DEVELOPMENT OF ENGLISH INSTRUCTIONAL MODEL TO REDUCE LEARNING ANXIETY AND ENHANCE PRODUCTIVE SKILLS OF GRADUATE STUDENTS IN THAI HIGHER EDUCATION INSTITUTES

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การพัฒนารูปแบบการเรียนการสอนภาษาอังกฤษเพื่อลดระดับความวิตกกังวลในการเรียนและพัฒนาทักษะการส่งสารของนิสิตนักศึกษาระดับบัณฑิตศึกษาในสถาบันอุดมศึกษาไทย

นายอภิรัชต์ อัครพัฒนวงษ์

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาครุศาสตรดุษฎีบัณฑิต
สาขาวิชาอุดมศึกษา ภาควิชานโยบาย การจัดการและความเป็นผู้นำทางการศึกษา
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Thesis Title	DEVELOPMENT OF ENGLISH INSTRUCTIONAL MODEL TO REDUCE LEARNING ANXIETY AND ENHANCE PRODUCTIVE SKILLS OF GRADUATE STUDENTS IN THAI HIGHER EDUCATION INSTITUTES
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Field of Study	Higher Education
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อภิรัชต์ อัครพัฒนวงษ์ : การพัฒนารูปแบบการเรียนการสอนภาษาอังกฤษเพื่อลดระดับความวิตกกังวลในการเรียนและพัฒนาทักษะการส่งสารของนิสิตนักศึกษาระดับบัณฑิตศึกษาในสถาบันอุดมศึกษาไทย . (DEVELOPMENT OF ENGLISH INSTRUCTIONAL MODEL TO REDUCE LEARNING ANXIETY AND ENHANCE PRODUCTIVE SKILLS OF GRADUATE STUDENTS IN THAI HIGHER EDUCATION INSTITUTES) อ.ที่ปรึกษาหลัก : ผศ. ดร.อรุณี หงษ์ศิริวัฒน์, อ.ที่ปรึกษาร่วม : ศ.กิตติคุณ ดร.ปทีป เมธาคุณวุฒิ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ (1) ศึกษาความวิตกกังวลในชั้นเรียนภาษาอังกฤษของนิสิตนักศึกษาระดับบัณฑิตศึกษาในสถาบันอุดมศึกษาไทย เมื่อจำแนกตามกลุ่มอายุ กลุ่มสาขาสาขาวิชา และประเภทของสถาบันอุดมศึกษา (2) ศึกษาความสัมพันธ์ระหว่างระดับความวิตกกังวลในชั้นเรียนภาษาอังกฤษและระดับความสามารถทางภาษาอังกฤษ (3) พัฒนารูปแบบการเรียนการสอนภาษาอังกฤษเพื่อลดระดับความวิตกกังวลในการเรียนและพัฒนาทักษะการส่งสารของนิสิตนักศึกษาระดับบัณฑิตศึกษาในสถาบันอุดมศึกษาไทย และ (4) นำเสนอแนวปฏิบัติในการลดความวิตกกังวลในชั้นเรียนภาษาอังกฤษ กลุ่มตัวอย่างของงานวิจัยเป็นนิสิตนักศึกษาระดับบัณฑิตศึกษาจำนวน 270 รายที่ได้ลงเรียนวิชาภาษาอังกฤษในระดับบัณฑิตศึกษาในสถาบันอุดมศึกษาของรัฐ มหาวิทยาลัยเอกชน มหาวิทยาลัยราชภัฏ และมหาวิทยาลัยเทคโนโลยีราชมงคล ในปีการศึกษา 2563 เครื่องมือการวิจัยได้แก่ แบบวัดความวิตกกังวลในการเรียนภาษาต่างประเทศ แบบสัมภาษณ์แบบกึ่งโครงสร้าง บทเรียนภาษาอังกฤษจำนวน 10 บทเรียนซึ่งออกแบบมาจากรูปแบบการเรียนการสอนเพื่อลดระดับความวิตกกังวลในการเรียนและพัฒนาทักษะการส่งสาร และแบบทดสอบทักษะการส่งสาร ดำเนินการเก็บข้อมูลโดยการให้กลุ่มตัวอย่างตอบแบบวัดความวิตกกังวลในการเรียนภาษาต่างประเทศ การสัมภาษณ์ การดำเนินการจัดการเรียนการสอนภาษาอังกฤษ และการทำแบบทดสอบทักษะการส่งสาร วิเคราะห์ข้อมูลเชิงปริมาณด้วยสถิติเชิงพรรณนา ได้แก่ ค่าเฉลี่ย และส่วนเบี่ยงเบนมาตรฐาน สถิติเชิงอ้างอิง ได้แก่ การวิเคราะห์ความแปรปรวนทางเดียว (One-Way ANOVA) ค่าสัมประสิทธิ์สหสัมพันธ์ของเพียร์สัน (Pearson Correlation) การวิเคราะห์สถิติ t-test for dependent sample วิเคราะห์ข้อมูลเชิงคุณภาพ ใช้การวิเคราะห์แก่นสาระ (Thematic Analysis)

ผลการศึกษาพบว่า กลุ่มตัวอย่างมีระดับความวิตกกังวลในระดับกลาง เมื่อพิจารณาจำแนกตามกลุ่มประเภทพบว่ามีความแตกต่างของระดับความวิตกกังวลระหว่างของนิสิตนักศึกษาสถาบันอุดมศึกษาเอกชนและมหาวิทยาลัยราชภัฏ ในขณะที่เมื่อพิจารณาจำแนกตามกลุ่มอายุ และกลุ่มสาขาสาขาวิชา ไม่พบความแตกต่างของระดับความวิตกกังวลอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 นอกจากนี้พบความสัมพันธ์แบบผกผันเชิงลบระหว่างระดับความวิตกกังวลในชั้นเรียนภาษาอังกฤษและระดับความสามารถทางภาษาอังกฤษอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 กลุ่มตัวอย่างที่ได้รับการจัดการเรียนการสอนโดยใช้รูปแบบการเรียนการสอนเพื่อลดระดับความวิตกกังวลในการเรียนและพัฒนาทักษะการส่งสารนั้นพบว่า มีระดับความวิตกกังวลในการเรียนภาษาอังกฤษที่ลดลงและมีทักษะในการส่งสารที่สูงขึ้นหลังเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05 แนวปฏิบัติในการลดความวิตกกังวลในชั้นเรียนภาษาอังกฤษที่พัฒนาขึ้นมีความเป็นไปได้และความเหมาะสมสำหรับการนำไปใช้ในการจัดการเรียนการสอนภาษาอังกฤษในระดับบัณฑิตศึกษาของสถาบันอุดมศึกษาไทยได้ต่อไป

สาขาวิชา	อุดมศึกษา	ลายมือชื่อนิสิต .....
ปีการศึกษา	2563	ลายมือชื่อ อ.ที่ปรึกษาหลัก .....
		ลายมือชื่อ อ.ที่ปรึกษาร่วม .....

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KEYWORD: ENGLISH LANGUAGE CLASSROOM ANXIETY, FLCAS, GRADUATE STUDENT, INSTRUCTIONAL MODEL, THAI HIGHER EDUCATION INSTITUTIONS

Apirat Akaraphattanawong : DEVELOPMENT OF ENGLISH INSTRUCTIONAL MODEL TO REDUCE LEARNING ANXIETY AND ENHANCE PRODUCTIVE SKILLS OF GRADUATE STUDENTS IN THAI HIGHER EDUCATION INSTITUTES. Advisor: Asst. Prof. ARUNEE HONGSIRIWAT, Ph.D. Co-advisor: Prof. Emeritus Pateep Methakunavudhi, Ph.D.

This research aimed to (1) study English language anxiety of Thai graduate students based on different age groups, field of study, and type of higher education institution, (2) analyse the relationship between English language classroom anxiety and English language proficiency of Thai graduate students, (3) develop an instructional model to reduce English language anxiety and improve productive skills in English, and (4) propose practical guidelines for reducing English language classroom anxiety. The participants comprised of 270 graduate students from public higher education institutions, private higher education institutions, Rajabhat universities and Rajamangala universities of technology. The research instruments were the Foreign Language Classroom Anxiety Scale (FLCAS), semi-structured interview form, ten lesson plans based on the instructional model to reduce English language anxiety and improve productive skills in English, and productive skills in English tests. Mean and standard deviation, one-way analysis of variance (ANOVA), Pearson's correlation, and Dependent Samples T test were used to analyse quantitative data. Thematic Analysis was used to analyse qualitative data.

The results revealed that Thai graduate students had a moderate level of language anxiety. Students in private universities have a significantly higher average foreign language classroom anxiety level than those in Rajabhat universities, while there was no meaningful difference in language anxiety between different age groups and fields of study at .05 level of significance. The results also revealed a significant negative relationship between English language classroom and English language proficiency, whereby the lower the language proficiency, the higher the language anxiety. The English language classroom anxiety post-treatment mean score of the participants was significantly lower after receiving the treatment based on the instructional model, while the productive skills in English post-treatment mean score was significantly higher at .05 level of significance. The proposed practical guidelines for reducing English language classroom anxiety were highly feasible, and highly suitable for implementation.

Field of Study:	Higher Education	Student's Signature .....
Academic Year:	2020	Advisor's Signature .....
		Co-advisor's Signature .....

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INTRODUCTION

Rationale of the Study

Thailand is moving toward an innovation-driven and valued-based economy under Thailand 4.0 which is a new economic model to develop the country. From traditional farming to smart farming, traditional SMEs to smart enterprises, traditional services to high-value services, and from the low-income to middle-income status, the policy seeks to promote creativity, innovation, and the application of technology in various economic activities. Also, the country needs to deal effectively with disparities and the imbalance between the environment and society.

Around the world, higher education is under pressure to change. It is growing fast and its contribution to economic success is seen as vital. Universities and other institutions are expected to create knowledge; to improve equity; and to respond to student needs – and to do so more efficiently. They are increasingly competing both with the private sector and internationally (OECD, 2003). Universities play a prominent role in producing qualified workers to help the country develop. That way, when students are released into the job market they can go with original ideas and create and design their own future, be it working for themselves or working for someone else. What needs to be done is ensure sufficient resources? Universities should invest in both teachers and support staff who are capable of passing on knowledge, facilitating the learning process and bringing out the best of our young, eager minds.

The English language has unquestionably established itself as the international language of communication (Crystal, 1997). It is officially recognized in 60 countries and is prominent in another 20. Books, academic journals, the media, international sports, and entertainment all use it as their primary language. Every major international organization has English as its official language, and English accounts for 80% of all information saved in electronic retrieval systems throughout the world. (Altbach, 1998). For developing countries, education in English has been considered by government and non-government organizations as essential for enhancing economic growth through the development of human capital (Bruthiaux, 2002).

Globally, academic collaboration is facilitated by English, which is used in research activities, events, and communications both inside and across universities. However, as Curry and Lillis (2017), co-author of Academic Writing in a Global Context, point out, the increasing dominance of English in academia has put non-English speaking researchers at a disadvantage when it comes to publishing and exchanging research across borders. According to the interim findings of a report by the British Council and University of Oxford's department of education, English is increasingly becoming the lingua franca for education institutions across the word – from primary schools to universities. We can now see the move to using English as the lingua franca of higher education globally as the most significant current trend in internationalizing higher education. Macaro et al. (2021) added that more and more institutions across the world are using English to teach academic subjects, spurred on by a desire to internationalize their offer and their academic profile.

Graduate studies aim at developing academicians and professionals to higher levels with research as key competency, abilities to seek knowledge, learn and create

new knowledge through research. Many programs realized the importance of English because it can help students to acquire knowledge from all over the world. Graduate students face significant obstacles in their academic pursuits. English may be a particular challenge, especially for non-native English speakers at the start of their academic careers. According to research into English for Academic Purposes (EAP), these students must be proficient in specific language areas and abilities in order to deal with academic demands. (Ferris & Tagg, 1996). The challenges that these students encounter vary based on their academic level, whether they are undergraduates or graduates, and the subject areas that they study, particularly at the graduate level (Cheng, 1996).

Universities and colleges have made continual demands for innovation in higher education, where information has been delivered mostly through traditional lectures for decades, despite numerous quality issues (Roksa, & Arum 2018). In the traditional English teaching class in Asia, teachers force students to learn English grammar or patterns by memorizing rules. Commonly, English language education in Asia is more concerned with linguistic rules rather than with practical knowledge or with language as a communication tool.

Since in the 21st century, mastery of academic English, both spoken and written, is becoming increasingly important in higher education, English language learners' perspectives, motivations, learning styles, learning strategies, or language anxieties are given more attention.

It appears that many people have intrapersonal difficulties when learning a second/foreign language. One of them is anxiety. Language anxiety has long been identified as a barrier to learning a second or foreign language. In other words,

language anxiety is a negative emotional condition that might affect how individuals learn or acquire a language. Anxiety over learning a foreign language has been identified as an affective factor in foreign language acquisition. (Gardner & MacIntyre, 1992). In order to complete their degree programs, many college students are obliged to enroll in foreign language classes. Foreign language lessons, unfortunately, may be the most anxiety-inducing courses in many students' academic degrees (Campbell & Ortiz, 1991). According to the findings of a research comparing the anxiety levels of graduate and undergraduate students, graduate students had higher anxiety levels (Poyrazli & Kavanaugh, 2006). Language learning anxiety, according to Woodrow (2006), differed from other types of anxiety and had an impact on students' learning outcomes.

The term Foreign Language Anxiety came into existence after the work of Horwitz et al. (1986) who defined anxiety as “the feeling of tension, apprehension and nervousness associated with the situation of learning a Foreign Language”. The type of anxiety experienced by the students when learning a second or foreign language is state or situational anxiety, and it is not trait anxiety because the students experience this type of anxiety when they are in the classroom. This type of anxiety is transitory, and the students can overcome it with the passage of time (Spielberger, 1983; Abu-Rabia, 2004; Ezzi, 2012).

Over the past decades, a certain amount of research on the role of foreign language anxiety in foreign language learning showed that anxiety influences language learning and production (Phillips, 1992; Campbell & Ortiz, 1991). That is to say that foreign language anxiety not only affects students’ attitude but is also considered to be detrimental to the performance of language learning. Young (1991)

defined foreign language anxiety as “worry and negative emotional reaction aroused when learning or using a second language”. According to Arnold (2000), language anxiety “ranks high among factors influencing language learning, regardless of whether the setting is informal (learning language on the streets) or formal (in the classroom)”. Students with anxiety attending the class will feel nervous and afraid to cooperate with teachers and then they cannot concentrate on the learning points and waste their energy, or they just want to flee the learning task. Therefore, we can conclude that there is a significant relationship was found in the relationship between English learning anxiety and students’ English proficiency.

Luo (2012) proposed that four major sources contribute to foreign language anxiety, namely, the classroom environment, learner characteristics, the target language, and the foreign language learning process itself. A review of the literature then provided the researcher with perspectives and guidelines for presenting an approach for implementing a learning management model for Thai graduate students to overcome English learning anxiety and enhance their learning experience.

“According to the Affective Filter Hypothesis, acquirers in a less than optimal affective state will have a filter, or mental block, preventing them from utilizing input fully for further language acquisition. If they are anxious, “on the defensive,” or not motivated, they may understand the input, but the input will not enter the language acquisition device.” (Krashen, 1981)

According to English competence standards and assessment criteria of graduate studies, in accordance with the Ministry of Education directive entitled “Method of Graduate Program Standards Management B.E. 2548, all graduate programs have to place an importance on the English language and ensure the

standards and the quality of graduate studies at higher education institutions in accordance with the regulations of the Office of the Higher Education Commission. Once the students are admitted to a graduate program, most faculty assume that the graduate students will be able to read, comprehend, and communicate their understanding of advanced professional research and literature, understand lectures, and take notes, complete examinations, complete lab assignments in English. Some of the graduate students will be required to produce either a thesis, a dissertation, and/or one or more publishable research papers in academic English as a criterion for completion of their graduate degrees. If they have a teaching assistantship, it is also expected that they will be able to prepare classes, materials or even lectures in English. To function successfully in a university educational environment, graduate students are required and expected to have a high level of English competence.

In this study, the scope is delimited to graduate students who are pursuing master and doctoral degrees in Thai higher educational institutions. The reason for this restriction to graduate students is: firstly, the size of graduate students has been one of the largest among the graduate students. The number of graduate students has grown significantly faster than the number of graduate students over the last 10 years. The total number of graduate students grew from 4,354 in 2005 to almost 190,000 in 2017. Of those 190,000, 25,000 are students at the master's level, and 9,800 are at the PhD level (Office of the Higher Education Commission, n.d.). Secondly, English is so great a problem for Thai students since the majority of these students studied in Thai during their undergraduate education. All their textbooks were in Thai. Very few of the reference or textbook were written in English. After they have enrolled to the postgraduate education, most of their study and research require reading textbook,

references that are written in English. Some might be required to give a presentation in English to both Thai and English audiences. Hence, many taught courses are conducted through the medium of English since they invite foreign lectures. Interestingly, it is not unusual for graduate students to have academic English competence.

The study of Berman, & Cheng (2010) reveals that the perceived language difficulties of EFL graduate students relate to the productive skills of speaking and writing. English language difficulties especially speaking tasks (i.e., carrying out oral presentations, taking part in class discussions, answering questions in class, and asking questions in class) and writing tasks (i.e., writing essay examinations, writing examinations, and writing assignments) appear to negatively affect the academic achievement of the graduate students. Furthermore, non-native EFL graduate students would benefit from English for Academic Purposes (EAP) instruction, especially in speaking and writing, after being admitted into their program of studies. It would seem clear that their EAP instruction must emphasize oral skills such as asking and answering questions, taking part in small and large group discussions, as well as carrying out oral presentations. Writing skills to be taught would need to include the writing of essay examinations, a skill reported by many of them to be difficult, as well as other forms of formal academic writing.

Basic English competence is not sufficient when undertaking graduate level reading comprehension, writing, and oracy. This statement is true not only for non-native English-speaking students at the graduate level, but also for native English-speaking ones. Thai students need to submit an English proficiency test score; TOEFL and IELTS, which meet the university's minimum language requirement to apply for

the graduate education. Those applying for such degree programs must provide recent evidence that their command of the English language is adequate for the programs for which they have applied. Both Chulalongkorn University and Thammasat University have their own English entrance exams, namely CU-TEP and TU-GET accordingly, for all of their graduate degree programs measuring the ability to use English for academic purposes. However, those English proficiency tests which attempts to test English language skills above rudimentary English proficiency level, are often castigated by ESOL test takers for their discrete item/context reduced and decontextualized approach towards testing English language competency (Frase, 2000; Belcher & Braine,1995). Chulalongkorn University requires applicants to hold 450 of TOEFL score or 4.0 of IELTS score for master's degree program, and 525 of TOEFL score or 5.5 of IELTS score for doctoral degree program. While Mahidol University requires TOEFL Paper-Based score of 500 or higher or IELTS score of 5.5 or higher for all graduate degree program. Therefore, it is not necessary to have met the language requirement at the point of application. In case that the applicants do not meet the criteria through an approved test, TOEFL Score is less than 425 or IELTS score is less than 3.5 for instance, they are required to enrol in English language courses namely Reading and Writing in Academic Context for Graduate Studies, Speaking and Writing in Academic Context for Graduate Studies, Preparatory English for Graduate Students, or Essential English Grammar for Graduate Studies, etc. Furthermore, they must pass the courses before the examination of their thesis defence.

