; controlling emotions; display respect, tactfulness, modesty, and politeness; and appropriate pronoun usages in addressing others. Like most Asian

cultures, Thai people prefer not to appear assertive (Knutson, Komolsevin, Chatiket, & Smith, 2003). It would stand to reason that just because most Thai students were not embarrassed to volunteer answers in an online classroom (*c.f.* Table 5, question 14) or were not self-conscious about speaking English in a virtual class (*c.f.* Table 5, question 17), such does not indicate an absence of FLA—apprehension that could arise from currently unidentified sources.

Thai students may experience apprehension under unexamined conditions. In fact, there are many characteristics of Thai culture that can be candidates for measuring situation-specific anxieties. For example, among Thais, hesitancy is strategically performed in some instances to preserve social harmony and to garner recognition from others (Chaidaroon, 2003). Furthermore, not speaking up quickly or not asking for help directly are characteristics found in Thai culture (Chaidaroon, 2003). The attempt to measure such expressions would not be indicative of anxiety.

The following are suggestions of potential dimensions to measure situation-specific anxiety in the Thai EFL context.

#### **Perceived disharmony**

Unlike in Western classrooms that see activities that require debate or challenge as ‘constructive’ (Denman, 2003), Thai learners may feel the same situation as a source of situation-specific anxiety. Many (but certainly not all) Thai students may arguably be afraid of disagreeing publicly with the teacher or with their classmates (Sessoms, 2018). If there are learning activities that require putting forth arguments and rebuttals, speaking in such situations may not be comfortable for Thai learners unlike potentially for their Western counterparts (Sessoms, 2018).

Additionally, if activities in the online classroom are highly personalized, this may potentially cause anxiety for Thai learners (Sessoms, 2018). That is, if students are asked to strongly defend their opinions or if there are case studies that rely on subjective remarking, this may cause anxieties for the Thai students. Online learning activities that require presenting or heavily spotlighting students’ opinions may cause anxieties, even if students are comfortable presenting generally in front of an online class (*c.f.* Table 5, question 17). To this end, online activities or tools that might promote interactional disharmony could be a measurable source of situation-specific anxiety.

An overwhelming number of students in this study state that they prefer to participate in class discussions anonymously.