Further, for many students, foreign language classes can be the most anxiety-inducing courses in their programs of study (Campbell & Ortiz, 1991; MacIntyre &

Gardner, 1991). Since the development of measures of foreign language anxiety that consistently yield reliable and valid scores (Horwitz et al., 1986), a myriad of studies has documented the prevalence of anxiety in the foreign language context (Horwitz et al., 1986; Maclntyre & Charos, 1996; Onwuegbuzie, Bailey, & Daley, 2000). Specifically, a moderate negative association between foreign language anxiety and various measures of foreign language achievement repeatedly has been found (Gardner & MacIntyre, 1993; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Onwuegbuzie et al., 2000). In fact, Gardner and MacIntyre (1993) found language anxiety to be the best single correlate of foreign language achievement.

English language anxiety has long been recognized as an obstacle in second language learning. Khattak et al. (2011) reported, “Anxiety experienced in learning English language can be debilitating and may influence students’ achievements of their goals”. In the other words, anxiety is one of the most significant factors affecting language learning. High level of language anxiety is correlated with poor performance in language learning. The experience of language anxiety varies from learner to learner. According to Zheng (2008), language anxiety is caused by (1) personal and interpersonal, (2) learner beliefs about language learning, (3) teacher belief about language anxiety, (4) teacher-learner interactions, (5) classroom procedures, and (6) language testing.

What is it like for the graduate students as they work to fulfil the academic expectations of their program of study? Are all students equally proficient and able to complete all academic language tasks equally well? Such an understanding would enable us to address several important issues. Often English language learners who lack proficiency in English are subject not only to judgments about their language

ability but also about their significance as individuals. These judgments can be aggravated by teachers' misconceptions about language learning. Therefore, it is imperative that educators and administrators be able to identify and provide support for anxious students within their classrooms. In providing this affective support for English language students in classes, educators can increase their chances for academic success beyond minimum standards.

So far, many researchers have noted the gravity of the problem and suggest that too much anxiety may impede the learning process (e.g., Brown, 2008; Woodrow, 2006). Oxford (1999) draws attention to several studies which are negatively correlated with language anxiety. Accordingly, language anxiety could be detrimental to learners' grades in language courses, proficiency test performance, self-confidence in language learning, and self-esteem. One example of this comes from Sparks and Ganschow (2007). They carried out a study to investigate the relationship between the early native language skills several years prior to beginning the study of a foreign language and anxiety about foreign language learning several years later. They found that the learners with low anxiety levels scored significantly higher than those with high anxiety levels on foreign language proficiency and foreign language course grades. Brown's (2008) study indicated that the majority of the learners studying foreign language suffered language anxiety despite their minimum level of IELTS 6 proficiency. Moreover, as McIntyre and Gardner (1991) argue, language anxiety could interfere with language development, retention, and production of new language, which highlights the possible problems that may emerge as a result of language anxiety and its potential impact on learning and teaching situations.

In terms of significant demographic variables, Onwuegbuzie, Bailey, and Daley (1999) discovered that older students had higher levels of foreign language anxiety. This is in line with the positive correlation between age and test anxiety that has been reported (Hunt, 1991; Yesavage, Lapp, & Sheikh, 1989). The age/language anxiety association may have developed because the ability to master the finer parts of language, such as phonology and morphology, as well as the ability to speak a second language without an accent, deteriorates with age (Lieberman, 1984; Newport, 1986). It is likely that older adults experience their highest level of foreign language anxiety when performing tasks that require them to respond to questions in the target language in front of their peers, such as when they are required to respond to questions in the target language in class in front of their classmates. According to research, older people may perform worse than young adults on a variety of cognitive tasks that need a quick response. One such variable is cautiousness; that is, older individuals' foreign language anxiety may be largely due to their reluctance to pronounce, translate, or write words in the target language about which they are unsure. A related finding is that older adults place a greater priority on correctness than young adults. Furthermore, some experts believe that as people age, they become less competent at speeded tasks and, as a result, work more slowly since they are less comfortable with tasks conducted under limitations of time (Salthouse, 1984). According to the findings of Jun's (2001) study, younger ESL students in Singapore are less anxious than more students because of their less tumultuous learning experiences. As a result, the self-ego of younger learners may be less than that of older learners. In comparison, older students are more ego-sensitive and concerned about saving face. It is widely assumed that older leaners are more concerned with

their personal self-esteem than younger ones, making them more prone to anxiety in language learning, especially speaking.

Cheng and Erben (2012) discovered that Chinese graduate students in art-related studies had the lowest anxiety. Students in various art-related fields of study were more open to discussion, more tolerant of ambiguity, and more willing to express their opinions. Students in science-related fields, on the other hand, paid more attention to details and emphasised precision. Their different points of view on communication in the second language resulted in different behaviours and feelings regarding communication in the target language. Despite their immature second language development, art students were often less concerned about communication and preferred to share their thoughts with native speakers. Science students, on the other hand, hesitated before speaking to ensure that the next sentence was grammatically and contextually accurate. Their effort to produce a perfect statement frequently resulted in the student losing their or her turn in the conversation, which increased the language anxiety experienced by these students. While, Nagahashi (2007) employed Foreign Language Classroom Anxiety Scale (FLCAS) to assess English language anxiety of 38 freshman students majoring in Health Sciences and Education at Akita University in Japan. It was shown that Health Sciences students had a higher level of language anxiety than Education students.

The type of institution can influence how students engage in learning and eventually succeed. According to Reason et al. (2007), the institutional environment has a significant impact on students' social and personal competency. Kezar (2006) discovered that large and small campuses develop differently in order to meet students' educational demands. Pike and Kuh (2005) went even farther, demonstrating

that different types and sizes of institutions address student engagement in different ways. University admissions selectivity can also be considered a positive factor in determining differences in student engagement in learning (Porter 2006).

Thai students' English achievement can be attributed to a variety of factors. Piatanyaokorn (2003) discovered that students' backgrounds, time spent learning English, teachers, and classroom tools all had an effect on English achievement among Rajabhat students, either directly or indirectly. Grubbs, Chaengploy, and Worawong (2009) found that in terms of perceptions, Public university students thought more positively about English and rated their teachers' abilities to teach more highly than Rajabhat students. Both Public and Rajabhat higher education institutions students thought positively about English and their teachers, but not so much about their own English abilities.

Kriangkrai (2012) discovered that 40 third-year students at Thepsatri Rajabhat University exhibited a medium level of public speaking anxiety. It was revealed that 7.5 percent of the students were classified as having severe anxiety, 67.5 percent as having medium anxiety, and 25 percent as having moderate anxiety. While Punsiri (2012) investigated 44 non-English majoring students' classroom anxiety at Chulalongkorn University, the first public university in Thailand. The participants had a moderate level of FLCA. When classified into three categories of FLCA, the participants displayed high levels of Communication Apprehension but moderate levels of Fear of Negative Evaluation and Test Anxiety. Tantihachai (2016) researched language anxiety experienced by 48 students at Rajamangala University of Technology Srivijaya to learn about language learners' perceptions of anxiety sources, feelings when experiencing anxiety, and coping strategies. According to the findings

from the FLCAS questionnaire, the first two sources of participants' anxiety were (1) failing in English class and (2) speaking without preparation. The qualitative findings identified the following as the sources of their anxiety: (1) Peer Pressure, Self-Image, and Learner Circumstances (2) Self-Confidence, Comfort, and Relaxation (3) Perfectionism. Sethi (2006) investigated the English language anxiety of 460 undergraduate students at Thailand's leading private university. A positive association between English language anxiety and academic achievement was found, with test anxiety being only one of the predictors that caused a meaningful relationship. Furthermore, there were no age differences among the students based on their level of English language anxiety. This means that students of all ages experienced similar levels of anxiety in English language skills such as speaking, listening, testing, class anxiety, and fear of negative evaluation. Additionally, there are no significant differences in students' level of English language anxiety based on their education level. The findings revealed that the most anxiety was caused by public speaking anxiety, followed by general anxiety about class and fear of negative evaluation.

With more attention being paid to foreign language, anxiety has been identified as a significant challenge for language learners. A number of previous research in the field of foreign language anxiety have examined FLA variables (e.g., language proficiency, motivation, age, gender, and field of study) as potential predictors of FLA. Although some earlier studies have explored English language anxiety in students at Public, Private, Rajabhat University, and Rajamangala University of Technology, no previous study has considered them all together to compare the differences. As a result, the current study is to investigate not only the

English language anxiety of Thai graduate students, but also three variables including age groups, field of study, and type of Thai higher education institution.

Researchers seem to agree on the notion that a high anxiety context could produce a threatening atmosphere which might lead to inhibition even though a facilitative role of anxiety is also pronounced (Hewitt & Stephenson, 2012). Thus, there has been an emphasis on helping students overcome foreign language anxiety. However, some of the methods which are supposed to be of great help in alleviating language anxiety have not been tailored to foreign or second language teaching contexts (Foss & Reitze, 1988). The reason some of the methods are not applicable to foreign language contexts is that these methods put an extra burden on teachers' shoulders, a burden which requires extra effort such as specializing in biofeedback, therapy and so on. So, the quest is to find a manageable and teacher-friendly solution and this study assumes that the solution in question could be creative drama activities. If one looks for an activity that could emancipate learners from the bonds of anxiety, creative drama techniques could serve the desired function.

All teachers face the instructional challenge to motivate their students to engage in and benefit from the learning activities they provide. For some teachers the controlling aspect of what they say and do is particularly salient. The teacher is insistent about what students should think, feel, and do, and the tone that surrounds these prescriptions is one of pressure. These teacher-student interactions tend to be unilateral and no-nonsense. For other teachers, the supportive aspect of what they say and do is more salient. The teacher is highly respectful of students' perspectives and initiatives, and the tone is one of understanding. These teacher-student interactions tend to be reciprocal and flexible. When these differences take on a recurring and

enduring pattern, they represent a teacher's "orientation toward control vs. autonomy" (Deci, Schwartz, Sheinman, & Ryan, 1981) or, more simply, "motivating style" (Reeve, 2009).

Since the acquisition of knowledge is dependent on many factors, such as the student's socio-economic status, the type of school, and motivational factors (Yarahmadi, 2013). The latter have a strong effect on the students' achievements in school and can be influenced by the teachers' behavior (Reeve, 1998). Reeve, Bolt, and Cai (1999) argue that a teachers approach to teaching can influence the students' motivational state and their level of achievement. They differentiate between autonomy supporting styles on the one hand and controlling motivational styles on the other (Ryan & Deci, 2000). Previous studies have suggested the positive effect of autonomy support on students' motivation (Mouratidis, Lens, & Vansteenkiste, 2010). Grolnick and Ryan (1987) assume that an autonomy supportive environment leads to higher learner engagement and thus to greater achievements and deeper understanding of content.

Objectives of the Study

The primary objectives of this study are specifically described as follows:

1. to study English language anxiety of Thai graduate students based on different age groups, field of study and type of higher education institution.

2. to analyse the relationship between English language classroom anxiety and English language proficiency of Thai graduate students.

3. to develop an instructional model to reduce English language anxiety and improve productive skills in English of Thai graduate students.

4. to propose practical guidelines for reducing English language classroom anxiety.

Research Question

With the intention of making use of the findings in different aspects of English language instructional model development, and in assisting instructors, faculty and administrators who are involved in English language education among Thai graduate students, the following research questions are aimed to be answered:

1. What are the levels of English language anxiety of Thai graduate students based on different age, field of study and type of higher education institution?

2. What is the relationship between English language classroom anxiety and English language proficiency of Thai graduate students?

3. How effective is the instructional model to reduce English language anxiety and improve productive skills in English of Thai graduate students?

4. What are the practical guidelines for reducing English language classroom anxiety graduate schools in Thailand?

Significance of the Study

Getting students interested in learning English is a big problem that most EFL teachers face. Since foreign language anxiety reflects learners' internal and external responses to foreign language learning contexts and foreign language learning processes, an investigation and detailed analysis of foreign language anxiety is necessary and significant. The causes of language anxiety and at the same time the ways to minimise the harmful effect so that the teaching and learning can be more effective and fruitful especially for those anxious students.

Because of the increasing number of graduate students in recent years, the significance of this study is to acquire information that could help educators better to prepare these students for the future ahead. The findings from this study might, if anticipated, help Thai higher educational institutions, The Office of the Higher Education Commission (OHEC), Ministry of Education, and some other academic schools or departments at universities to (1) have a clear awareness and accommodate the learning problem of these graduate students; (2) facilitate student in overcoming their anxiety in learning the language and (3) enhance their English language learning experience.

While most institutions have done little to formally examine the experiences and problem that graduate students face while pursuing a graduate degree. It is crucial that instructors and program directors help adult learners, who do not make expected progress, to determine the most likely reasons for their predicament and make recommendations, and if necessary, implement accommodations to help them overcome barriers to learning. It is important for English language instructors and program directors to attain as complete a picture as possible of the learner's language learning profile in order to help determine the possible and likely causes for the learner's lack of expected progress, not only to address the reasons, but also for the sake of the learner's self-image, confidence, and motivation to continue the language learning process (Comstock & Kamara, 2003). Ultimately, learners' more comfortable experience in English language classrooms may help decrease the drop-out rates of English classes.

Scope of the Study

Theoretically, this study contributed to the field of English language education by exploring the English language anxiety among Thai graduate students. Other demographic variables, e.g., age, field of study and type of higher education institution, were also studied. An instructional model was developed by using Cooperative Learning Approaches, Autonomy-Supportive Teaching, Motivation in Second and Foreign Language Learning, and Strategies for Reducing Anxiety in Foreign and Second Language Classrooms (Gustafson, 2015) to reduce the anxiety of the graduate students.

Practically, the English Language Anxiety Scale (FLCAS) was used to measure English language learners' level of anxiety more precisely and help teachers better identify anxious learners and the sources of their anxiety, which, in turn, may help teachers and learners find ways to reduce their anxiety levels.

The instructional model also aimed at improving the productive skills in English. English language difficulties especially speaking tasks and writing tasks. Since the graduate students are admitted to a graduate program, most faculty require and expect that the graduate students will be able to function speaking tasks and writing tasks in English.

The proposed English language practical guidelines to reduce English language classroom anxiety were developed in order to provide Thai higher educational institutions, some other academic schools or departments, and decision makers who are updating or creating instructional policies, plans, strategies, or program with important guidance for alleviating their graduate students' anxieties about English language learning process.

Terms and definitions

Foreign Language Anxiety can be described as worry and negative emotional reaction aroused when learning or utilizing foreign language or the feeling of tension and apprehension specially associated with foreign language contexts, including speaking, listening, and writing. Furthermore, according to Horwitz et al. (1986), foreign language anxiety manifests itself when students avoid communicating difficult messages in the target language, when they exhibit a lack of self-confidence or freeze up in role-play activities.

Foreign Language Classroom Anxiety Scale (FLCAS) a five-point 33-item Likert scale developed by Horwitz et al. (1986), is composed of three components: communication apprehension, test anxiety, and fear of negative evaluation in the EFL classroom. The scale ranging from "strongly disagree" (1 point) to strongly agree" (5 points).

Productive Skills in English are speaking and writing, people use the language that they have acquired and produce a message through speech or written text that they want others to understand. They are also known as active skills. They can be compared with the receptive skills of listening and reading.

Cooperative Learning Strategies employ formally structured groups of students working together to maximize their own and other students' learning. This educational approach changes the classroom environment from one in which students are passive recipients of the instructor's knowledge, to one in which they are active participants in their own education

Autonomy-Supportive Teaching are associated with teacher behaviors which facilitate student's learning, and mostly related to intrinsic motivation, higher perceived competence, higher academic achievement and classroom engagement.

Motivation in Second and Foreign Language Learning refers to the need for teachers to effectively engage and maintain the learners' interest and appreciate their efforts until their goals are achieved. It is important to note, that the achieved goal can vary, whether it is conducting various types of activities in a classroom or learning a language for a long period of time (Hall, 2011).

An Instructional Models refers to an English instructional model designed specifically to reduce English language anxiety and improve productive skills in English. The development of the instructional model were developed based on the integration of Cooperative Learning Approaches, Autonomy-Supportive Teaching, Motivation in Second and Foreign Language Learning, and Strategies for Reducing Anxiety in Foreign and Second Language Classrooms (Gustafson, 2015), and findings on the major sources of Thai graduate students' English language anxiety. The model is composed of rationales, objectives, model implementation and model evaluation.

English as a Foreign Language (EFL) refers specifically to English taught in countries (such as Japan, Egypt, Venezuela, or Thailand) where English is not a major language of commerce and education.

Thai Graduate Students are individuals in a graduate school of Thai higher education institutions seeking an advanced degree such as masters or doctoral. They need to have certain levels of English language proficiency in order to perform academic tasks.

The Proposed Practical Guidelines to Reduce English Language Classroom Anxiety

were developed to provide Thai higher educational institutions, some other academic schools or departments, and decision makers who are updating or creating instructional policies, plans, strategies, or program with important guidance for alleviating their graduate students' anxieties about English language learning process. Each guideline designed with objectives to enable instructor of English to have a clear awareness and accommodate the learning problem of these graduate students, to facilitate student in overcoming their anxiety in learning the language and to enhance students' English language learning experience.

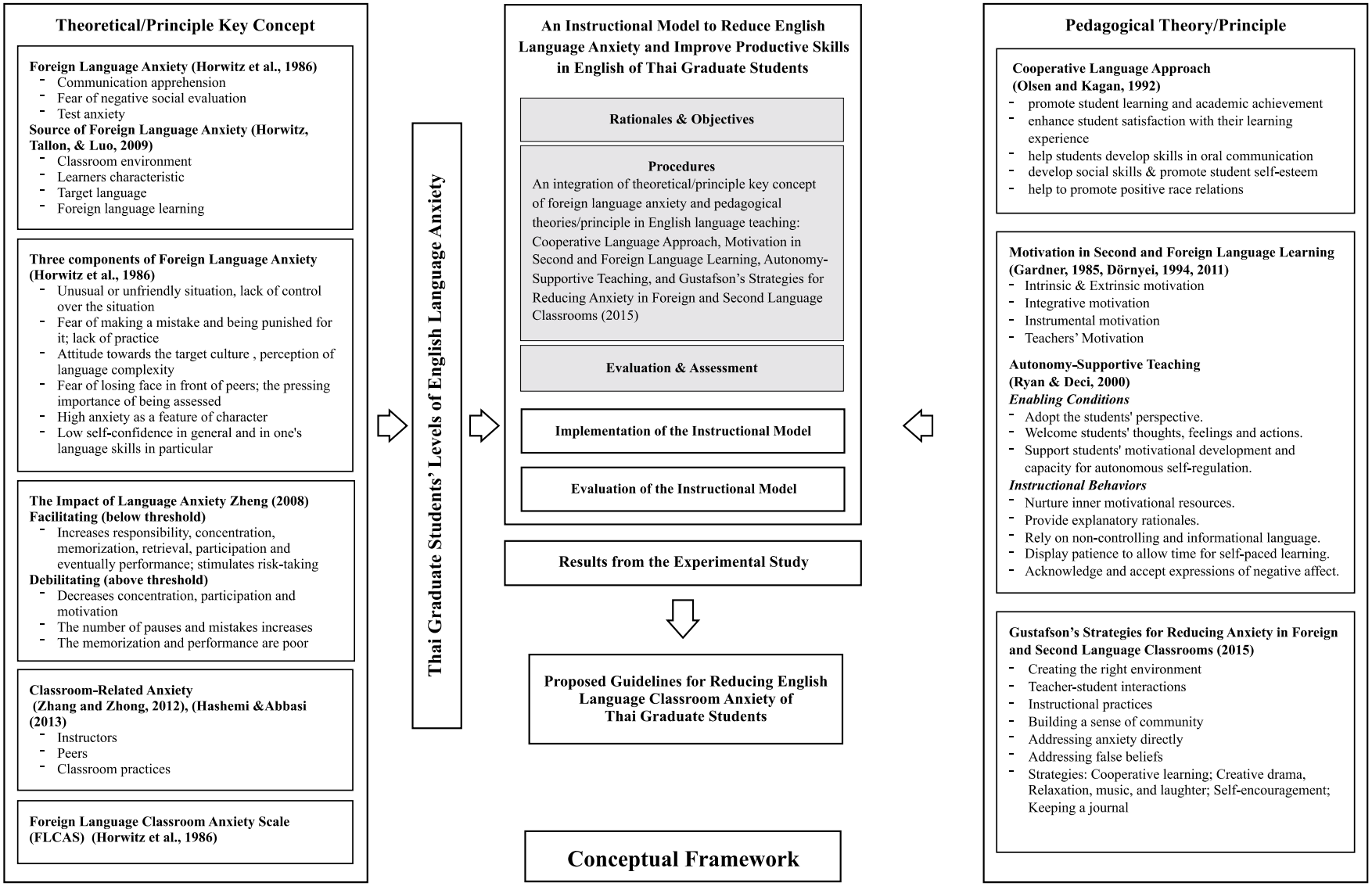


Figure 1 Conceptual Framework of the Study

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter reviews the underlying theoretical framework and previous research studies that are considered relevant to this study. The concepts discussed are categorized into

1. Foreign Language Learning and Foreign Language Anxiety
2. Cooperative Learning Approaches
3. Autonomy-Supportive Teaching
4. Motivation in Second and Foreign Language Learning
5. Strategies for Reducing Anxiety in Foreign and Second Language Classrooms
6. English Language Anxiety in Thai Higher Education Context
7. Current Status of the English language in Thailand

Foreign Language Learning and Foreign Language Anxiety

The Affective Filter Hypothesis

Krashen's Monitor Model (1982) is perhaps one of the most recurrent theories in second language literature, particularly in literature that attempts to provide a historical overview of the development of the second language acquisition (SLA) research field by presenting and discussing the cornerstones (Larsen-Freeman et al. 1991, Gass & Selinker 2009). The Monitor Model, which includes the affective filter hypothesis, is a general model for SLA that consists of five central hypotheses. All of the hypotheses are linked and founded on the idea that when learning a second language, separate knowledge systems are at work. Before presenting the Affective

Filter theory, a quick explanation of this fundamental point is required. As previously stated, Krashen (1982) distinguishes between two seperate forms of knowledge systems, stating that learning and acquiring a language are significantly different. Language acquisition is characterized as a subconscious process that results in a "feel" for the target language's accuracy:

"*Other ways of describing acquisition include implicit learning, informal learning, and natural learning. In non-technical language, acquisition is "picking-up" a language" (Krashen, 1982)."*

Language learning, on the other hand, is defined as a unique method of gaining competence in a second language that is the result of a conscious process:

"... the term "learning" ... refers to conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them. In non-technical terms, learning is "knowing about" a language, known to most people as "grammar", or "rules". Some synonyms include formal knowledge of a language, or explicit learning" (Krashen, 1982).

Krashen also contends that acquired knowledge takes precedence over learned information, and that taught language cannot be transformed into acquired language:

> *"A very important point that also needs to be stated is that learning does not turn into acquisition. The idea that we first learn a new rule, and eventually, through practice, acquire it, is widespread and may seem to some people to be intuitively obvious" (Krashen 1982).*

This assertion has significant didactic consequences, because the notion of learning a language is closely related to the structure and framework of any educational setting where a target language is taught, and the goals are guided by official steering papers. As a result, Krashen's theories all have the same goal: to explain not just the differences between the two knowledge systems, but also the variables that help or impede genuine acquisition.

"*The important question is: How do we acquire language? If the Monitor hypothesis is correct, that acquisition is central and learning more peripheral, then the goal of our pedagogy should be to encourage acquisition. The question of how we acquire then becomes crucial" (Krashen 1982).*

Krashen claims that the notion of different affective factors playing a critical part in language learning is compatible with his own hypotheses. The Affective Filter hypothesis attempts to explain the link between various affective factors and effective second language acquisition. Motivation, self-confidence, and anxiety are the affective variables in question, and the hypothesis asserts that excessive levels of the affective filter act as a barrier that prevents optimal input for acquisition. When the affective filter is turned on, it blocks the input from passing, making acquisition impossible. If the affective filter is turned off (or turned down), comprehensible input can reach the language acquisition device, allowing for optimal language acquisition (see Figure 2).

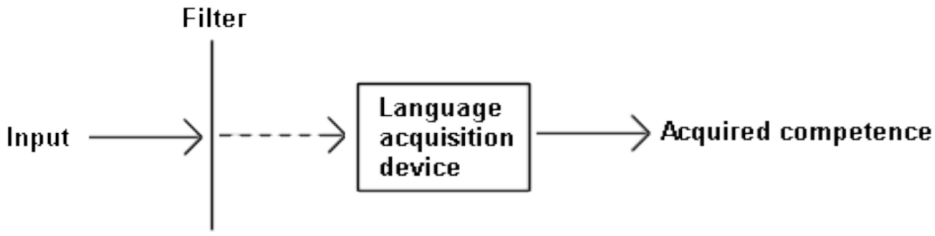


Figure 2 The Affective Filter
(Krashen, 1982)

The learner's ability to completely acquire the target language is highly dependent on the overall affective filter. Anxiety is one of the emotional factors mentioned, and Krashen underlines that it is the most significant of the three.

To summarize, Krashen (1982) claims that there is a substantial difference between learning and acquiring a second language, with the acquisition process being the more robust and desirable. The Monitor Model is made up of five hypotheses, each of which deals with a distinct element of how to achieve an optimal acquisition process and how to describe the variables that have a negative impact on it. Anxiety is one of the factors in the Affective Filter theory, and Krashen believes it plays a larger role than the others. Furthermore, it is believed to have a major influence on the situation of second language learning:

"The input hypothesis and the concept of the Affective Filter define the language teacher in a new way. The effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation" (Krashen 1982).

Foreign Language Anxiety

There are various definitions of anxiety in the literatures, but a typical definition is an unpleasant emotional condition characterized by feelings of tension and apprehension (Spielberger, 1983). Foreign language anxiety is best described as a type of situation-specific anxiety (MacIntyre, 1999), with physiological and behavioral manifestations. Perspiration, sweaty hands, dry mouth, muscle contractions and stress, and increased heart and perspiration rates are all physiological symptoms (Chastain, 1975). Avoiding class, not finishing homework, and being preoccupied with the performance of other students in the class are all indicators. (Horwitz et al., 1986).

Situation-specific anxiety is comparable to trait anxiety in that it is stable over time, but it may not be consistent across circumstances; rather, it might fluctuate from one situation to the next. Anxiety over giving a public speech is an example of situation-specific anxiety. Foreign language anxiety is also manifested, according to Horwitz et al. (1986), when students avoid communicating difficult messages in the target language, when they lack self-confidence or freeze up in role-play activities, and when they forget previously learned grammar or vocabulary in evaluative situations. Similarly, foreign language anxiety can manifest itself in a variety of ways, according to Young (1991), including "distortion of sounds, inability to produce the language's intonation and rhythm, 'freezing up' when called upon to perform, forgetting words or phrases just learned, or simply refusing to speak and remaining silent." Indeed, anxious students may typically put off enrolling in an english class for as long as possible (Young, 1991), and may even change their majors to avoid learning a foreign language (Horwitz et al.).

Learning a foreign language is a process that is heavily impacted by affective factors. As a result of these factors, anxiety can be linked to foreign language acquisition, giving rise to the phrase "foreign language anxiety." Foreign language anxiety, according to Young (1990), is a complex and complicated issue. It was described by MacIntyre and Gardner (1993) as a subjective feeling of tension and apprehension linked to foreign language settings, such as speaking, listening, and learning. Foreign language anxiety, according to Horwitz et al. (1986), is a particular set of self-perceptions, feelings, and behaviours that are connected to a language learning classroom and originate from the uniqueness of the language learning process. They proposed a theory on language learning anxiety that consists of three interconnected components: communication apprehension, which is defined as a type of shyness characterised by fear of or anxiety about communicating with others, test anxiety, which is defined as a type of performance anxiety stemming from a fear of failure, and fear of negative evaluation, which is defined as apprehension about others' evaluation.

Communication Apprehension. Language learners' oral tasks in a foreign language classroom involve not just learning but also performing the language, such as discussing, debating, speaking voluntarily, and contributing to classes by asking and answering questions. Horwitz et al. (1986) include the concept of communication apprehension in their model of foreign language anxiety. They believe that the emphasis in English class is on interpersonal interactions. Oral communication anxiety, which is difficulty speaking in groups, stage fright, which is difficulty speaking in public, and receiver anxiety, which is difficulty listening to or learning a spoken language, are examples of communication apprehension subtypes.

Communication, social skills, and self-esteem can all be affected in these situations. Because of their anxiety, learners' minds go blank when listening, for example. What follows is incomprehensible since the previous passages are still being considered. They had lost the essence of listening comprehension as a whole before they realised it.

Test anxiety. Anxiety over academic evaluation is known as test anxiety. It may be characterised as "a fear of failing in tests and an unpleasant experience held either consciously or unconsciously by learners in many situations" (Aydin, 2008). This anxiety is caused by nervousness over academic evaluations, which comes from a fear of failure (Horwitz & Young, 1991). Because of its constant performance evaluative nature, test anxiety is quite common in language classrooms, according to Horwitz et al. (1986). It is also worth noting that oral testing has the potential to cause both test and oral communication anxiety in students who are vulnerable. When students who have previously performed badly develop negative and irrelevant feelings during test-taking settings, they are likely to experience test anxiety. As a result, these students are more likely to be distracted in class, which negatively impacts their performance in foreign language classes (Sarason, 1984). Test-anxious learners, according to Horwitz et al. (1986), place unrealistic standards on themselves and believe that anything less than a perfect test result is a failure. While taking the test, test anxiety might include worries, stomachaches, and tension headaches. Others may feel unsteady, sweaty, or as though their heart is racing. Students that do not experience test anxiety, on the other hand, are not frightened of being evaluated or failing, and so can handle more difficult tasks much better.

Fear of Negative Evaluation. Fear of negative evaluation occurs when foreign language learners feel they are unable to make the appropriate social impression, and it manifests itself as fear toward other people's evaluations and avoidance of evaluating situations (Aydin, 2008). It is also broader in the sense that it includes not just the teacher's evaluation of the learners, but also other learners' reactions (Shamas, 2006). Fear of negative evaluation is related to test anxiety, but it has a broader scope because it is not limited to test-taking settings.

It can occur in any social, evaluative situation, such as a job interview or speaking in a foreign language class, in addition to test situations. People who are concerned about how others perceive them are more likely to behave in ways that minimise the possibility of negative evaluation. When students are unsure of what they are saying, they are afraid of being judged negatively, and they may doubt their ability to make a good impression (Chan & Wu, 2014). Students with a fear of negative evaluation tend to "sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills" or even "cutting class to avoid anxiety situations" (Aida, 1994).

Factors Related to Foreign Language Anxiety. Horwitz et al. (1986) suggest that, while communication anxiety, test anxiety, and fear of negative evaluation are valuable conceptual building blocks for a description of second/foreign language anxiety, it is more than the combination of these three components.: “we conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process”. The interaction of language acquisition with the idea of "self" is what distinguishes it as a distinct and unique process. Foreign language

learners may feel language learning anxiety as a result of linguistic difficulties in learning and utilising the target language (Hashemi & Abbasi, 2013). Horwitz (2001) asserted, however, that foreign language anxiety is distinct from first-language learning difficulties and should be considered a significant barrier to language acquisition in and of itself. Zhang and Zhong (2012) classified the reasons of anxiety when learning a foreign language as being “learner- induced, classroom-related, skill-specific, and some society-imposed depending on different contexts”.

The major source of anxiety is learners' unrealistic or incorrect expectations regarding language acquisition. (Zhang & Zhong, 2012). While some learners believe they lack the competence or gift to learn a new language (Price, 1991), others believe that two years or less is sufficient for them to become proficient in another language (Horwitz, 1988), without taking into account the difficulty of the language learning task, and so may experience conflict and anxiety. Learners may also have incorrect assumptions and beliefs regarding language standards. Because foreign language learners are exposed to native speakers' expert language through tapes, films, and teachers (Kitano, 2001), they "set their standards as high as the level of native speakers'," which generates anxiety due to the possibility of not meeting the high standards (Zhang & Zhong, 2012). Furthermore, the strong expectations that students must interact and speak in public cause anxiety. The anxiety of failure to reach these standards might impede the learning process (Rajanthran et al., 2013). Because they consider speaking ability to be the most essential, anxious learners believe their language abilities, particularly speaking skills, are poorer than their classmates' (Young, 1991). Furthermore, according to Kitano (2001), “speaking skill is usually the first thing that learners compare with that of peers, teachers and native speakers”.

Onwuegbuzie, Bailey, and Daley (1997) looked at the elements that contributed to foreign language anxiety among 210 university students enrolled in French, Spanish, German, or Japanese language classes. The research found fourteen factors that significantly contributed to foreign language anxiety: “gender, age, academic achievement, semester course load, prior history of visiting foreign countries, prior high school experience with foreign languages, expected overall average for current language course, perceived intellectual ability, perceived scholastic competence, perceived appearance, perceived self-worth, cooperativeness, value placed on competitive learning, and academic locus of control”. Onwuegbuzie, Baily, and Daley (1999) investigated the factors predicted foreign language anxiety and discovered that age, academic success, previous high school experience with foreign languages, and expected overall average for current language course all had significant relationships. In terms of student age, older students were shown to have more language anxiety than younger students. Hsu (2009), a Taiwanese researcher, examined language anxiety among 82 EFL technical college students. Male students reported higher test anxiety and fear of negative evaluation than female students, whereas female students had greater communication apprehension.

Classroom-Related Anxiety. Instructors, classmates, and classroom procedures are all associated with anxiety in the classroom (Zhang & Zhong, 2012). Instructors who believe their duty is to continuously correct students and who believe they cannot allow students work in pairs because the class would become chaotic may be contributing to learner language anxiety (Young, 1991). According to Hashemi and Abbasi (2013), the friendlier and more casual the language classroom setting is, the less likely it is to cause anxiety. They state that “formal language classroom setting is

a major source of stress and anxiety because of its demand to be more correct and clearer in using the target language". Furthermore, peer criticism or evaluation is a significant source of anxiety (Conway, 2007). Young (1991) discovered that anxious students believed their language abilities were inferior to their classmates' and that they were looking down on them. Additionally, nervous students are afraid of seeming uncomfortable, foolish, or incompetent in front of their classmates (Jones, 2004). Anxiety has also been caused by classroom activities. Many anxious students, according to Price's (1991) interview research, are afraid of making mistakes in pronunciation in front of their peers.

Moreover, oral presentation is the most anxiety-inducing classroom activity (Koch & Terrell, 1991), making the learning atmosphere more formal and unpleasant. Language learners, on the other hand, were less nervous and stressed in environments that emphasised collaborative interactions between instructors and students, according to Hashemi and Abbasi (2013). Another source of anxiety in the classroom is the fear of testing, which arises from the continual evaluation of students. Because they were worried throughout the test, students gave an incorrect response (Conway, 2007). According to Young (1991), "in language testing, the greater degree of student evaluation and the more unfamiliar and ambiguous the test tasks and formats, the more the learner anxiety is produced". Because students with high levels of foreign language anxiety display avoidance behaviour (Gregersen & Horwitz, 2002), it is critical to identify the sources of foreign language anxiety and decrease the negative consequences in foreign language instruction in order to establish a low anxiety classroom for the students (Young, 1991).

English Language Anxiety. Language research has demonstrated the impact of language anxiety on students' success and performance in English language acquisition. There was a substantial connection between language anxiety and language acquisition and achievement in early studies (Horwitz et. al., 1986). If a student is anxious in the classroom, the chances of having a difficult and negative foreign language experience increase (Gregersen & Horwitz, 2002). According to Ewald (2007), excessive levels of anxiety have a negative impact on language acquisition. Language learners who have experienced language anxiety are more likely to be concerned about failure. Yan and Horwitz (2008) investigated the factors that contribute to students' anxiety in English language acquisition in China and discovered that peer comparison, learning strategies, and language learning interest and motivation were the most immediate concerns. Woodrow (2006) performed another study to examine the relationship between anxiety and language performance among EFL students enrolled in English for Academic Purposes (EAP) classes. Fear of interacting with native speakers, giving oral presentations, and performing in front of classmates were the most often reported causes of anxiety, according to the research. Language anxiety is also a major predictor of dissatisfaction with language learning. Chao (2003) investigated the degree of anxiety among private college students in Taiwan who studied English as a foreign language using both qualitative and quantitative approaches. The results of this investigation indicated a relatively high degree of anxiety.

Instruments for Measuring Language Anxiety. Anxiety has a substantial impact on foreign language learning, as Horwitz et al. (1986) demonstrate. As a result, it is critical to be able to identify students who exhibit higher levels of anxiety

in the foreign language classroom. In 1983, students enrolled in University of Texas starting language programmes were encouraged to join a "Support Group for Foreign Language Learning,". The students in the group discussed the difficulties in foreign language learning while also listening to presentations on successful learning strategies and anxiety control exercises. The students' shared experience led to the creation of the first language anxiety measure, which was designed to handle generic foreign language anxiety as a discrete phenomenon, called Foreign Language Classroom Anxiety Scale (FLCAS) (Piechurska-Kuciel, 2008).

The FLCAS is a 33-item questionnaire with a 5-point Likert-type scale, ranging from “strongly agree” to “strongly disagree”. Students answer to questions like "I feel confident when I speak in my foreign language class," "I get nervous when the language teacher asks asks questions that I have not prepared in advance". The questions are designed to address the underlying component anxiety, such as test anxiety, fear of negative evaluation, or communication apprehension, according to Piechurska-Kuciel (2008). Horwitz et al. (1986) describe FLCAS as “a self-report measure which assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psycho-physiological symptoms and avoidance behaviours.”