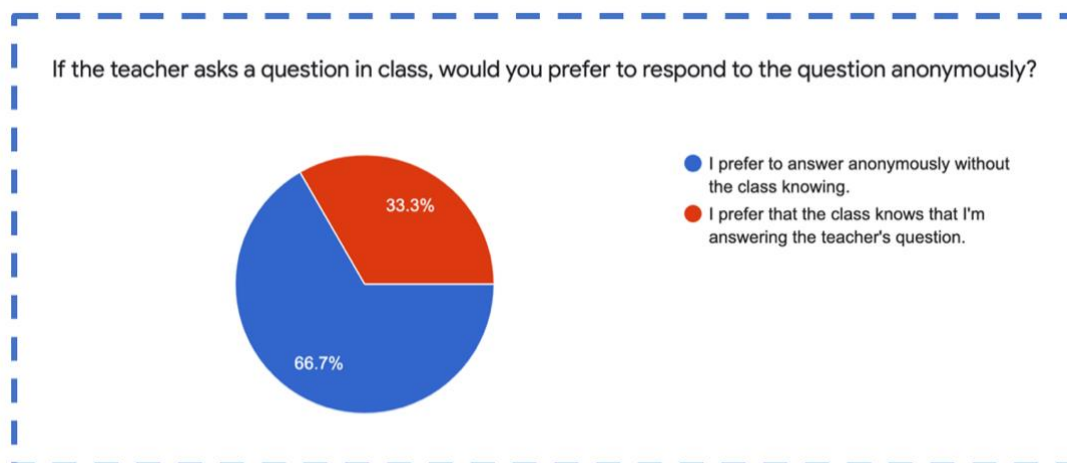


Figure 4 Anonymity While Participating in Class

At the same time, the qualitative data from students in this study also show that not having a chance to speak actually increased anxieties. Students in this research remarked that they were not afraid if their English teacher corrected every mistake they make (*c.f.* Table 5, question 16) nor were they afraid if other students laughed at them when they spoke English (*c.f.* Table 5, question 18). However, the situation of making a mistake is not congruent to that of disagreeing with the teacher or other classmates. It can be argued that unlike in Western classrooms, disagreeing with the teacher can be a great source of anxiety—a situation different from making grammatical mistakes in the English language. It is therefore suggested that online classroom activities that engender perceived disharmony may elicit situation-specific anxieties among Thai EFL undergraduates.

#### **Perceived unpredictability**

If students are not worried about negative evaluation and accept videoconferencing technologies, then why is class participation still low? A possible explanation may lie in pedagogic methods in the online space as it relates to impromptu versus planned speech. In many Western classrooms, teachers spanning many disciplines from medicine to the humanities often employ the *Socratic method* of teaching (Stoddard & O'Dell, 2016). The Socratic method has been famous for

layering a series of questions onto students to arrive at a 'core' (Garrett, 1998). It may lead to uneasiness on the part of the student to be probed incessantly. However, many believe that such methods are effective for learners to see the *a priori* conditions of any argument. Scholars like Denman (2003) characterize the approach as being "productive discomfort."

While Western classrooms may espouse such unpredictable classrooms, such may be anxiety-inducing in the Thai EFL context. In fact, many studies in the Southeast Asian EFL context like that of Nagahashi (2007) found that communication apprehension was reduced when learners were given the chance to prepare their L2 speaking content in small groups before presenting. Methods involving preparation and cooperation may help to alleviate FLA.

From this study, students reported wanting to be in breakout rooms to plan out their speaking activities with their classmates rather than doing so impromptu in front of the class. From the data, lower proficiency students preferred prepared oral production and felt the most pressure when called impromptu during class online. Learners were least apprehensive about speaking if they were allowed to prepare for the content beforehand (students coded F5; M6). They were more anxious about speaking if they were asked a question in front of the class on a topic that they had not prepared for prior. Students most preferred to speak to each other. It is important to keep in mind that Thai learners see the benefits of speaking as informed by their positive views about language learning and English (Akkakoson, 2016b; Chirdchoo & Wudthayagorn, 2001). From the results of this study, it is suggested that future studies looking to capture sources of FLA among Thai EFL undergraduates could consider instruments to measure perceived unpredictability as a source of situation-specific anxiety.

### **Exteriority of Emotional life**

Thai culture is often described as one that is high in context (Knutson et al., 2003). There are arguably many kinds of behaviors that indicate strategic attempts on the part of Thais to demonstrate respect towards others. In addition, formal contexts such as that of the classroom are not spaces where many Thai students feel comfortable externalizing their feelings. If teachers ask students to speak and write on topics that require a presentation of their interiority, this may elicit anxiety,

especially if they must do so independently in front of the class. Many students in this study stated during interviews that breakout rooms and group work was a chance to break up the class session, and to diffuse any tension hanging from the lecture. Group presentations and group work allowed students to not feel singled out and allowed a safer space to express thoughts and feelings through the modality of a group. A possible dimension for measuring situation-specific anxiety among Thai EFL undergraduates in the online space might involve instruments that seek to see if online activities, content, tools, or interactions lead to an over-externalization of emotional life—or at least more so than Thai learners are accustomed to.

## **5.2 The potentialities of effectiveness in anonymous class participation**

Some countries have made it unlawful to allow anyone to force students to turn on their cameras (The Japan Times, 2017). This is guided by the rationale that teachers may screenshot their students at any time, and students may not wish to have any particular moment captured and sent for evaluation. Some countries, therefore, have the reality where teachers cannot require their students to turn on their video cameras. Anonymous class participation with blank screens is a common reality for many teachers. Such situations beg the question of how we can make learning and class participation effective if students are not only appearing anonymously in the class, but also do not show their face in virtual classrooms.