Other instruments, in addition to FLCAS, are developed to assess foreign language anxiety in learners of certain origins. Piechurska-Kuciel (2008) describes a method created by Mihaljevi Djigunovi et al. (2004) for assessing language anxiety among Croatian FL students. As Mihaljevi Djigunovi and colleagues point out, anxiety is culturally and socially driven, therefore culture-specific measurement is required. Three hundred and five English language learners from various levels and

language schools took part in the study. They were given a 100-item questionnaire that covered nine different sources of anxiety: negative self-perception and social evaluation, linguistic difficulties, the teacher, public speaking in class, using English outside of the classroom, comprehension difficulties, the general and undefined threat of using foreign languages, and objective circumstances such as a lack of time to practise. The study's findings indicated that one broad factor, general fear of the English language, accounted for almost 30% of the entire variation. As a result, a culturally specialised tool for evaluating language anxiety in Croatians learning English (CROEFLA) was developed. Both measures contain similar general factors, according to Mihaljevi Djigunovi and colleagues. They differ in numerous ways; self-perception and evaluation are more significant in the CROEFLA, whereas competition is more relevant in the FLCAS (Piechurska-Kuciel, 2008).

Effects of Foreign Language Anxiety. Horwitz's (2001) research found that students with high levels of anxiety received lower course grades than those with lower levels of anxiety. Furthermore, Saito and Samimy (1996) found that foreign language anxiety might negatively affect learners' performance. Foreign language anxiety is adversely connected to foreign language learning, according to Aida (1994). Different research conducted by Nikolov and Djigunovic (2006) revealed that students with high levels of language anxiety produce fewer continuous speech in a foreign language. The impacts of language anxiety were studied by MacIntyre (1999) in four categories: academic effects, cognitive effects, social effects, and personal effects. In terms of academic effects, the literature on language anxiety has shown mixed results in terms of its influence. Language anxiety has a debilitating effect, according to a number of study (Horwitz et al., 1986; Price, 1991), but it also has a

facilitating role, according to a lot of research (Horwitz et al., 1986; Price, 1991). (Ehrman & Oxford, 1995). Cognitive factors may also have an influence on language anxiety. One example is the Tobias model (MacIntyre, 1999), which divides input processing into three phases. These procedures are input and output processing, respectively. Some information is filtered by a process at the input stage. According to this concept, input that is hindered at one stage cannot get through to the next. As a result, a learner who becomes anxious as a result of fast input may be unable to process the information at the expected pace. When a social context triggers language anxiety, the social effects of language anxiety can be observed. Anxiety arousal can occur in a classroom when there is great rivalry, where some students look forward to finding others' mistakes to laugh at, or if relationships within the learner groups are stressed. When competing, students continually compare themselves to others who are better than them, causing them to lose interest, abandon the task, or avoid it altogether. Low self-esteem, according to Krashen (1982), may play a negative role on a person's language anxiety. Language anxiety is related to how a person views his or her own self-image. Furthermore, learners' success may be a predictor of their level of language anxiety. Learners who believe they are in the rear seat, for example, are more likely to become nervous. Learners who believe they are inferior to other learners in terms of performance have a low opinion of themselves, and this perception may contribute to their language anxiety. These reasons appear to corroborate the claims of Hembree (1988) and Price (1991), who contend that learners with lower perceived ability than others are more likely to be suffering language anxiety-arousal.

Liu (2012) investigated how the English language affects motivation, autonomy, listening proficien, and reading ability. Foreign language anxiety was shown to be prevalent among EFL students in Taiwan, according to the findings. Surprisingly, over 80% of the participants expressed anxiety in response to more than a third of the items. Learners with higher levels of anxiety in the language classroom tend to be less motivated and autonomous in their language learning. Anxiety has a devastating effect on language learning, as evidenced by its significant correlation with foreign language performance. According to the regression analysis results, autonomy and foreign language anxiety were revealed to be the greatest predictors of language proficiency among the variables tested. In the Saudi context, Alsowat (2016) investigated the relationship between anxiety and language proficiency. The analysis of variables associated with foreign language anxiety found a significantly negative relationship between language anxiety and proficiency (grammar, speaking, writing, reading and GPA). The current study found that gender had no significant effect on foreign language anxiety. Finally, academic level had no effect on the level of anxiety, demonstrating that all students, regardless of academic level, experience similar levels of anxiety.

Reducing Foreign Language Anxiety. Anxiety may be handled in a variety of ways, according to the research. Methods, tactics, activities, or tricks related to speaking skills, on the other hand, will be selected for their relevance. Community Language Learning, Suggestopedia, and Natural Approach are examples of teaching methodologies that have taken on the task of establishing a welcoming environment through improving learners' performance (Wilson, 2006). A significant number of research have suggested methods for dealing with language anxiety. Tanveer (2007)

identified friendly classroom environments, drama-like activities, avoidance of idealised forms of pronunciation, and homogeneous classes as less anxiety-inducing, whereas participants in Price's (1999) study mentioned familiarity with other students, smaller classroom size, early start of language teaching, positive reinforcement, and the instructor's friendly role as less stressful. Language anxiety can be reduced in two ways, according to Aydn and Zengin (2008). One way is to teach students coping strategies, and the other is to create a less stressful environment for them. Köse (2005) experimented with dialogue journals as a technique. His research, however, found that using dialogue journals as a means of reducing anxiety did not help with language anxiety. Humphries discovered in a 2011 research that students may help one other cope with anxiety outside of the classroom without the intervention of a teacher. Forming friendships has been proven to have a calming effect, as learners gain confidence through forming friendships with others. Suggestions for minimising language anxiety arise from a comprehensive assessment of studies in the field of language anxiety. These suggestions cover a wide variety of foreign language issues, from in-class activities to instructor behaviour. A range of strategies and approaches are required to deal with personal and interpersonal anxieties. Foss and Reitzel provide a number of strategies for reducing language anxiety caused by learner beliefs, and similar approaches may also be used to cope with personal and interpersonal anxieties. They claim that if students can understand their irrational beliefs or anxieties, they will be able to perceive anxiety-inducing situations more realistically and will finally choose to approach rather than avoid an anxiety-inducing situation.

Cooperative Learning Approaches

Cooperative Learning is a teaching and learning approach in which students work together in groups to complete structured activities with the objective of achieving a common goal. They are personally responsible for their job as well as the work of the group as a whole. Cooperative team members collaborate and have clearly defined responsibilities. Cooperative Learning is more than just putting students in groups and allowing them to work together.

Johnson and Johnson (2005) define it as a teaching method in which small groups of students with different levels of ability employ a range of learning activities to increase their comprehension of a subject. In this type of learning environment, students are not only responsible for learning what is being taught, but also for assisting teammates in learning, therefore contributing to a positive learning environment. Cooperative learning is one technique that might help students feel less anxious. Suwantarathip and Wichadee (2010) conducted a research with a group of university students to see how effective Cooperative learning was. Small groups of students from various backgrounds and ability levels were formed in class and worked together to complete various language assignments. "Numbered Heads Together" was one of the activities they used. Each student was assigned a number and worked in groups of four. After the group worked together to find the answer, the teacher called on a number to respond to a question. When students had group members to support them, they reported feeling less anxious. According to Phillips (1999), students felt comfortable participating in activities like these since sharing a group response is less threatening than sharing an individual response. Students were more comfortable as a

result of this approach, which created a sense of community in the classroom (Suwantarathip & Wichadee, 2010).

There are several advantages to using cooperative learning. When working with others to solve problems and complete tasks, students will recognise the importance of collaboration and make a constructive contribution. Students are more likely to develop research skills when they are shared through cooperative learning. Students can improve their capacity to manage ideas and information in a group setting through cooperative learning. Students can observe, imitate, and learn from one another through cooperative learning. Students keep each other on target and share a sense of success. Peer support, encouragement, and acceptance increase motivation and make learning a pleasurable experience. Additionally, as technology progresses and the labour infrastructure evolves, the teamwork and cooperative skills gained through Cooperative Learning activities are particularly beneficial to learners' future success.

Cooperative learning has become the most operationally well-defined and procedurally structured form of collaborative learning since the outcomes are highly dependent on detailed planning and implementation (Cuseo, 1992). Face-to-face verbal engagement, individual accountability, group processing, and proper grouping are additional elements of cooperative learning that set it apart from other collaborative learning approaches.

The six elements are considered to be necessary for effective cooperative learning. Positive interdependence requires that "Students have to believe, and act, as if they are in it together, and must care about each other's learning" (Johnson & Johnson, 1984). This is encouraged through the use of ongoing learning groups and

reward structures. Buzz groups, for example, can be useful for some collaborative learning techniques, but they are unlikely to create the positive interdependence required for cooperative learning (Johnson, Johnson & Smith, 1991). Millis (1991) agrees, stating that group work will better prepare students for the workforce by developing collaboration abilities in a variety of settings. Because students must use their leadership, communication, trust-building, and conflict-resolution abilities in order to function efficiently and successfully, social skills are promoted and enhanced in the task-oriented group environment. Students must engage in a high level of face-to-face verbal interaction in order to participate in the learning process by explaining, debating, expanding, and linking new learning material to previously learned facts and concepts (Schmidt, 1989). Through the use of tests that demand individual accountability, cooperative learning pushes students to take responsibility for their own learning. Despite the fact that students assist one another, no one in the group can afford to "hitchhike". Members of a group must analyse how effectively they are working together on a regular basis and how they might improve in order to complete their academic tasks successfully and efficiently, as well as score well on tests. Finally, the teacher's grouping ensures that each group comprises people with a variety of attributes, allowing all group members to improve their problem-solving and social skills.

Students are less stressed and anxious in class because cooperative learning helps to create a supportive environment. As a result, it is considered that working in groups will help in the resolution of this issue. It can help shy students who are afraid to speak up in front of a large group become more comfortable speaking up in smaller ones. Members of a group can complement one other's English strength and

weaknesses. Each student has a unique background and level of English proficiency that he or she can bring to the group. For example, one student may have a strong vocabulary that he or she can share with others who have a strong background in grammar. Furthermore, poor students will benefit from engagement with better students, while good students would feel proud of their involvement in assisting their weaker classmates. Students can learn about the intentions of other members while also developing interpersonal and team skills. Working in groups allows students more opportunity to discuss and share ideas, allowing them to observe how their peers think and generate new ideas. Furthermore, cooperative learning reduces competitiveness and individualism while increasing opportunities for students to actively develop or transform knowledge (Johnson, & Johnson,1995).

Cooperative learning creates a less stressful environment for discussing, creating, and thinking as a group rather than as a whole class. Students may feel more at ease studying and experimenting with new ideas in such an environment. This approach is consistent with the findings of Worde (2003), who discovered that participants in his study rated having a pleasant classroom setting as crucial in reducing anxiety and increasing motivation to learn. As a result, it is considered that a cooperative learning environment reduces anxiety and provides more opportunity for students to develop language (Kagan, 1994). Furthermore, a relaxed environment or atmosphere is most likely related to how the teacher conducted the class. Many studies have been conducted to evaluate the effect of cooperative learning on students' learning anxiety in an EFL class. Consider Nakahashi's (2007) study, which used structured cooperative learning activities to reduce language anxiety in freshmen students at Akita University by providing a non-threatening, supportive environment

that led to language skill development. While the students' learning anxiety decreased, their language proficiency levels improved dramatically, according to the findings. As a result, Cooperative learning approach was utilised to support its usefulness in terms of reducing language anxiety.

Autonomy-Supportive Teaching

The relationship between instructional features and students' sense of autonomy has been studied in several research. Controlling environments have been linked to low achievement, anxiety, preference for easy task, and reliance on others' evaluations of their own work, according to the researchers (e.g., Boggiano & Katz, 1991). Savaskan (2017) examined the relationships between foreign language classroom anxiety and the development of learner autonomy. When students had a higher level of anxiety, the results showed that learner autonomy was significantly lower. The relationship between lower anxiety and higher learner autonomy was found to be stronger than the relationship between higher anxiety and learner autonomy.

Autonomy-supportive classroom teaching approaches, on the other hand, are linked to students' preference for more challenging tasks, as well as a desire for deeper understanding, enjoyment, and perceived competence. Positive associations have also been found between (1) students’ perception of their teachers’ autonomy support and (2) intrinsic and extrinsic forms of motivation (e.g., Cordova & Lepper, 1996; Ryan & Deci, 2000).

Students are considered to have the three psychological needs of autonomy, competence, and relatedness, according to self-determination theory (Ryan & Deci, 2000). The social context's satisfaction of these three needs supplies students with the

psychological nourishment they need for learning, positive classroom behaviour, and psychological well-being, according to substantial scientific evidence (Vansteenkiste et al., 2004). The provision of autonomy support is how the social context primarily meets students' demand for autonomy (Reeve, 2009). “I am your ally; I am here to support you and your strivings,” for example, is a cohesive cluster of teacher-provided instructional behaviours that collectively express to students an interpersonal tone of support and understanding (Reeve, 2015). During teaching, the teacher-provided behaviours that have been experimentally verified as effective for expressing this interpersonal message of support and understanding (and so satisfying students' need for autonomy during learning activities) including the following: offering choices (Patall et al., 2013); framing the lesson within a context of intrinsic goal pursuit; providing explanatory rationales; uttering noncontrolling and informational language; offering opportunities for self-direction with the learning activity; acknowledging and accepting expressions of negative affect and allowing students to work at their own pace (Reeve & Jang, 2006). Each of these approaches to promoting autonomy during instruction is well-suited to certain instructional contexts. When teachers ask students to participate in somewhat uninteresting tasks, for example, offering explanatory rationales is a particularly relevant and situationally appropriate autonomy support. When teachers help students diagnose and attempt to solve their engagement, behavioural, and performance difficulties, speaking noncontrolling and informative language is a particularly timely and situationally suitable autonomy support (Assor at al, 2005). Teachers' potential repertoire of autonomy-supportive ways of teaching was expected to expand as a result of assessing the educational value of a new way of supporting autonomy during instruction.

Although there are several ways to promote students' autonomy, every effective autonomy-supportive instructional technique must first incorporate the students' perspective (Ryan & Deci, 2000). Taking the students' perspective, on the other hand, is not a behaviour in and of itself, which is probably why it is not included in the above list of empirically validated behaviours. To turn "taking the students' perspective" into a tangible instructional behaviour, the teacher may use a formative assessment to ask students what they are thinking, needing, and wanting, as well as for their feedback, preferences, and recommendations about a particular lesson. As a result, we developed a novel formative assessment-based teaching method that measured students' preferred learning style. According to Dincera, Yesilyurtb, and Takkac (2012), autonomy-supportive teacher behaviours were favourably linked with students' perceived competence, and these behaviours were substantially and positively correlated with students' engagement and successes in English speaking classes. The effects of Autonomy-Supportive English Language Instruction on Thai students' motivation in English language classrooms were investigated by Phithakmethakun and Chinokul (2020), who discovered that students' learning motivation increased significantly after receiving Autonomy-Supportive Instruction.

Motivation in Second and Foreign Language Learning

One of the most crucial aspects of the second/foreign language learning process is motivation. It has a significant influence on the learning outcome of a second language student. From Gardner's socio-educational model (2005) to Dörnyei's Second Language Motivational Self System (Dörnyei & Ushioda, 2011), second language motivation research has evolved through several stages and scholars have conceptualised numerous second language motivation models in the field. The

theories' core concept is that attitudes toward and orientations toward learning a second language influence motivation, that motivation, particularly integrative or intrinsic motivation, boosts second/foreign language learning and maintains learners' efforts to learn the language, and that motivation interacts with self-confidence, language anxiety, self-efficacy, causal attributions, foreign/second language competence, and other factors. Various researches have indicated that motivation has a direct effect on anxiety, self-efficacy, self-confidence, and second language achievement (Liu, 2007), that integrative motivation is closely related to persistence, language attrition, and retention, and that intrinsic motivation contributes more to second language achievement than instrumental motivation (Ramage, 1990).

As previously stated, both anxiety and motivation play a vital role in determining language learning outcomes, and they are closely connected in second/foreign language acquisition. Nonetheless, research on language anxiety and motivation in a language learning context appears to be limited thus far. As a result, additional study is needed in this area to establish how and to what extent foreign language anxiety and motivation interact to influence language learning results. This is especially true in foreign language learning contexts because students often have limited exposure to the target language. In some situations, individuals study the target language primarily for a specific goal, such as meeting a school requirement or finding a better career in the future. Due to a lack of experience, people frequently get upset, anxious, and even frightened when compelled to use the language. This is typically the situation in Thailand, where EFL learners make little use of English in their daily lives despite the language's rising significance.

Teachers should create a motivating classroom environment from the beginning of the course in order to generate a motivating learning environment. Crookes and Schmidt (1991) identified four key motivators for increasing student engagement in the classroom: interest (intrinsic motivation), relevance (related to the students' goals, needs, and values), expectancy (the students' expectation of success, realistic beliefs), and satisfaction (an appropriate combination of extrinsic and intrinsic rewards). Teachers in some classrooms may increase student engagement and relevance by reminding students of their defined language learning goals (Dornyei, 2007). In Korea, public middle school English teachers discovered that developing interest and relevance in this way is difficult: students are required to attend English class but may not perceive its relevance to their life. Dornyei and Csizer (1998) advised instructors to personalise the learning environment by creating content tailored to specific students' interests. The teachers complemented textbook information with material that is particularly appealing to young Korean teenagers in order to stimulate interest and relevance.

Strategies for Reducing Anxiety in Foreign and Second Language Classrooms

Gustafson (2015) developed “A Teacher’s Handbook for Reducing Anxiety in Foreign and Second Language Classrooms”. The following are general practises that teachers/instructors may use to establish a low-anxiety classroom environment, as well as particular techniques to assist students recognise and overcome their anxieties about the language learning process.

Creating a Low Anxiety Atmosphere

Language anxiety is influenced by a number of external variables, including teaching methods, interactions with classmates, and the overall classroom environment (Noormohamadi, 2009). Creating a calm atmosphere in the classroom is one of the first steps teachers may take to reduce anxiety levels in the classroom. Teachers must provide patience, support, and a stress-free classroom environment, according to Reyes and Vallone (2008), in order to decrease students' affective filters and allow for better language learning. Before learners would express their thoughts and take the necessary risks that come with language learning, they must first feel welcomed and appreciated. Instructors, according to Young (1990), should have a good sense of humour and show friendliness and patience with students in order to create a comfortable environment.

Teacher-Student Interactions.

Teachers have a major impact on whether students' anxieties are reduced or increased. Interactions between teachers and students are a crucial part of creating a safe environment for students. To avoid humiliating students, some researchers recommend adopting gentle ways of correction, such as modelling correct responses instead of directly pointing out faults (Phillips, 1999; Price, 1991; Worde, 2003; Young, 1992). Others advocate employing communicative activities in which students are allowed to speak freely and error correction in conversation is avoided entirely, with a focus on meaning rather than precise grammatical form (Ariza, 2002; Price, 1991; Young, 1992). Phillips (1999) described one approach in which the instructor might make note of students' errors during communicative tasks and

subsequently address common mistakes with the entire class without singling out any specific students. Similarly, in her interview with Young (1992), Omaggio Hadley stated that instructors let students know that they are allowed to express themselves with mistakes and that successfully communicating a message, even if it is not grammatically correct, will be appreciated. Teachers should also avoid continually assessing their students, since this raises the affective filter and might impede learning (Reyes & Vallone, 2008). Furthermore, wherever possible, teachers should give positive reinforcement and encouragement to students (Noormohamadi, 2009; Price, 1991; Wong, 2009).