In this study, it was found that class participation increased when online tools that collated student responses anonymously (e.g., Zoom Polls, Microsoft Forms and Google Forms) were utilized compared to when instructors simply posed a question without mechanisms for collecting even the most informal of responses. This is similar to findings by other researchers such as Bailey and Hammett (2021) who looked at how scaffolding-based technologies (i.e., Microsoft Forms) can be effective for L2 English students learning online. From qualitative interviews, students reiterated desiring to participate in class, but did not wish to be openly available for teachers to randomly call on them. Additionally, students reported that their speaking and writing anxieties online reduced when instructors used online tools that collated responses. In fact, many students remarked that their learning increased because they

could visually see responses, get a gauge of what other classmates were thinking, and better understood the question in cases when their listening comprehension was not consistent.

Based on interview questions that asked the effectiveness of online tools, most students preferred using various response tools in addition to speaking as a form of class participation. When asked about specific tools such as Microsoft Forms/Google Forms, we see a majority finding acceptability.

Think about your preferred method for participating in class. How much do you prefer MICROSOFT FORMS/GOOGLE FORMS over other methods of participation?

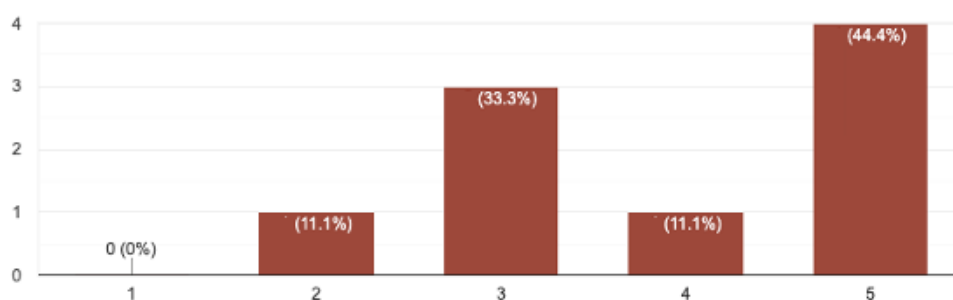


Figure 5 Online Tool Preferences

Many learners also remarked that students should be given sufficient time to think about their responses, and not to strain those asked with a pressured question (students coded F5; F6). This is in line with scholars like Mak (2011) who advised that instructors should ensure that sufficient time is provided for students to prepare for their oral speech or production. Questions that require immediate replies or high L2 spontaneous organizational skills should be avoided to reduce in-class FLA. Not surprisingly, L2 learners report less FLA if they interact with interlocutors who establish predictable classroom environments (Dewaele & Thirtle, 2009). In virtual classrooms, to create a predictable environment, teachers can use the aforementioned online tools to collect student responses. Error correction and grouping responses thematically can even become easier than in offline classrooms.

### 5.3 Groupwork as an ameliorating agent for anxiety

From the qualitative responses, group work is seen as a path towards reducing speaking anxiety. Given that majority disagreed (38.2% disagreed or strongly disagreed) to being self-conscious speaking in front of other students in a virtual classroom, but held majority agreement (35.2%) to trembling when they knew they were going to be called on in an online class by the teacher, it can be argued that learners felt safer to speak among other classmates and may be more receptive to groupwork activities. Furthermore, from qualitative interviews, in more than one instance, students said that teachers should give “more activities to do, especially group work activities” (students coded as M12; M3; M4).

The recommendation by students to work in groups as a solution to reduce online speaking anxiety is consistent with findings in the literature for brick-and-mortar classrooms. In a study of Chinese EFL students, Liu (2006) found that learners in mixed proficiency offline classrooms felt least anxious when doing pair work. Learners gave feedback that they felt the highest anxiety when they were asked to speak in front of the class spontaneously by the teacher (Liu, 2006).

Koch and Terrell (1991) also noted that peer-work and personal discussions were considered the least anxiety-inducing when compared to other kinds of speaking activities. Additionally, studies like Dolly Jesusita Young (1990), who investigated over 200 university and high school Spanish students, suggested that learners preferred smaller group activities to speaking in front of the class. Students' willingness to communicate could increase if ice-breaking activities enabled students to be more familiar with other classmates (Strauss, U-Mackey, & Young, 2011). There seems to be no technology resistance towards doing group work online, unlike the author's initial hypothesis.

Openness to working with peers was also reflected not only in speaking activities, but also that of writing as well. A majority 55.9% disagreed or strongly disagreed to being afraid that other students would deride their English compositions. In fact, learners were neutral to worrying that their English compositions would be considered a lot worse than others. From qualitative interviews, learners accepted that



the virtual classroom was merely a change in modality and that the technology itself did not inhibit the writing process overall.

#### **5.4 The role of students as scaffolders in reducing productive-skills anxiety**

For groupwork, teachers must organize students in ways such that at least one individual can offer technological leadership, facilitation, and constructive interaction unique to the virtual space. Students in qualitative interviews expressed that although they preferred to discuss in breakout groups with their classmates, it would be less anxiety-inducing if the teacher grouped mix-ability students together. That is, many learners felt that they were not able to arrange their thoughts into speech very well, or know where to begin speaking (students coded F6; F5). However, if there were other students that could help clarify some pieces, they would be much more open to presenting in front of the class. One student also said that teachers should design some simple understanding-checking questions to make sure that students understood the material in stages before doing activities (student coded M6). When probed deeper, the student (student coded M6) said that he felt that the teacher should be more in touch with which students were really struggling and which ones were not. This suggests that whereas the traditional classroom might allow teachers to ‘monitor the classroom’ by simply walking and peering over students’ work, instructors may need to find alternatives to monitor students’ understanding in the online space.

In online classrooms, teachers are not the only scaffolders. Peer review and collaborative writing in online classrooms can benefit from emotional scaffolding. When students work in groups, other students, especially those of higher abilities can step into supportive roles. To illustrate the importance of creating safe, scaffolding zones in online spaces, we can extend Vygotsky’s ZPD model to include the affective determinants of learning to see how students’ productive-skills anxieties can be alleviated.

The idea of ZPD and affect theory was developed by Mahn and John-Steiner (2002), who drew upon research of how emotions affected students’ learning of L2 English writing. They found that writing anxieties and the ‘reciprocal emotional

support' provided by teachers and classmates were part and parcel to their writing development (Mahn & John-Steiner, 2002). Classroom interactions involve three parts:

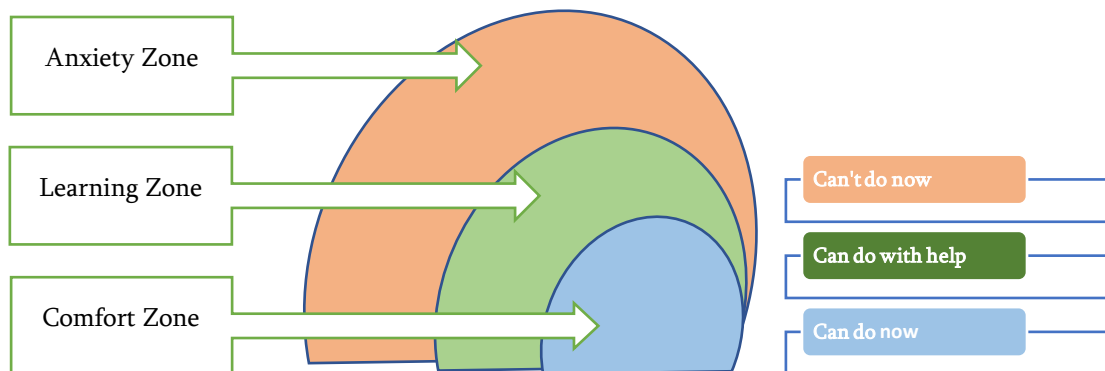
1. The zone of proximal development;
2. The relationship between word meaning and word sense;
3. *Perzhivanie* (the ways in which learners perceive, experience and process emotional aspects of social interaction).