Instructional Practices

The way in which the instructor conducts classroom learning activities has a major impact on the anxiety levels of students. Wong (2009) suggested avoiding some activities that likely to cause tension for students, such as pop quizzes, highly competitive activities, and asking students to speak in front of the class without prior preparation, based on student responses to a language anxiety questionnaire. In interviews with Young (1992), both Krashen and Terrell suggested that teachers use topics that students are knowledgeable about and find interesting so that they will be more inclined to participate in conversation.

According to the findings of Young's (1990) study, 94 percent of high school participants said they would be more inclined to engage in class discussions if they covered interesting themes. Furthermore, students reported in interviews with Worde (2003) that anxiety might be decreased if teachers talked more slowly and used the students' native language for clarification and assignment in lower level classes. In

accordance with the input hypothesis, Reyes and Vallone (2008) advised teachers to modify their speech in order to give comprehensible input, and to make input comprehensible through the use of visual aids and gestures. Speaking activities are the most commonly mentioned source of anxiety in the classroom, thus classroom procedures in this area need careful attention. Some instructors and researchers have recommended that rather than calling on students unexpectedly to reply, they should be allowed to volunteer answers (Young, 1990; Young, 1992; Worde, 2003). Small groups should be used to encourage involvement of all students because this often implies that just a few kids will volunteer to participate. Worde (2003) and Wong (2009) both emphasised the need of allowing students to work in small groups and pairs in order to practise the language without the entire class listening. Furthermore, Krashen stated that if teaching techniques are consistent with the input hypothesis, anxiety might be decreased (Young, 1992). This means that rather than being forced to speak right away, beginning language students should be given a suitable period of silence. Freeman (2001) also proposes a classroom pedagogy that focuses understanding and engagement over grammatical accuracy.

Phillips provides several specific guidelines for oral assessments (1999). Language anxiety, communication anxiety, and test anxiety can all be increased by these tasks. Instructors should make sure students have enough of spoken language practise and are assessed using tasks they have done in class to minimize anxiety as much as possible. If the teacher frequently uses role play activities for speaking practise, for example, this activity should also be used for evaluation. Additionally, Phillips stated that students should be awarded not only for accurate grammatical form, but also for their ability to express the clear idea.

Learning Styles. Anxiety can also develop when a student's learning style differs from the teacher's teaching approach, according to Oxford (1999). Students that are visual, auditory, tactile, or kinesthetic learners will feel more at ease if the teacher uses their preferred learning style. Teachers should conduct a survey to assess their students' learning styles and tailor lessons to their interests, according to Oxford. Oxford (1999), Vogely (1999), and Worde (2003) suggested that throughout each class, a range of activities is used to include all learning styles and assure that each student's needs are met.

Building a Sense of Community

Several academics have also recommended that language teachers try to foster a sense of community, camaraderie, and friendship among students in order to make them feel more comfortable and less worried of ridicule (Ariza, 2002; Phillips, 1999; Price, 1991; Worde, 2003; Young, 1990). Many students in Young's (1990) research agreed that knowing their peers better would make them feel more comfortable speaking in front of the class. Teachers should design icebreakers and activities for students to get to know one another, as well as non-competitive discussion circles, according to Ariza (2002). In Worde's (2003) study, students suggested that the teacher arrange the desks in a circle to help establish a sense of community. Teachers can also encourage students to be proactive in establishing this environment by forming study groups and participating in language clubs outside of class.

Addressing Anxiety Directly

A common technique for reducing anxiety in the classroom is to directly address students' anxieties and fears about the language learning process (Foss & Reitzel, 1988; Phillips, 1999; Vogely, 1999; Worde, 2003; Young, 1991). Teachers should acknowledge students' anxiety on the first day of class, explain that language learning anxiety is normal, and enable students to share their own thoughts and concerns. Teachers should have students make a list of their concerns on the board, according to Foss and Reitzel (1988), Vogely (1999), and Young (1991), so that students may see how many of their peers have similar concerns. This can help students relax by letting them know they are not alone in their anxiety.

Addressing False Beliefs

Students' misunderstandings and beliefs about how languages are learned might lead to unrealistic expectations and anxiety. As a result, Horwitz (1988), Phillips (1999), and Foss and Reitzel (1988) advised that teachers engage students in a discussion about the language learning process in order to expose their erroneous and unreasonable beliefs. The teacher should also explain that such beliefs might limit their ability to learn. Phillips (1999) suggested giving students a questionnaire about common second language acquisition misunderstandings and explaining to them that success in language learning is dependent on a variety of factors other than natural aptitude, such as attitude, motivation, willingness to take risks, and anxiety level. Horwitz (1988) also suggested that teachers talk about how much time and work it takes to develop pronunciation and fluency. Teachers should also encourage students to make mistakes and emphasise that they are a crucial part of the learning process

(Gregersen & Horwitz, 2002; Noormohamadi, 2009; Price, 1991; Young, 1990). Nishitani and Matsuda (2011) also suggest that students be taught about the advantages of failure and how to learn from their mistakes. Teachers must assist students create realistic expectations of themselves and the language learning process in order to decrease anxiety (Price, 1991; Gregersen & Horwitz, 2002).

Other Strategies

Relaxation, music, and laughter. According to Oxford (1990), language teachers should teach students how to employ affective strategies to reduce anxiety. Students can practice progressive relaxation, deep breathing, and meditation to calm themselves down, and the instructor may want to include these techniques into the beginning of the class hours. To induce relaxation and put pupils in a good mood, Oxford also suggested using calming music and humour. Teachers can use funny videoclips, quips, humorous dialog, role-plays, games, and other entertaining activities to get students laughing and feel more at ease in their classes.

Self-encouragement. Another affective technique for lowering anxiety levels is to teach students to encourage themselves (Oxford, 1990). Self-deprecating thoughts are common in anxiety and can hinder language learning, therefore students should be encouraged to make positive comments about themselves as language learners and the progress they are making on a regular basis. The teacher could model some encouraging words that students may say to themselves, such as "I understand a lot more now" or "It is OK if I make mistakes." Students should be encouraged to reward themselves for outstanding work or achieving a personal goal.

Keeping a journal. A number of researchers (Foss & Reitzel, 1988; Horwitz et al., 1986; Oxford, 1990; Young, 1991) have advised students to keep a journal of their language learning experiences. Students can use a journal as an outlet for their thoughts, concerns, and perceptions of the learning process, as well as a way to document good and unsuccessful learning strategies. If students are comfortable doing so, teachers might provide them opportunity to share journal entries with the class on a regular basis. Journal writing, according to Foss and Reitzel (1988), can assist students in reflecting on their experiences and worries in order to overcome feelings of inadequacy and build more positive attitudes toward their development.

Additional Considerations for foreign and Second Language Context

Pappamihiel (2002) makes a few more recommendations for working ELLs. These students' anxiety can be reduced if they are given more time to react and are permitted to speak in their original language in the classroom. By making students welcomed for their language, culture, and identity, including students' home languages into the classroom might help reduce anxiety. Teachers must be aware of the affective factors that influence learning as well as the language, cultural, and social issues that these students face. Teachers should be especially considerate of recently arrived immigrants, who are likely to be experiencing culture shock and will require extra time to acclimate to their new surroundings and feel comfortable participating in class. Furthermore, because social interactions appear to be the primary source of anxiety for ELLs in mainstream classrooms, mainstream teachers should assist ELLs and native English speakers in the classroom in developing positive relationships.

Oya, Manalo, and Greenwood (2004) investigated the relationship between a student's personality and their anxiety levels when completing oral activities. According to the findings, teachers' expectations for their students' oral performance should be altered to some extent depending on what they know about their students' personality traits and the relative anxiety-inducing nature of the situations in which they are expected to speak (Khan & Zafar, 2010). However, anxiety is likely to arise if students believe they are incompetent or anticipate to fail (MacIntyre, Noels & Clement, 1997). Students, regardless of age or grade level, must feel confident in their abilities in avoid experiencing anxiety. Highly anxious students do not consider their ability to be as high as an objective analysis may reveal it to be, according to MacIntyre, Noels, and Clement (1997).

As referenced by modern-language teaching experts, Casado and Dereshiwsky (2001) identified seven affective ways to decrease feelings of anxiety. Among the techniques used are: 1) Making students aware that becoming fluent in the target language and developing a good accent takes, in most cases, several years of study and practise; 2) Providing positive reinforcement and creating a relaxed classroom environment; 3) Assisting students who have a mental block to language learning outside of the classroom; 4) Conducting class activities in groups; 5) Explaining grammatical concepts in beginning and elementary classes in the mother tongues, not the target language; 6) Creating support groups for students who are concerned about their performance so that they may discuss their concerns and challenges with language learning; 7) Using smaller classrooms to assist teachers in identifying students who are anxious and providing them with extra attention and assistance.

Apart from these affective pedagogical methods, Casado and Dereshiwsky (2001) suggested that schools employ innovative approaches to reduce anxiety and increase student success. Anxiety-reduction activities, according to Horwitz and Young (1991), will not solve any sort of deep-seated or generalised personality problem, but they will be useful to teachers and students who simply want to understand and reduce the common forms of overanxious feelings that arise in language-learning situations. Horwitz and Young (1991) state that teachers should strive to establish learning environments that keep anxiety levels low, and that teachers should encourage their students to freely address anxiety, as well as discover innovative strategies to reduce their students' anxiety levels. Cheng, Horwitz, and Schallert (1999) examine studies on second language anxiety, which suggests that language-skill-specific anxiety may be used to address pedagogical issues. Although there is obvious recognition of speaking anxiety and writing anxiety, the authors were thrilled to see a trend toward listening comprehension and reading anxiety, adding that this research foreshadows the development of more sensitive and suitable measuring tools that may more precisely diagnose learners' anxiety problems.

English Language Anxiety in Thai Higher Education Context

Paranuwat (2011) investigated FLCA and its origins in 920 first-year students at Srinakharinwirot University. The findings show that the students exhibited FLCA at a moderate level, with the reasons of their FLCA including communication anxiety, fear of being less competent than others, test anxiety, and fear of negative evaluation. Furthermore, a strong negative association was found between FLCA and learning achievement, particularly among children with high and moderate levels of achievement.

Chinpakdee (2015) discovered that Thai EFL learners experienced high levels of anxiety both inside and outside of language classroom environments. Academic assessments, negative evaluations, comprehension challenges, and teacher-related concerns were discovered to be significant contributors to Thai EFL learners' foreign language anxiety. The effects and manifestations of foreign language anxiety can vary depending on a variety of factors, including learner personality, teacher-learner interactions, learners' perceptions of their own language competence, classroom climate, instructional approaches, language test types, and learners' language using experience outside of classroom contexts.

According to Akkakoson (2016), there is English-speaking anxiety among 282 Thai university students enrolled in English Conversation courses at a public university. This study also indicated a moderate level of oral English anxiety and a negative self-evaluation of English-speaking ability. When it comes to anxiety levels by dimensions, test-anxiety and fear of unfavourable assessment have become more common performance anxieties than communication apprehension. Furthermore, the students' most significant source of speaking anxiety was assessed to be a limited vocabulary repertoire. Similarly, Kalra and Siribud (2020) evaluated Thai EFL students' public speaking anxiety and the findings demonstrated that anxiety causes problems with self-confidence, self-esteem, risk-taking capacity, and ultimately hinders proficiency in a foreign language. As a result, public speaking anxiety has negatively impacted their personal, social, and academic lives.

Anxiety is clearly an affective factor in Thai EFL students' classroom performance, according to Basilio and Wongrak (2017), 128 English majors and 146 non-English majors at Ubon Ratchathani University, a public university in the south

of Northeastern Thailand, are most afraid of interacting or speaking English in class. Thai EFL students are generally hesitant to speak because they are frequently unsure about the correctness of the content and context of the English language they are using. They are unmotivated and unable to adequately convey their ideas and intended messages because they are afraid of making mistakes. Overall, communication apprehension is the culture-specific backdrop that researchers and academics teaching English as a Foreign Language in Thai institutions should investigate among both English and non-English majors. Thai EFL students are generally not upset about attending to foreign language class, but they are quite anxious about their experiences inside the foreign language classroom. They suggested that Thai EFL teachers can discover ways and teaching approaches or strategies to motivate students to communicate freely and confidently. For the remaining constructs, particularly Communication Apprehension, which students find the most intimidating.

Palaleo and Srikrajang (2018) investigated English Anxiety among 80 Thai Nursing Students at Boromarajonani College. The main causes of English language anxiety in nursing students are fear of negative evaluation when asked to answer without preparation and the belief that other students are better at language learning; and communication apprehension when speaking without preparation, speaking in a foreign language in front of other students, and self-doubt in one's abilities. The results of each category are associated with the other categories, and they believe and feel that other students are better than them, causing them to be anxious in front of other students due to a low self-concept in learning English.

Current Status of the English Language in Thailand

It is obvious that approaches to English language education in Thailand have shifted in order to accommodate and meet Thai students' objectives for English learning, with the aim that all of them will become successful English language users in the future. This appears to be reasonable in light of Norton and Toohey's (2001) assertion that a successful second language learner possesses a combination of interests, inclination, skills, temperament, needs, and motivations; thus, student differences and the development of thinking processes have been taken into account. As a result of this shift, Communicative Language Teaching (CLT) became popular and extensively adopted, with English teachers believing that the technique would satisfy the concept of learner-centeredness while also enhancing autonomous and independent learning (Wongsothon, Hiranburana, & Chinnawongs, 2002; Baker & Jarunthawatchai, 2017). CLT has played a key part in ELT in Thailand for decades since then. The Office of the Basic Education Commission (OBEC) established a new English learning and teaching policy in the basic education system in 2017, kicking off the reform of English learning and teaching. According to the policy, English teaching and learning must transition from the grammar-translation technique to CLT, beginning with listening, speaking, reading, and writing. It is also claimed that English learning provisions should be based on the same nature as first language acquisition, which begins with listening to sounds, connecting sounds and pictures, and copying utterances. The entire procedure will eventually lead to the reading and writing processes (Office of the Basic Education Commission, 2014). However, the application of CLT in the hope of encouraging Thai students to be successful English communicators appears to be fraught with difficulties because the language is rarely

used outside of the classroom. As a result, according to Cook's (1999) definition of language learners and users, Thai students have been and continue to be solely L2 learners. This is because they do not use or have the opportunity to use the language outside of the classroom. Furthermore, Standard Thai, the nation's sole national and official language, has been employed as the primary medium of teaching for all subjects, with the exception of English. This has long been a key impediment to ELT in Thailand. The conformity of native English models is recognised in light of the status of English in the Thai education system, with the notion of English as a foreign language. The English language proficiency of students is tested and assessed using native models. As a result, in order to be successful language learners, Thai students must acquire the four English competencies. While the implementation of CLT intends to involve students in tasks and encourage them to be independent learners to meet real-world needs, evaluating and assessing their language performance based on native models is completely unfair and unattainable for the students, as Cook (1999) stated that L2 learners' battle to become native speakers is lost before it even begins. He also stated that if the goal of English instruction is to produce English language users, then the description of English that is logically required is a description of L2 English.

In April 2016, the Office of Higher Study Commission (OHEC) adopted a policy to standardise Thai undergraduate students' English language education (Office of Higher Education Commission, 2016). The announcement requires that (1) all universities specify their own English language policy and goals to standardise their students' English language proficiency, (2) all the universities provide an English standardised plan accordingly to the specified policy, (3) all the universities revise

their English learning and teaching provisions and focus on students' achievements based on the specified goals, (4) all the universities provide extra curricula, activities, teaching materials, teaching aids, and/or environment that support English language learning, and (5) all the universities consider and decide to construct their own standardised tests or implement a commercial standardised test to examine their students' English language proficiency. However, the levels of English proficiency achieved by students after taking the test have no effect on their graduation. The position of English in Thai educational systems, both basic and higher education, has become clearer, and the emphasis on English learning has also proven how important English is in today's globalised world. According to Wongsothon, Hiranburana, and Chinnawongs (2002), Thais require English knowledge to meet their personal, academic, and occupational demands. Baker and Jarunthawatchai (2017) also stated that Thais' English language proficiency is an important instrument for accessing knowledge advancement, engaging in the ASEAN community, and increasing the nation's competitiveness.

CHAPTER III
RESEARCH METHODOLOGY

This chapter presents the procedures and methodology of the research study. The primary objectives of the study are to study the English language anxiety levels of Thai graduate students based on the type of higher education institution, different age groups, and field of study, to analyse the relationship between the level of anxiety and English language proficiency levels of Thai graduate students, to develop an instructional model to reduce English language anxiety and improve the productive skills in English of Thai graduate students, and to propose practical guidelines for reducing English language classroom anxiety for graduate students in Thailand.

Population and Participants

The population in this study was Thai graduate students who studied English as a foreign language at Thai Higher Education Institutions.

Participants Related to the First and Second Objectives

For the first and second research objectives, to study English language anxiety levels of Thai graduate students based on type of higher education institution, different age groups, and field of study, and to analyse the relationship between English language anxiety and English language proficiency. The non-probability sample method of voluntary design was used to collect data from people who willingly participated in this study, with the expectation that it would provide trustworthy respondents capable of providing high quality and accurate data despite the topic's sensitivity (Murairwa, 2019). The participants for the first and second

objective of the study consisted of 248 graduate students from four types of Thai Higher education institutions: Public University (n = 167), Private University (n = 26), Rajabhat University (n = 25), and Rajamangala University of Technology (n = 30). According to Higher Education Statistics (n.d.), in academic year 2020, there were 96,703 students in public university, 25,168 students in private university, 4,951 students in Rajabhat universities, and 2,445 students in Rajamangala universities of technology; making graduate students from public university the majority of the participants in this study.

In order to study age and field of study variables, the participants were asked to provide their age range and field of study. Of the 248 participants, there were 210 participants in the 20-30 year old group; 28 participants in the 31-40 year old group; nine participants in the 41-55 year old group; and one participant in the more than 55 year old group. Regrading field of study, the participants' fields of study were classified by using The Office of the Higher Education Commission (OHEC) classification framework, including Science and Technology (n = 81); Health Science (n = 101); and Social Science and Humanities (n = 66).

All participants were holding standardized English proficiency test scores, including TOEFL, TOEIC, IELTS, CU-TEP, and SWU-SET which were interpreted in terms of the Common European Framework of References for Languages (CEFR) levels, (B1, B2, C1, C2, A1, A2). The international standardised tests have been mapped to the CEFR—for example, at Educational Testing Service (ETS), Tannenbaum and Wylie (2008) mapped the TOEFL iBT to the CEFR and Tannenbaum and Baron (2011) mapped the TOEFL ITP to the CEFR. Among these standardised tests, CU-TEP and SWU-SET, which were locally developed, were also

interpreted in relation to the CEFR following Arthiworakun, Vathanalaoha, Thongprayoon, Rajprasit, and Yaemtui (2018), and Wudthayagorn's (2018) research. The participants were also those enrolling in credit-bearing and compulsory English courses offered by their universities (e.g., Preparatory English for Graduate Students, or Essential English Grammar for Graduate Studies). Due to confidentiality considerations, the participants were assigned pseudo-names such as #1, #16. After the participants' FLCAS was examined, seven graduate students from the highly anxious group were randomly selected for the semi-structured interviews.