*Perzhivanie* is one of Vygotsky's lesser-known concepts, but Mahn and John-Steiner (2002) argue that there is a relationship between the ways in which learners process emotional aspects and the cognitive demands that are beyond the abilities of learners. *Perzhivanie* is the set of all past experiences of a learner and the way they process emotions during the co-construction of meaning with the scaffolder.

Emotional scaffolding includes the bolstering of confidence, the sharing of risks in the expression of new ideas, constructive criticism, and the production of safety zones (Mahn & John-Steiner, 2002).

To create safety zones in virtual spaces, during collaborative peer reviews online, teachers should form groups of students where at least one person would be able to offer technological leadership, facilitation, and constructive interaction. Without so, collaborative writing online may engender site-specific anxieties from communication breakdown among learners. Teachers may need to monitor closely each student's awareness of their writing process and the metacognitive strategies necessary to achieve collaborating writing online. Writing collaboratively online is a social process, and those learners who have weak metacognitive strategies online may not be helpful emotional scaffolders, causing greater writing anxiety.

Without carefully considering students' *perzhivanie* and the ways that their ZPDs are influenced by their reactions to intercommunication in the online classroom, it will be challenging for instructors to provide the support that will promote their writing progress.



*Figure 6 Mapping Affects with ZPD*

Source: Autrey, Ghaisas, Ge, Siddique, and Mistree (2018)

## 5.5 Emotional awareness and self-presentation in the virtual classroom

Perceived teacher friendliness in the virtual classroom and breaking the ice among students is critical to reducing situation-specific anxieties. While the central emphasis of this study was to study sources of situation-specific anxieties that were hypothesized to arise from technology, comments about perceived teacher friendliness were also frequent. Learners suggested that teachers shouldn't be too serious or too rigid (students coded F2; M5). Others said that the teacher should crack more jokes to reduce what they perceive to be tense lecture hours (students coded F3; F7).

Creating a virtual classroom that is not too rigid or too strict would allow for a less-apprehensive atmosphere for students to speak up. In online classrooms, direct eye-contact is nearly impossible and from interviews in this study, students felt a great sense of distance. Students also felt apprehensive to work with other students in breakout rooms if they were not well acquainted with the other students. Similar conclusions drawn from Akkakoson (2016a) also stated that perceived teacher characteristics played a vital role towards reducing speaking anxieties. The way a teacher presents themselves online may be different from how they do so offline— instructors therefore ought to be cognizant of how their demeanor is received online.

## CHAPTER 6

### CONCLUSION

The results of this study point towards a moderate level of productive-skills anxiety among Thai undergraduate students in a sample of online EAP classrooms. The FLA experienced is situation-specific, present in online classroom conditions related to video camera policy, teacher demeanor and presentation, the degree of impromptu speech, and self-perceptions of L2 proficiency. Although a moderate level of oral English anxiety was found generally, the students reflected positive attitudes towards speaking and writing English in the classroom.

With regards to speaking anxiety, given that many learners didn't indicate being fearful of negative evaluation, it can be argued that learners felt safe to speak among other classmates, and that activities such as groupwork might bode well. That being said, they felt differently towards their teachers, since the findings suggest that students did not want to be randomly called upon and were less anxious if they received the chance to prepare beforehand. The results are in line with Akkakoson (2016b)'s study of speaking anxiety among Thai EFL university students in face-to-face classrooms, which found students moderately anxious about oral communication in English.