Table 1 General Information of the Participants Related to the First and Second Objectives (n = 248)

	Number
Type of higher education institution	
public university	167
private university	26
Rajabhat university	25
Rajamangala university of technology	30
Age group	
20-30 years old	210
31-40 years old	28
41-55 years old	9
more than 55 years old	1
Field of study	
Science and Technology	81
Health Science	101
Social Science and Humanities	66

Participants Related to the Third Objectives

For the third research objective, to develop an instructional model to reduce English language anxiety and improve the productive skills in English of Thai graduate students, the participants were graduate students in master's and doctoral degree programs at a Thai higher education institution. The COVID-19 pandemic in Thailand had a significant impact on the educational situation. When the country went into a national lockdown in 2020, all educational institutions switched to distance learning. Following the closure of all higher education institutions in Thailand, teachers and administrators worked tirelessly to keep students on track and transition them as quickly as possible to online learning. Participants in this phase of the study were then recruited using volunteer sampling. A call for participation was sent to different online platforms (e.g., Facebook, LINE). In time, there were a total of 22 graduate students taking part in the phase of study. The participants were enrolled in credit-bearing and compulsory English courses (e.g., Preparatory English for Graduate Students, or Essential English Grammar for Graduate Studies) in academic year 2020 at different types of higher education institutions. Before the instructional model was implemented, the participants' language anxiety level and productive skills in English were measured as pre-treatment scores. The results showed that the participants had mixed anxiety and productive skills in English levels. Table 2 shows the level of the language anxiety of the participants in this phase of study.

Table 2 The Participants' Language Anxiety Level (n = 22)

Anxiety Levels	Number
Low	2
Medium	10
High	10
Overall anxiety level: medium	

Research Instruments

Instruments Related to the First and Second Objectives

Foreign Language Classroom Anxiety Scale (FLCAS). The Foreign Language Classroom Anxiety Scale was used in the study to measure learner anxiety in learning a foreign language. It was developed by Horwitz et al. in 1986 and was widely employed to investigate foreign language classroom anxiety in many studies (e.g., Horwitz et al., 1986; Lei, 2004; Zhao, 2007). It is a 33-item, five-point Likert scale questionnaire. The answers to each item can be one of these: strongly agree; agree; neither agree nor disagree; disagree; and strongly disagree. For each item a score was given ranging from 5 for strongly agree to 1 for strongly disagree. For negatively worded items, namely items number 2, 5, 8, 11, 14, 18, 22, 28 & 32, the order of scoring was reversed, so that a higher score would be an indicator of higher anxiety. The FLCAS has been used in different studies (Horwitz et al., 1986; Aida, 1994; Cheng et al., 1999; Matsuda & Gobel, 2004; Elkhafaifi, 2005). Among these studies, Horwitz et al. and Aida reported both a high internal reliability and a test-retest reliability of FLCAS. Considering the validity of the FLCAS, Aida's (1994) factor analysis showed that most of the items had high factor loadings, and only three items related to test anxiety did not load on any of the factors. So, we can conclude that this questionnaire is valid in general.

Minor modifications were made to the instrument. For example, “foreign language” was changed to “English language”. The FLCAS was translated into Thai by an accredited translator and edited by the researcher so as to carry the meaning of the original instrument. Subsequently, the Thai version was given to two experienced EFL teachers who are Thai native speakers to translate back into English to confirm that the meaning has not been altered. In order to facilitate the participants’ understanding of the questionnaire items, this instrument was conducted in the participants’ native language, Thai to avoid unnecessary misreading and miscomprehension. A content validity index (CVI), using ratings of item relevance by three content experts was used to calculate the content validity. Internal consistency of the instrument was determined by using Cronbach’s alpha. The reliability coefficient analysis has demonstrated that the test has high internal consistency ($\alpha = .95$)

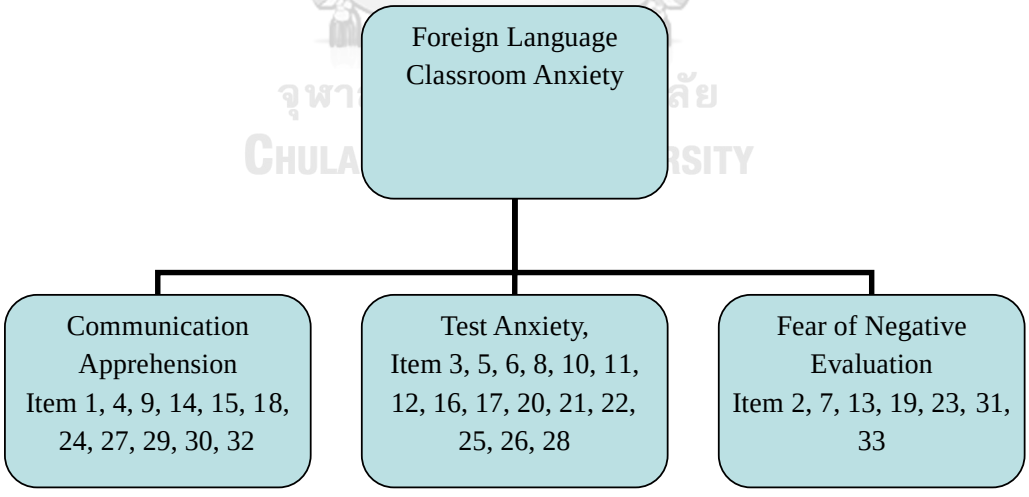


Figure 3 The FLCAS Classification

Student Semi-Structured Interview. Semi-structured interviews were conducted with seven highly anxious graduate students who were randomly selected. The interview aimed to explore the causes of English language classroom anxiety the participants experienced, and to capture data that is not directly observable. The questions used during the interview on the participants' English language anxiety in the study were adapted from Tanveer's (2007) study (see Appendix C for semi-structured interview questions). The interviews took about 8-15 minutes and were conducted in the participants' mother tongue, Thai, to facilitate communication and to promote richness of response and access to data in a less threatening medium. Some questions were reworded when interviewees did not understand the questions exactly.

Instruments Related to the Third Objective

An Instructional Model to Reduce English language Anxiety and Improve Productive Skills in English. The instructional model was developed based on Cooperative Learning Approach, Autonomy-Supportive Teaching, Motivation in Second and Foreign Language Learning, and Strategies for Reducing Anxiety in Foreign and Second Language Classrooms (Gustafson, 2015) in order to create a low-anxiety classroom environment, lower graduate students' levels of English language anxiety and help improve productive skills in English.

The Productive Skills in English Tests. The productive skills in English test was another main instrument for evaluating the effectiveness of the instruction model. The tests, which were parallel pretests and posttests, consisted of two components, speaking and writing, which were constructed to measure students' productive skills. The objectives of the speaking and writing tests were based on the objectives of the

lesson plans based on the instructional model. For the speaking test questions, they were adapted from The Test of Spoken English (TSE). The tests lasted approximately 7-10 minutes each. The students were asked to respond with appropriate answers or discussion. Examples of these speech activity items include narrating, recommending, persuading, and giving and supporting an opinion. For the writing test, questions were open-ended, requiring answers in the form of an essay in the students' own words. The students were asked to write paragraphs that describe their opinion about a given topic. These review the students' learning but also test their ability to express their thoughts in written English. The students' speaking and writing scores were calculated using the Educational Testing Service (ETS)'s Independent Speaking Rubrics and Independent Writing Rubrics respectively. Two raters, one native English teacher with more than three years of teaching experience, and one English teacher with more than ten years of teaching experience at university level, were asked to grade the students' productive skills. An Inter-rater (Brown, 2005) was employed to grade the students' productive skills test. The statistic calculation using Pearson's correlation coefficient revealed that inter-rater reliability was 0.87 at a significant level of 0.01 (Bachman, 2004). This indicated that the scores obtained from the test given by two writers had a high correlation.

Research Procedure and Data Analysis

Phase 1: Study of English Language Anxiety of Thai Graduate Students and Its Relationship with English Language Proficiency

A Quantitative Study. The aim of this phase was to study the levels of English language anxiety of Thai graduate students based on type of higher education institution, different age groups, and field of study using the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986), and to analyse the relationship between the level of anxiety and English language proficiency levels of Thai graduate students. The FLCAS was distributed to students pursuing graduate degrees in Science and Technology, Health Science, and Social Science & Humanities at 4 types of Thai higher education institutions: public higher education institutions, Rajabhat universities, Rajamangala universities of technology, and private higher education institutions. The questionnaire took around 15 minutes to complete. In order to analyse the relationship between English language anxiety and English language proficiency, the participants' English proficiency test scores were collected and interpreted in terms of the Common European Framework of References for Languages (CEFR) levels, (e.g., B1, B2, C1, C2).

Data and Statistical Analysis. For the first objective, a between-groups nonexperimental design was used. The dependent variable was the level of English language anxiety, and the independent variables were age groups, field of study, and type of higher education. Means and standard deviations was used to describe the overall English language anxiety of the participants. For each independent variable, a one-way ANOVA was conducted to compare English language anxiety levels between the groups.

Data and Statistical Analysis. For the second objective, Pearson Correlation was used to examine the relationship between English language anxiety and English language proficiency.

A Qualitative Study. The aim of this part is to understand the cause of English language anxiety among the students while pursuing graduate degree by conducting semi-structured interview. Seven highly anxious students were randomly selected from the pool for semi-structured interviews to gather qualitative data needed for deeper understanding of foreign language anxiety.

Data and Statistical Analysis. The interviews were transcribed and then analysed using thematic analysis (Braun & Clarke, 2006). Thematic analysis was chosen as a method of discourse extraction from the data because it provides a way of looking for patterns in the data and connecting them together into meaningful groups and themes that capture the subject being investigated.

Summary of Phase 1 Data Collection and Procedures

As mentioned above, the data collection and procedures were designed to meet certain objectives. The first phase was carried out to meet the first and second objectives. The following figure 7 is a summary of the data collection and procedures in Phase 1 of this study.

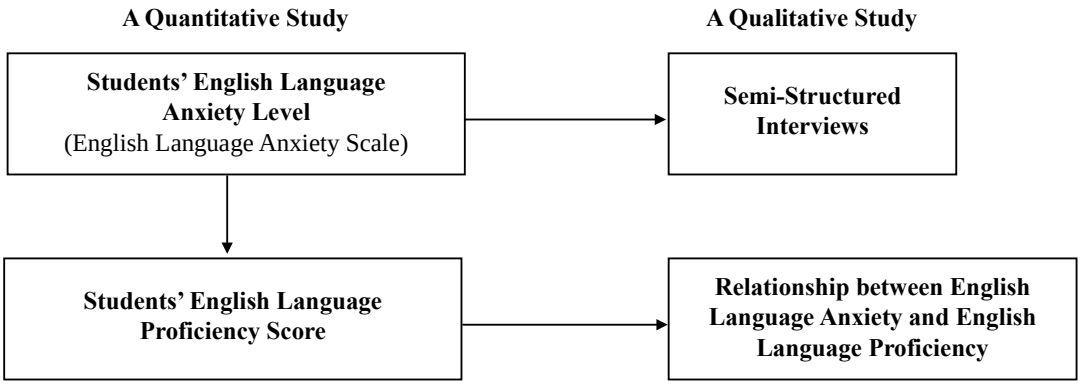


Figure 4 The Summary of Data collection and Procedures in Phase 1

Phase 2: The Development of the Instructional model to Reduce English Language Anxiety and Improve Productive Skills in English of Thai Graduate Students, and the Evaluation of the Effectiveness of the Instructional Model

The Development of the Instructional Model. The methodology for the development of the instructional models is based on theoretical and pedagogical principles, i.e., Cooperative Learning Approaches; Autonomy-Supportive Teaching; Motivation in Second and Foreign Language Learning, and Strategies for Reducing Anxiety in Foreign and Second Language Classrooms. Also, the findings from Phase 1, including the major sources of English language anxiety among Thai graduate students obtained from quantitative and qualitative studies, were taken into account when developing the instructional model rationale. The development of the instructional model consisted of four steps, as follows.

Stage 1: Studying, Analysing, and synthesizing the theoretical and pedagogical Principles. The researcher studied the basic knowledge from various books, journals, websites, and related research consisting of the following information:

(1) Information on current issues about Cooperative Learning Approaches, Autonomy-Supportive Teaching, Motivation in Second and Foreign Language Learning

(2) Information on the curriculum of the general English courses at graduate level in terms of objectives, content, pedagogical activities and assessment and evaluation

Stage 2: Developing the Instructional Model Rationales. Based on the key concept obtained from the study, analysis, and synthesis of the theoretical and pedagogical principles for reducing English language classroom anxiety and English language teaching, together with the major sources of Thai graduate students' English language anxiety obtained from the quantitative and qualitative studies, the instructional model rationales were developed accordingly.

Stage 3: Determining the Instructional Model Framework. The instructional model framework which consists of model rationales, objectives, model procedures, outcomes, criteria for evaluation and assessment were determined.

Stage 4: Developing the Instructional Model Steps. From the instructional model rationales synthesized from the theoretical and pedagogical principles, the instructional model procedures were developed to reduce English language anxiety and improve productive skills in English of Thai graduate students.

The Instructional Model Evaluation.

Validating the Instructional Model by Experts. To validate the instructional model, experts (see appendix E) in the area of English language teaching, curriculum and instruction psychology were asked to quantitatively verify the model by using the evaluation form. Means of Item-Objective Congruence Index

(IOC) were calculated. Qualitative data were be obtained from the experts by using open-ended question asking the experts to give their additional comments and recommendations. This helped confirm the reliability and validity of the instructional model. After receiving the evaluation results from the experts, the researchers revised the instructional models by considering data obtained from the experts, some changes was made to improve the model.

The Development of the Lesson Plans Based on the Instructional Model. The researchers developed ten lesson plans for the implementation of the model. The lesson plans were divided into two parts; the first five lessons focused on developing English speaking skills, while the other five focused on developing English writing skills. Each lesson plan was designed for 180-minute instruction with two sessions per lesson. They were designed based on the newly developed model covered the four teaching steps of the instructional model. The researchers studied the curriculum and learning contents of English language courses at graduate level (e.g., English for Graduate Studies, Speaking and Writing in Academic Context for Graduate Studies). In validating the lesson plans, three experts (see appendix G) in the field of English language teaching were provided with the evaluation forms designed by the researchers (see appendix H) covering the appropriateness of the objectives of the lessons, the consistency of procedures in the lesson plans and of the instructional model, the appropriateness of the materials, tasks and activities, the appropriateness of pedagogical procedures in the lesson plans in order to enhance the productive skills in English, the appropriateness of the evaluation used, and the clarity of the language used. The total index of item-objective congruence (IOC) of the experts' opinion was

analysed. Those with the scores less than 0.5 were considered inappropriate and had to be revised according to the suggestions of the experts.

Implementing the Instructional Model in an Actual Classroom. Before implementing the instructional model, the foreign language classroom anxiety scale (FLCAS) and English speaking and writing tests were administered to the participants as pretest. Over the period of eight weeks, from week two to week eight, the participants interacted with eight lesson plans. In each lesson plan, the participants were exposed to the completed loop of the teaching steps of the instruction model. In week ten, the foreign language classroom anxiety scale (FLCAS) and English speaking and writing tests were administered to the participants as posttests. Inevitably, the COVID-19 pandemic has led to a rapid shift to remote teaching across all education sectors in Thailand. Among the various types of remote teaching, synchronous online teaching through video conferencing platforms, such as Zoom, has become a common practice for many English teachers. Zoom is a web conferencing application incorporating a range of functions such as chat, audio/video interaction, and interactive whiteboards. Since video conferencing had not become common practice in Thailand's English language classrooms until the need for social distancing emerged during the coronavirus outbreak.

Evaluation of the Effectiveness of the Instructional Model. To evaluatethe effectiveness of the developed instructional model to reduce English language anxiety and improve productive skills in English of Thai graduate students was determined by considering the findings from the students' English language classroom anxiety level, and productive skills in English achievement as it could be perceived through the significant differences between the pre-treatment and post-

treatment mean scores. The data of the participants' English language classroom anxiety and productive skill in English achievement were analysed using repeated measures t-test based on the two assumptions, which are:

Assumption 1: the English language classroom anxiety pre-treatment mean scoreof the students, who received the treatment based on the instructional model, is significantly higher than their post-treatment mean score.

Assumption 2: the productive skills in English pre-treatment mean score of the students, who received the treatment based on the instructional model, is significantly lower than their post-treatment mean score.

The Analysis of the English Language Anxiety Level of the Students. The effectiveness of the instructional model in terms of reducing English language classroom anxiety was evaluated by using the Foreign Language Classroom Anxiety Scale (FLCAS). A repeated measures t-test was conducted to determine whether, on average, there was a decrease in the students' English language anxiety level after receiving the treatment based on the instructional model. The data from the pre-treatment and post-treatment FLCAS scores of the anxiety were analysed.

The Analysis of the Productive Skills in English of the Students. The improvements of the productive skills in English of the participants were tested by using a parallel speaking and writing tests. The scores obtained from the pre-treatment and post-treatment were compared in terms of descriptive statistics: mean scores, and *SD*, and analysed by t-test to determine the significant differences.

Phase 3: The Development of Proposed Practical Guidelines to Reduce English Language Classroom Anxiety

The proposed English language practical guidelines to reduce English language classroom anxiety were proposed in order to provide Thai higher educational institutions, some other academic schools or departments, and decision makers who are updating or creating instructional policies, plans, strategies, or programs with important guidance for alleviating their graduate students' anxieties about the English language learning process. The guidelines were developed by using the results gained from Phase 1 of the study: the quantitative and qualitative results of the study of English language anxiety of Thai graduate students, and Phase 2: the results of the development of the instructional model to reduce English language anxiety and improve productive skills in English, and the results of the evaluation of the effectiveness of the instructional model. The guideline's rationale, objectives, and components were determined.

Validating the Practical Guidelines for Reducing English Language Classrooms. Anxiety for Graduate Students. The guideline was validated in terms of feasibility and suitability by seven experts (see appendix I) including, one president's executive committee of a Thai higher education institution, one executive committee of a graduate school, two directors of the English language institute of a Thai higher education institution, and three instructors in the field of English language education with experience in program management, teaching, and curriculum development. The experts were asked to verify the guidelines using the evaluation form designed by the researchers (see appendix J). Responses were graded using a 5-point Likert scale to rate the level of feasibility and suitability of the guidelines. The

feasibility scale had the following anchors: 1 = not at all feasible; 3 = uncertain whether feasible or not; 5 = highly feasible. The suitability scale had the following anchors: 1 = not at all suitable; 3 = uncertain whether suitable or not; 5 = highly suitable. Experts' evaluation of the guidelines' feasibility and suitability was summarised by using descriptive statistics.

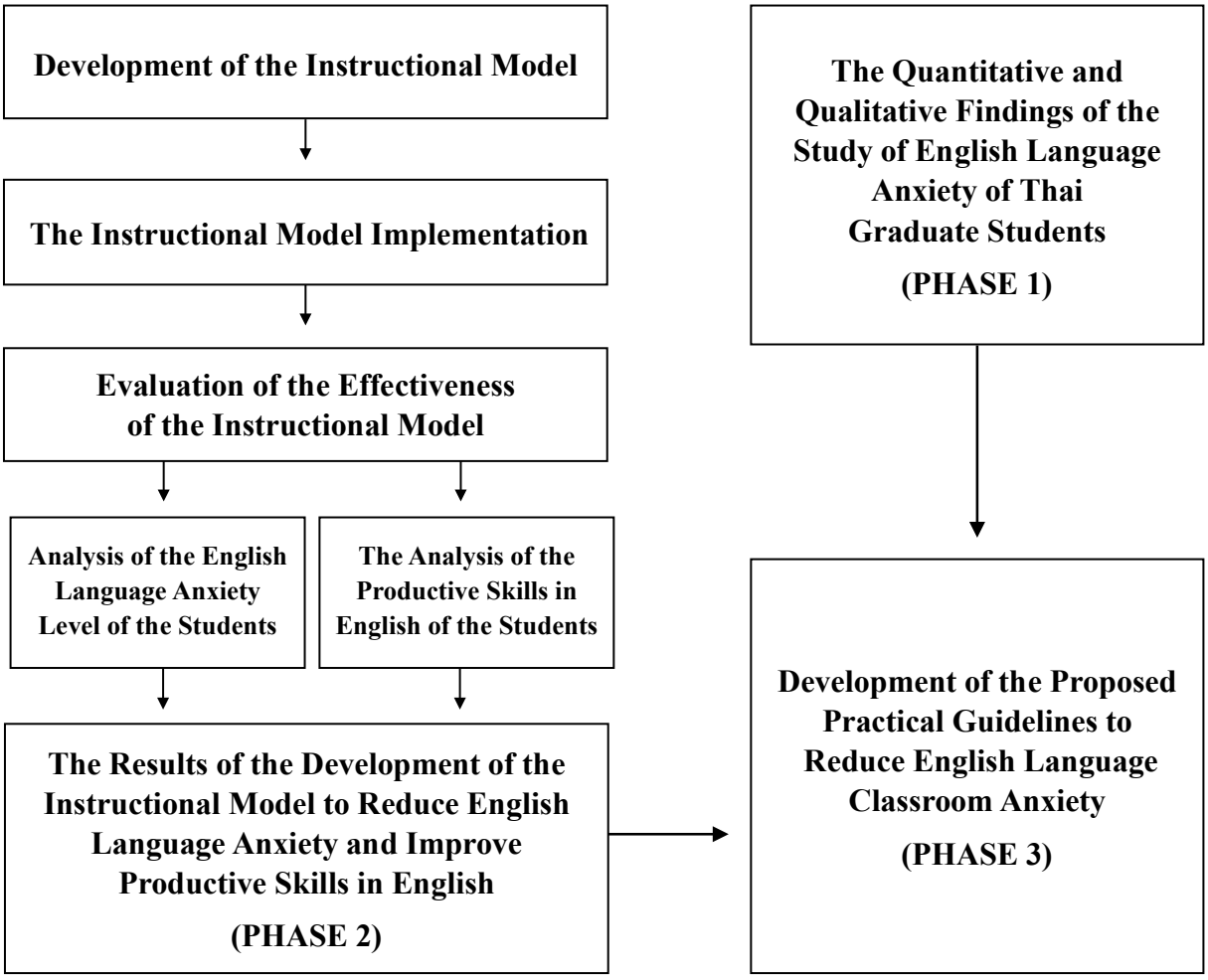


Figure 5 The Summary of Data collection and Procedures in Phase 2 and 3

CHAPTER IV
RESEARCH FINDINGS

The objectives of this research study were (1) to study the English language anxiety of Thai graduate students based on different age, field of study, and type of higher education institution, (2) to analyse the relationship between levels of anxiety and English language proficiency levels of Thai graduate students, (3) to develop an instructional model to reduce English language anxiety and improve the productive skills in English of Thai graduate students, and (4) to propose English language teaching and learning guidelines for graduate schools in Thailand.

This chapter presents the research findings of the three phases as follows:

Phase 1: The result of the study of the levels of English language anxiety of Thai graduate students, and the analysis of the relationship between level of anxiety and English language proficiency levels of Thai graduate students.

Phase 2: The results of the development of the instructional model to reduce English language anxiety and improve productive skills in English of Thai graduate students, and the results of the evaluation of the effectiveness of the instructional model.

Phase 3: The results of the development of instructional guidelines to reduce English language classroom anxiety.

Phase 1: The result of the study of the levels of English language anxiety of Thai graduate students, and the analysis of the relationship between level of anxiety and English language proficiency levels of Thai graduate students

To measure learner anxiety in learning a foreign language among the participants, the Foreign Language Classroom Anxiety Scale (FLCAS) was used after being translated into Thai by an accredited translator and translated back into English to confirm that the meaning has not been altered (see appendix A). A content validity index (CVI), using ratings of item relevance by three content experts, was used to calculate the content validity (see appendix B). The internal consistency of the instrument was determined by using Cronbach's alpha. The reliability coefficient analysis has demonstrated that the test has high internal consistency ($\alpha = .95$). In order to analyse the relationship between English language anxiety and English language proficiency, the participants' English proficiency test scores were collected and interpreted in terms of the Common European Framework of References for Languages (CEFR) levels, (e.g., B1, B2, C1, C2). The participants' age, field of study, and type of higher education were also collected.

The Result of the Study of the Levels of English Language Anxiety of Thai Graduate Students based on Different Age, Field of Study, and Type of Higher Education

Descriptive statistics were used to investigate the levels of English language anxiety of Thai graduate students. Table 3 illustrates that the overall mean score of language learning anxiety was at a moderate level ($M = 3.27$, $SD = 0.757$). The highest level of English language anxiety that the participants experienced while studying English was fear of negative evaluation ($M = 3.46$, $SD = 0.877$), followed by

communication apprehension (M = 3.28, SD = 0.719), and finally test anxiety (M = 3.19, SD = 0.804). Among the 33 items of anxiety, the highest mean scores were: “9. I start to panic when I have to speak without preparation in English class” (M = 3.94, SD = 1.14), “7. I keep thinking that the other students are better at languages than I am.” (M = 3.91, SD = 1.12), “10. I worry about the consequences of failing my English class.” (M = 3.70, SD = 1.24) respectively.

Table 3 Mean and Standard Deviation of Language Learning Anxiety Level

Sources of Anxiety	*Min*	*Max*	*M*	*SD*	Anxiety Levels
Communication Apprehension	1.45	4.64	3.28	0.719	moderate
Test Anxiety	1.13	5.00	3.19	0.804	moderate
Fear of Negative Evaluation	1.14	5.00	3.46	0.877	moderate
Total of English Anxiety on Average	1.30	4.70	3.27	0.757	moderate

The English Language Anxiety Level of Thai Graduate Students Based on the Types of Higher Education Institutions.

A one-way between-subjects ANOVA was run with types of higher education institutions as the independent variable, and average foreign language classroom anxiety level as the dependent variable. The results of the ANOVA showed a significant difference between types of higher education institutions (Public University, Rajabhat University, Rajamangala University of Technology, and Private University) on average foreign language classroom anxiety level; $F(3, 244) = 3.47$, $p = .017$.

Table 4 Mean and Standard Deviation of Language Learning Anxiety Level Classified by Types of Higher Education Institution

ANOVA - FLCAS

	Sum of Squares	*df*	Mean Square	*F*	*p*
Type of HEI	5.83	3	1.944	3.47	0.017
Residuals	136.83	244	0.561		

*$p < .05$

A series of follow-up Scheffe-adjusted t-tests revealed that students in Private University (n = 26, M = 3.55, SD = 0.62) have a significantly higher average foreign language classroom anxiety level than those at Rajabhat University (n = 25, M = 2.88, SD = 0.78); t(244) = 3.161, p = .020. There was no significant difference between the remaining pairs, including Public University (n = 167, M = 3.30, SD = 0.76) and Rajabhat University; t(244) = 2.584, p = .086, Public University and Rajamangala University of Technology (n = 30, M = 3.28, SD = 0.75); t(244) = 0.130, p = .999, Public University and Private University; t(244) = 1.571, p = .482, Rajabhat University and Rajamangala University of Technology; t(244) = 1.951, p = .286, and Technology Rajamangala and Private University; t(244) = 1.333, p = .621.

Table 5 Post Hoc Comparisons - Types of Higher Education Institution Comparison

Type of HEI		Type of HEI	Mean Difference	*SE*	*df*	*t*	$p_{scheffe}$
Public	-	Rajabhat	0.4149	0.161	244	2.584	0.086
	-	Rajamangala	0.0193	0.148	244	0.130	0.999
	-	Private	-0.2481	0.158	244	-1.571	0.482
Rajabhat	-	Rajamangala	-0.3956	0.203	244	-1.951	0.286
	-	Private	-0.6630	0.210	244	-3.161	*0.020**
Rajamangala	-	Private	-0.2674	0.201	244	-1.333	0.621

Note. Comparisons are based on estimated marginal means

English Language Anxiety Level of Thai Graduate Students Based on Age. Of the 248 participants, there were 210 participants in the 20-30 year old group (M = 3.29, SD = 0.754); 28 participants in the 31-40 year old group (M = 3.42, SD = 0.705); nine participants in the 41-55 year old group (M = 2.75, SD = 0.851); and one participant in the more than 55 year old group (M = 2.06). Since there was just only one participant in the more than 55 years old group, the variance in this group could not be determined. Therefore, the researchers have decided to exclude the data from this group. A one-way between-subjects ANOVA was then run on the remaining 247 participants with the age of the students as the independent variable, and the average foreign language classroom anxiety level as the dependent variable. The results showed no meaningful difference in foreign language classroom anxiety between different age groups; F(2, 244) = 2.70, p = .069.

Table 6 Mean and Standard Deviation of Foreign Language Learning Anxiety Level (FLCAS) Classified By Age

ANOVA - FLCAS

	Sum of Squares	*df*	Mean Square	*F*	*p*
Age	3.05	2	1.527	2.70	0.069
Residuals	138.12	244	0.566		

*$p < .05$

English Language Anxiety Level of Thai Graduate Students Based on Field of Study. The participants were also grouped into three groups in terms of fields of study following The Office of the Higher Education Commission (OHEC) classification framework, including Science and Technology (n = 81, M = 3.22, SD = 0.66); Health Science (n = 101, M = 3.37, SD = 0.82); and Social Science and Humanities (n = 66, M = 3.21, SD = 0.77). A one-way between-subjects ANOVA was performed and no meaningful difference in foreign language classroom anxiety level between different fields of educations; $F(2, 244) = 1.34$, $p = .264$, was found.

Table 7 Mean and Standard Deviation of Language Learning Anxiety Level (FLCAS) Classified by Field of Study

ANOVA - FLCAS

	Sum of Squares	*df*	Mean Square	*F*	*p*
Fields of Study	1.54	2	0.771	1.34	0.264
Residuals	141.12	245	0.576		

*$p < .05$

The Result of the Analysis of the Relationship between Level of Anxiety and English language Proficiency Levels of Thai Graduate Students

A Pearson correlation was performed to examine the relationship between English language classroom anxiety level and English language proficiency level. The results indicated a moderately negative correlation, r = -0.46, p < .001, whereby as English language proficiency level increases, foreign language classroom anxiety level decreases. A scatterplot in Figure 1 summarizes the results.

Table 8 Results of Correlation between English Language Classroom Anxiety (FLCAS) and English Language Proficiency

		FLCAS	Proficiency
FLCAS	Pearson's r	—	
	p-value	—	
Proficiency	Pearson's r	-0.462 ***	—
	p-value	< .001	—

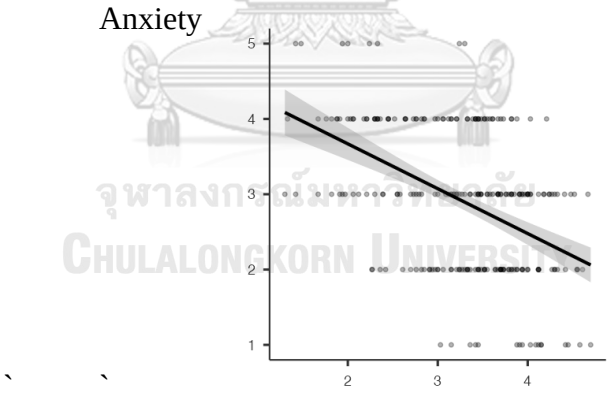


Figure 6 Scatterplot of the Relationship between English Language Classroom Anxiety Level and English Language Proficiency Level

The result proved that students who have a low English language proficiency level achieve high anxiety levels. Consistently, previous research indicated a negative relationship between low academic performance and high levels of anxiety (McCraty, 2007; Soler, 2005). Similarly, El-Anzi (2005) found a positive correlation between high levels of academic achievement and low levels of anxiety.

The Qualitative Findings from the Semi-Structured Interview

Semi-structured interviews were conducted with seven highly anxious graduate students who were randomly selected. The questions used during the interview were adapted from Tanveer's (2007) study. The interview sought to explore the sources of the participants' English language classroom anxiety. It took about 8-15 minutes (see Appendix C for semi-structured interview questions). The interviews were transcribed, and the results were analysed using Thematic Analysis method (Braun & Clarke, 2006) (see appendix D for the interview transcripts). Thematic analysis was chosen as a method of extracting discourse from the data because it allows for the identification of patterns in the data and the formation of meaningful groupings and themes that capture the issue under investigation.

Generating Initial Codes. The researchers analysed the data by reading and rereading the data multiple times and looking for common themes and categorising them across the text, whether similar or contrasting. The codes were then organised into related clusters to form major themes. Table 9 provides the 19 codes the researchers generated from the data which indicate the anxiety provoking causes among the participants. As indicated in the table, there are 19 possible causes of English language anxiety among the participants, according to the findings. This analysis gave the opportunity to uncover new themes by taking into account all of the rich and varied information obtained from the interviews.

Table 9 Outline of Coding Scheme

Code Labels	Descriptions	Total Times Referred
1. Inadequate grammatical knowledge	showing errors frequently appear in their sentence construction when they speak and write in English	6
2. Fear of being the focus of attention	feeling anxious or uncomfortable in situations where one is likely to be the centre of attention — e.g., performing or speaking publicly	6
3. Limited vocabulary knowledge	overuse of lower-level vocabulary and failure to acquire more advanced-level vocabulary, as well as limited awareness of collocational usage	5
4. Fear of making mistake	feeling embarrassed, anxious and humiliated when making mistakes in front of friends and teachers	5
5. Low English proficiency	not fluent in the English language, often because it is not their native language	5
6. Inability to express oneself	inability to use English to adequately express mature thoughts and ideas	4
7. Fear of negative evaluation	apprehension about others' evaluations, distress over negative evaluations by others, and the expectation that others would evaluate one negatively	3
8. Attitude to EFL Learning	a feeling or opinion that influence one to learn or not to learn English language in the required manner	3
9. Lack of confidence	spending more time thinking and worrying about what other people are doing than focusing on self competence and potential	3
10. Poor/bad pronunciation	utterances that cannot be comprehensible to listeners	3
11. Fear of being laughed at	a disproportionate fear of being laughed at by others	3
12. Perception on peer	a feeling that peers do better than oneself in a foreign language class	2
13. Teacher-related	related to instructional practices, teacher's behaviours, instructor-learner interactions, classroom procedures,	2
14. Fear of failing test	a significant amount of stress related to preparing for and taking an examination	2
15. Losing face	apprehension about English production and understanding in a range of setting that might cause one to lose social prestige and reputation	2

Code Labels	Descriptions	Total Times Referred
16. Personality-related	Being reluctant to speak do not speak or speak seldom and, when speak, speak with difficulty	1
17. Lack of practice	Having not enough opportunities to use the language outside the classroom	1
18. Age	perception of aging toward learning English	1
19. Situational	the learning situation including formal and informal learning contexts	1

Searching for Themes. The 19 codes were then examined as some of them clearly fitted together into a theme. The coded data was reviewed to identify significant broader patterns of meaning (potential themes). Consequently, the 19 codes were aggregated into two themes (i.e., cognitive and linguistic, and socio-cultural). Figure 7 shows the emerging themes from the thematic analysis. As can be seen in the figure, the themes were about the aspects of causes attributed to English language classroom anxiety.

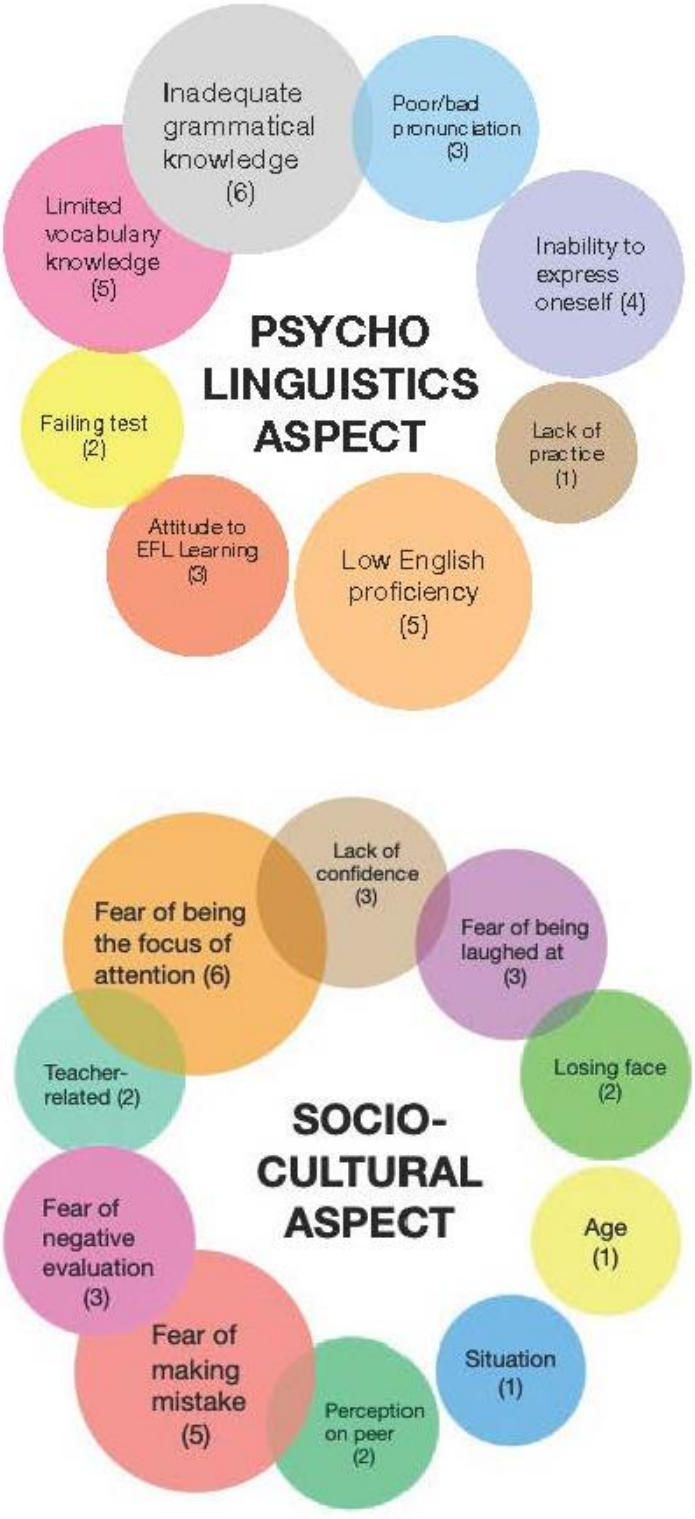


Figure 7 Emerging Themes from the Thematic Analysis

<u>Theme 1</u>: Anxiety Provoking Causes Related to Psycholinguistic Aspect

The causes categorised under this theme are connected to the psycholinguistics component of language acquisition and usage. The psychological or cognitive process of acquiring and utilising a language, after all, is referred to as the psycholinguistic aspect. It examines the mechanisms occurring in the brain during the production and perception of language and the relationship between the human brain and language. Psycholinguistics is divided into three areas: language production, language perception, and language acquisition (Purba, 2018). The processes involved in developing and expressing meaning through language are referred to as language production. The mechanisms involved in interpreting and understanding both written and spoken language are referred to as language perception. Language acquisition refers to the processes of learning the first or second language.