In terms of beliefs regarding speaking as reported by Chirdchoo and Wudthayagorn (2001)'s study, most Thai EFL students do not feel embarrassed to speak English in front of people. In fact, majority of those participants reported that if they heard someone speak English, they would go up to them and practice speaking English. It was found that Thai students had greater challenges with listening comprehension and struggled less with reading, writing, and speaking (Chirdchoo & Wudthayagorn, 2001).

Looking at writing anxiety, from the data, it can be argued that learners were more anxious about the *production of writing* rather than about the *process of writing*. The focus of writing anxiety was therefore *personal* and was not derived from social

factors. This is in substantiation of Hyland (2003), who has written extensively that the primary sources of exasperation among L2 English writing students are from being unable to express their ideas appropriately and from being unable to write free of errors. Similar to the dataset on speaking anxiety, it appears that learners were not worried about receiving negative evaluations from their classmates. Such results are promising because writing is effective when done collaboratively (Hyland, 2003) and mirrors the real world of professional writing that involves editors, peer reviewers, and multiple drafts.



## CHAPTER 7

### IMPLICATIONS

From the perspective of theory, given the reliability scores and the results of this study being consistent to other anxiety research in the Thai context (e.g., Akkakoson, 2016a), the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986) and the Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004) continues to be an effective method to measure skills-based anxiety at a macro-level. The research instruments show versatility and adaptability within the Thai EFL context.

In terms of pedagogical implications, it appears that videoconferencing technology and online tools that belong to the online classroom are not a source of anxiety. Thai undergraduate students studying in online EAP courses in this study indicated technological acceptance. While there was medium level anxiety for online activities involving productive skills, this does not mean that there was a complete absence of FLA. By way of classroom management, teachers must consider how they present themselves online and the tone they set. Video camera fatigue is ubiquitous, and teachers may consider allowing students to switch off their video for some activities in order to prevent learners from feeling too much pressure. Additionally, between the potential for communication breakdowns and lower strategic competency among less proficient L2 learners, teachers may need to consider online tools to balance out impromptu class questions to ameliorate speaking anxiety. Most importantly, teachers ought to rethink how they monitor students in class, since unlike physical classrooms where instructors can walk around to look at students' work, it may be more difficult for teachers to observe areas students are struggling with. If classes are large, teachers can mentally note the higher proficiency learners to be key scaffolders during group work (e.g., activities in Zoom breakout rooms). Students who demonstrate proficiency with technology and a willingness to facilitate group

activities (e.g., screensharing, group notetaking) should be spread across the class and well-placed in groups with lower-ability students or with those who show less willingness to participate in virtual spaces.



## CHAPTER 8

### LIMITATIONS

A large limitation of this study is its scope—only three online classes were studied alongside the observations collected from two professors. In addition, only two universities were sampled. In terms of proficiency level among students, respondents had differing years of English instruction. Future studies could benefit from collecting data from more similar ability levels for comparison across language proficiencies.





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**APPENDICES**

จุฬาลงกรณ์มหาวิทยาลัย  
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## Appendix A

### Interview Questions

1. How do you think the camera should be used for learning in an online classroom? If the camera is turned off, will you have less anxiety and learn better?
2. Think about your preferred method for participating in class. To what extent do you prefer Zoom Polls, Zoom Chat, or Google/Microsoft Forms over other methods of participation?
3. If the teacher asks a question in class, would you prefer to respond to the question anonymously?
4. How can teachers reduce anxiety in the online classroom?
5. What are the advantages of being in an online classroom compared to an in-person classroom?
6. Do you feel more nervous being called in an online classroom compared to in an in-person classroom?
7. What prevents you from speaking in an online classroom when the teacher asks a question?
8. Do you feel you learn more in an online classroom (compared to an in-person classroom)?
9. Do you feel that the peer review process would be easier in-person (rather than doing it online)?
10. Do you feel that the peer review process would be easier in-person (rather than doing it online)?

## Appendix B

### SPSS Statistics 28 Output for Speaking + Writing (Productive Skills) Anxiety

#### Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	2.803	1.912	3.941	2.029	2.062	.233	38
Item Variances	1.668	.845	2.372	1.527	2.807	.132	38

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.856	.848	38



### Item Statistics

	Mean	Std. Deviation	N
1. I never feel quite sure of myself when I am speaking English in an online class.	2.5588	1.21084	34
4. I would not be nervous speaking English with native speakers.	3.2353	1.23236	34
5. I feel confident when I speak English in my online English class.	2.9412	1.41295	34
8. When I think about attending an English class online, I feel very sure and relaxed.	2.3235	1.19900	34
10. I feel overwhelmed by the number of rules you have to use to speak English.	2.8235	1.48672	34
12. I don't worry about making mistakes in an online English class.	2.9412	1.47589	34
14. It embarrasses me to volunteer answers in my online English class.	2.9118	1.42207	34
15. Even if I am well prepared for an online English class, I feel anxious about speaking.	3.2059	1.45184	34
16. I am afraid that my English teacher is ready to correct every mistake I make.	2.4118	1.25813	34
17. I feel very self-conscious about speaking English in an online classroom in front of other students.	3.3235	1.36450	34
6. I can feel my heart pounding when I'm going to be called on in my online English class.	2.4118	1.32842	34
2. It frightens me when I don't understand what the teacher is saying in English.	3.2059	1.34343	34
3. I start to panic when I have to speak without preparation in an online English class.	2.8235	1.19267	34
7. I feel more tense and nervous in my online English class than in my other online classes.	1.9412	.95159	34

	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
9. I get nervous when I don't understand every word in English the teacher says.	3.0882	1.11104	34
11. I worry about the consequences of failing my English class.	2.2941	1.19416	34
13. I tremble when I know that I'm going to be called on in an online English class.	2.6471	1.36809	34
18. I am afraid that the other students will laugh at me when I speak English.	2.0588	1.27781	34
28. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	3.2353	1.20752	34
27. I'm afraid that the other students would deride my English composition if they read it in an online classroom.	3.0294	1.38138	34
36. I'm afraid of my English composition being chosen as a sample for discussion in an online classroom.	3.0882	1.31120	34
34. I usually do my best to avoid writing English compositions.	3.2941	1.26801	34
29. While writing in English, I often worry that the ways I express and organize my ideas do not conform to the norm of English writing.	2.3529	1.29994	34
24. My mind often goes blank when I start to work on an English composition.	2.6471	1.27641	34
35. I usually do my best to avoid situations in which I have to write in English.	3.0000	1.37069	34
25. I'm not afraid at all that my English compositions would be rated as very poor by my teachers.	1.9118	1.02596	34
31. I would do my best to excuse myself if asked to write English compositions.	2.4412	1.21084	34

	<b>Mean</b>	<b>Std. Deviation</b>	<b>N</b>
20. I usually feel my whole-body rigid and tense when I write English compositions in an online classroom.	2.3824	1.34873	34
30. While writing in English, I often worry that I would use expressions and sentence patterns improperly.	2.8824	1.34310	34
22. I usually feel comfortable and at ease when writing in English.	3.0588	1.47589	34
32. Whenever possible, I would use English to write compositions.	2.4412	1.35269	34
38. I am gaining knowledge when I learn in an online classroom.	2.6176	1.41453	34
21. I freeze up when unexpectedly asked to write English compositions in an online classroom.	2.8529	1.54002	34
23. My thoughts become jumbled when I write English compositions under time constraints in an online classroom.	3.4412	1.10621	34
26. I don't worry that my English compositions are a lot worse than others'.	3.2353	1.37199	34
33. I often choose to write down my thoughts in English.	1.9118	1.05508	34
19. I tremble or perspire when I write English compositions under time pressure in an online classroom.	3.9412	.91920	34
37. While writing in English offline, I'm not nervous at all.	3.6176	1.20641	34

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