Students' perceptions of the language learning process, their perceptions of themselves and how they should act in every communicative classroom activity, and the linguistic barriers they experience in displaying their intended performance in English have all been related to language anxiety. This theme addresses the findings on some of the cognitive and psychological, and linguistic variables that may contribute to English language anxiety in the participants. Those anxiety provoking causes can be listed as inadequate grammatical knowledge, limited vocabulary knowledge, low English proficiency, inability to express oneself, attitude to EFL learning, poor/bad pronunciation, failing test, and lack of practice.

Among those listed above, inadequate grammatical knowledge was by far the most significant and frequent cause of anxiety. In other words, it appeared as though the participants were suffering language anxiety due to not having enough grammatical knowledge as seen in the following excerpt:

(S#5) *"…When I speak English outside the classroom, I don't pay so much attention to grammar and feel more relaxed, but here in class it's different, I don't dare to do the same, because I'm afraid that everybody will hear I said something grammatically wrong…"*

(S#1) *"…I feel anxious because I don't have enough vocabulary and grammar. I think if I knew more grammar or vocabulary or how to make a correct sentence, I wouldn't be nervous…"*

(S#3) *"…I always have to think it over what I want to say before saying it, and concentrate hard on making sentences grammatically correct or making use of words as accurate as possible..."*

The students' responses regarding limited vocabulary knowledge was reported as the third highest cause. It was found that students associated English language anxiety with lack of vocabulary knowledge. Also, their anxiety might arise when encountering unfamiliar words, as one participant says:

(S#3) *"…I don't like reading in front of class, especially when I encounter difficult or unknown words, or technical terms…"*

Having low English proficiency might be the other major cause of English language classroom anxiety among the students. Some of the participants felt anxious because they thought their English was not good enough. **(S#3)** stated:

"…I enjoy speaking English in classroom and sharing the answers asked in the class but sometimes I felt nervous because I don't understand the question. I also think that it's due to my English that is not good enough. That's why I think speaking English in class is frightening…"

Theme 2: Anxiety Provoking Causes Related to Socio-Cultural Aspect

The social environment in which students find themselves, their cultures, social status, personal experience, and perceptions of the English language, especially when speaking a language other than their mother tongue, and even their ages have all been connected to English language anxiety. Sociolinguistics, according to W. Labov (1997), is involved with language in social and cultural contexts, particularly how individuals with diverse social identities (e.g., gender, age, race, ethnicity, class) communicate and how their speech changes in different situations. Some of the issues addressed include how dialect features (such as word pronunciation, word choice, and word patterns) cluster together to form personal styles of speech; and why people from different communities or cultures can misunderstand what is meant, said, and done due to differences in how they use language. Sociolinguistics spans a wide range

of quantitative and qualitative approaches. Language anxiety stems primarily from the social and communicative aspects of language learning and can thus be classified as a social anxiety. (MacIntyre & Gardner, 1991), as referenced in MacIntyre, 1995) Some participants even suggested that social variables are more significant than cognitive and linguistic variables in causing language anxiety. This theme covers various socio-cultural aspects that may help explain why the students experienced the anxiety.

Fear of being the focus of attention, fear of making a mistake, and fear of negative evaluation, lack of confidence, fear of being laughed at, perception on peer, teacher-related, losing face, age, and situation-related are among the anxiety-inducing factors discussed in the theme. Many participants reported feeling anxious or uneasy in situations where they are likely to be the focus of attention, according to the findings (e.g., performing or speaking publicly, or in front of the class). This anxiety-inducing cause was reported as the highest cause which is reported in the excerpts below:

(S#4) "*…I need a lot of time to practice my presentation. But you know, when I stood up in front of my classmates I forgot everything HAHA. I was very nervous actually, I felt my heartbeat so fast, I was so shocked and embarrassed when many people stared at me. So, every time I prepare my notes, read from it and tried to finish the presentation…"*

(S#5) *"…I tend to say nothing even if I know I would be able to answer. I know I could speak about simple things or some topic, I've got the sentences in my mind, but when the teacher asked for a volunteer, I just can't. I don't want to be in spotlight or center of attention. Also, I'm sometimes not 100% sure about my answers…"*

(S#6) *"…What I'm most nervous about is being called on by the teacher and having to say something while everyone waiting to hear from me, this is what makes me feel uneasy. I don't want people to question that why I can't speak English even I have good education or good qualification…"*

Whilst some participants admitted that their English language anxiety was attributed to fear of making mistake which was the fourth highest cause. This could be reflected in the conversation excerpt below:

Interviewer*:* *"[…] What are examples of situation that cause stress or anxiety for you?"*

(S#3)*:* *"Personally, I think that it's impromptu speaking test or interview. The first reason is about my grammar, so I can't form correct sentence, the second reason is that I'm afraid of making mistakes or say anything badly because I don't know what to say. It's like my brain is temporarily blank. I don't want my classmates or teachers to laugh at me or I got very bad scores..."*

Similarly, **S#6** reported:

"…I worry about not being able to say what I want correctly. The bad thing is that I always have to be very careful not to make mistakes…"

In brief, the semi-structured interview revealed qualitative findings related to the psycholinguistics, and socio-cultural aspects of language learning and communication that may induce English language anxiety among EFL students in the language classroom. The psycholinguistic factors of learners' cognition and language learning problems were explored in this part under several codes, e.g., inadequate grammatical knowledge, limited vocabulary knowledge, low English proficiency, poor/bad pronunciation, etc. The socio-cultural causes, which refer to learners' social context, culture, social status, etc., were also discussed under codes, e.g., fear of being the focus of attention, fear of making mistakes, fear of being laughed at, etc. The findings point to the necessity of English language teachers identifying and understanding these anxiety provoking causes in order to create an anxiety-free learning environment which helps students make progress in their English development. In addition, most of the findings related to these two aspects seem to corroborate the existing literature on foreign language anxiety.

Phase 2: The Results of The Development of the Instructional Model to Reduce English Language Anxiety and Improve Productive Skills in English of Thai Graduate Students, and the Results of the Evaluation of the Effectiveness of the Instructional Model

The Results of the Development of the Instructional Model to Reduce English Language Anxiety and Improve Productive Skills in English of Thai graduate Students

In this phase, the results of the development of the instructional model to reduce English language anxiety and improve productive skills in English of Thai graduate students will be presented as follows:

1. The results of the study, analysis, and synthesis of the pedagogical principles
2. The results of developing the instructional model rationales
3. The result of determining the instructional model framework
4. The results of developing the instructional model steps

The Results of the Study, Analysis, and Synthesis of the Pedagogical Principles. With an attempt to develop the instructional model, key concepts of the pedagogical principles including Cooperative Learning Approaches, Autonomy-Supportive Teaching, Motivation in Second and Foreign Language Learning and Strategies for Reducing Anxiety in Foreign and Second Language Classrooms (Gustafson, 2015) were analysed and synthesised from a number of textbooks, scholarly journals articles, and previous research studies. The results from the study, analysis and synthesis are presented in figure 7.

The Results of Developing the Instructional Model Rationales. The need to reduce anxiety in the English language classroom is crucial and it may result in pedagogical benefits in the classroom. The quantitative and qualitative findings about the graduate students' English language anxiety in Phase 1 of the study were taken into account in the development of the instructional model rationale. Table 10 illustrates the top three FLACS items that attracted the highest mean scores in language anxiety among the graduate students.

Table 10 Top Three FLACS Items that Attracted the Highest Mean Scores of the Language Anxiety

Rank	Sources of Anxiety	*M*	*SD*
1	(Item 9) I start to panic when I have to speak without preparation in English class	3.94	1.14
2	(Item 7) I keep thinking that the other students are better at languages than I am.	3.91	1.12
3	(Item 10) I worry about the consequences of failing my English class.	3.70	1.24

To summarise, the factors contributing to English language classroom anxiety identified in the quantitative study are: (1) speaking in front of the class without preparation; (2) fear of being less competent than peers; (3) fear of failing the class or consequences of failing an exam.

Regarding the qualitative data obtained from the semi-structured interview, the results showed that among the possible sources of students' English language classroom anxiety, the three most significant causes of students' anxiety were "Inadequate grammatical knowledge–showing errors frequently appear in their sentence construction when they speak and write in English"; and "Fear of being the focus of attention–feeling anxious or uncomfortable in situations where one is likely to be the centre of attention — e.g., performing or speaking publicly" respectively.

Following the analysis of Phase 1 findings, the key concepts collected from the study, analysis, and synthesis of theoretical and pedagogical principles were used to develop the instructional model rationales, which are shown in Figure 9

The Result of Determining the Instructional Model Framework. The instructional model framework, which consists of rationales, objectives, model steps, and outcomes, was determined and is presented in Figure 10

The Results of Developing the Instructional Model Steps. From the model rationales synthesised from the theoretical and pedagogical principles, the instructional model steps were developed for the purpose of reducing English language classroom anxiety and improving productive skills in English of Thai graduate students. The development of the instructional model steps is presented in the following figures .

Concepts	Theoretical and Pedagogical Principles	Key Concept
Autonomy-Supportive Teaching Liu, W., Wang, J. & Ryan, R. (2016)	Environments that minimize the salience of external incentives and threats, avoid controlling language, and acknowledge the learners' frame of reference. Autonomy-supportive teaching involves behaviors that seek to promote students' tendency to engage in learning because they value this activity or find it interesting. The primary goal of autonomy support is to provide students with factors that support their autonomy, such as learning activities, classroom environment and student-teacher relationship. Autonomy-supportive behaviors include listening to students' opinions and suggestions, nurturing their inner motivational resources, allowing students' active participation and contribution, allowing students to control their own learning pace, acknowledging their perspective, providing rationales of doing activities, and communicating with them without pressure.	**Three Critical Motivational Moments in the Flow of Autonomy-Supportive Teaching** **(1) PRE-LESSON REFLECTION: Preparing and Planning** **Take the students' perspective** The teacher actively monitors students' needs, wants, goals, priorities, preferences, and emotionality, and the teacher considers potential obstacles students may face that might create anxiety, confusion, or resistance. **(2) LESSON BEGINS: Inviting Students to Engage in the Learning Activity** **Vitalize Inner Motivational Resources** To use instruction as an opportunity to awaken (involve) and nurture (satisfy) students' psychological needs for autonomy, competence, and relatedness, as well as students' curiosity, interest, and intrinsic goals. **Provide Explanatory Rationales** To make students engage in a perceived uninteresting or unappealing learning activity, rule, or procedure. **(3) IN-LESSON: Addressing and Solving Students' Problems** **Acknowledge and Accept Negative Affect** Teacher shows sensitivity to and a tolerance for students' concerns, negative emotionality, and problematic self-regulation **Use Informational, Non-pressuring Language** Teacher's reliance on verbal and nonverbal communications to minimize pressure while conveying choice and flexibility. **Display Patience** Teacher waits calmly for students' input, initiative, and willingness, give students the time and space they need during learning activities **Autonomy-Supportive Instructional Behaviors** • Taking the student's perspective • Vitalizing inner motivational resources • Providing explanatory rationales for requests • Acknowledging and accepting students' expressions of negative effect • Relying on informational, non-pressuring language • Displaying patience • Listen carefully • Create opportunities for students to work in their own way • Provide opportunities for students to talk • Arrange learning materials and seating patterns so students manipulate objects and conversations rather than passively watch and listen • Encourage effort and persistence • Praise signs of improvement and mastery Offer progress-enabling hints when students seem stuck • Respond to students' questions and comments • Communicate a clear acknowledgement of students' perspectives

Concepts	Theoretical and Pedagogical Principles	Key Concept
Cooperative Learning Johnson, Johnson, and Smith (1991) David W. Johnson, Roger T. Johnson, and Karl A. Smith (2013)	Students perceive that their success or failure is dependent upon their ability to work together as a group, students are likely to encourage each other to do whatever helps the group succeed. They are also more likely to help each other with the task(s) at hand. Therefore, cooperative learning increases student motivation to do academic work (Johnson, Johnson, & Holubec, 1986). Cooperative learning involves students working together to accomplish shared goals, and it is this sense of interdependence that motivate group members to help and support each other. When students work cooperatively they learn to listen to what others have to say, give and receive help, reconcile differences, and resolve problems democratically. **The Goals of Cooperative Learning** 1. Provide opportunities for naturalistic SLA through the use of interactive pair and group activities. 2. Provide teacher with methodology to enable them to achieve this goal. 3. Enable focused attention to particular lexical items, language structures, and communicative functions through the use of interactive tasks. 4. Provide opportunities for learner to develop successful learning and communication strategies 5. Enhance learner motivation and reduce learner stress and to create a positive affective climates.	1. **Positive Independence** Group members realize that their success is linked with each other. It means building a spirit of mutual support within the group. 2. **Face-to-Face Promotive Interaction** Students encourage and support one another; the environment encourages discussion and eye contact. 3. **Individual and Group Accountability** Each student is responsible for doing their part; the group is accountable for meeting its goal. 4. **Social Skills** Students learn and use appropriate social skills that include leadership, decision-making, trust building, communication and conflict management 5. **Group Processing** Group members analyze their own and the group's ability to work together. **IMPLEMENTATION OF COOPERATIVE LEARNING** **Pre-Implementation** • Specify instructional objectives (academic and social) • Determine group size and assign students to groups • Arrange room • Plan instructional materials to promote interdependence • Assign group roles • Assign task • Explain criteria for success • Structure positive interdependence and accountability • Specify desired behaviors **Implementation** • Monitor behavior • Intervene if needed • Assist with needs • Praise **Post Implementation** • Provide closure through summarization • Evaluate students' learning • Reflect on what happened
Motivational Teaching Practice in Second and Foreign Language Learning Dörnyei & Ushioda (2011)	**1. Creating the Basic Motivational Conditions** Setting the scene for the effective use of motivational strategies **2. Generating Initial Motivation** Corresponding roughly to the preactional phase in the model **3. Maintaining and Protecting Motivation** Corresponding to the actional phase **4. Encouraging Positive Retrospective Self-Evaluation** Corresponding to the post-actional phase	• Appropriate teacher behaviors • A pleasant and supportive atmosphere in the classroom • A cohesive learner group with appropriate group norms • Enhancing the learners' L2- related values and attitudes • Increasing the learners' expectancy of success • Increasing the learners' goal-orientedness • Making the teaching materials relevant for the learners • Creating realistic learner beliefs • Making learning stimulating and enjoyable • Presenting tasks in a motivating way • Setting specific learner goals • Protecting the learners' self-esteem and increasing their self-confidence • Allowing learners to maintain a positive social image • Creating learner autonomy • Promoting self-motivating strategies • Promoting cooperation among the learners • Promoting motivational attributions • Providing motivational feedback • Increasing learner satisfaction • Offering rewards and grades in a motivating manner

Concepts	Theoretical and Pedagogical Principles	Key Concept
Gustafson's Strategies for Reducing Anxiety in Foreign and Second Language Classrooms	**Main Sources of Anxiety** • Personal and Interpersonal • Learner Beliefs • Instructor Beliefs • Instructor-Learner Interactions • Classroom Procedures • Language Testing **Creating a Low Anxiety Atmosphere** Teachers provide patience, support, and a stress-free classroom environment. Learners need to feel they are accepted and valued before they will share their ideas and take the necessary risks that accompany the language learning process. Instructors create a warm environment by having a good sense of humor and displaying friendliness and patience with students. Teachers play a significant role in either alleviating or increasing students' anxieties. Teacher-student interactions are an important component of creating an environment where students feel safe. The way the teacher conducts classroom learning tasks is a significant factor in students' anxiety levels. Because speaking and listening activities are the first and second most frequently cited source of classroom language anxiety, classroom procedures in this area should be given special attention. Language instructors work to build a sense of community, camaraderie, and friendship among students to help them feel more secure and less afraid of being ridiculed. **Reducing Anxiety** Take a more direct approach toward alleviating students' anxieties; discussing students' anxieties with them and incorporating specific strategies and activities to reduce language anxiety; may also be beneficial to administer the FLCAS to students in order to determine their anxiety levels and what specific classroom procedures seem to cause the most uneasiness.	**Teacher-Student Interactions** • Use gentle methods of error correction to avoid embarrassing students, such as modeling the correct response rather than directly pointing out the error • Use communicative activities in which error correction is avoided all together and students are allowed to speak freely, placing emphasis on meaning rather than correct grammatical form • Let students know they are free to express themselves with mistakes without penalty and that effectively communicating a message, even if not grammatically accurate, will be rewarded • Avoid constantly assessing students, as this raises the affective filter and can inhibit learning • Always provide positive reinforcement and encouragement when possible **Instructional practices** • Avoid certain practices that tend to cause tension for students, such as pop quizzes, highly competitive activities, and requiring students to speak in front of class without advance preparation • Make use of topics that students are knowledgeable about and find interesting so they will be more likely to engage in discussion • Speak slowly and use students' native language if possible for clarification and when giving assignments in lower level classes • Modify speech and use visual aids and gestures in order to make input comprehensible • Administer a survey to determine students' learning styles and adapt instruction to suit students' preferences by using a variety of activities during each lesson in order to incorporate all learning styles **Building a sense of community** • Plan icebreakers and activities for students to get to know each other • Arrange desks in a circle to help develop a feeling of community • Encourage students to be proactive in creating this atmosphere by forming study groups and participating in language clubs outside of class **Strategies for Reducing Anxiety** • Addressing Anxiety Directly • Addressing False Beliefs • Cooperative Learning • Creative Drama • Relaxation, Music, and Laughter • Self-Encouragement • Keeping a Journal

Figure 8 The Key Concepts of the Instructional Model from Studying, Analysis and Synthesis the Theoretical and Pedagogical Principles

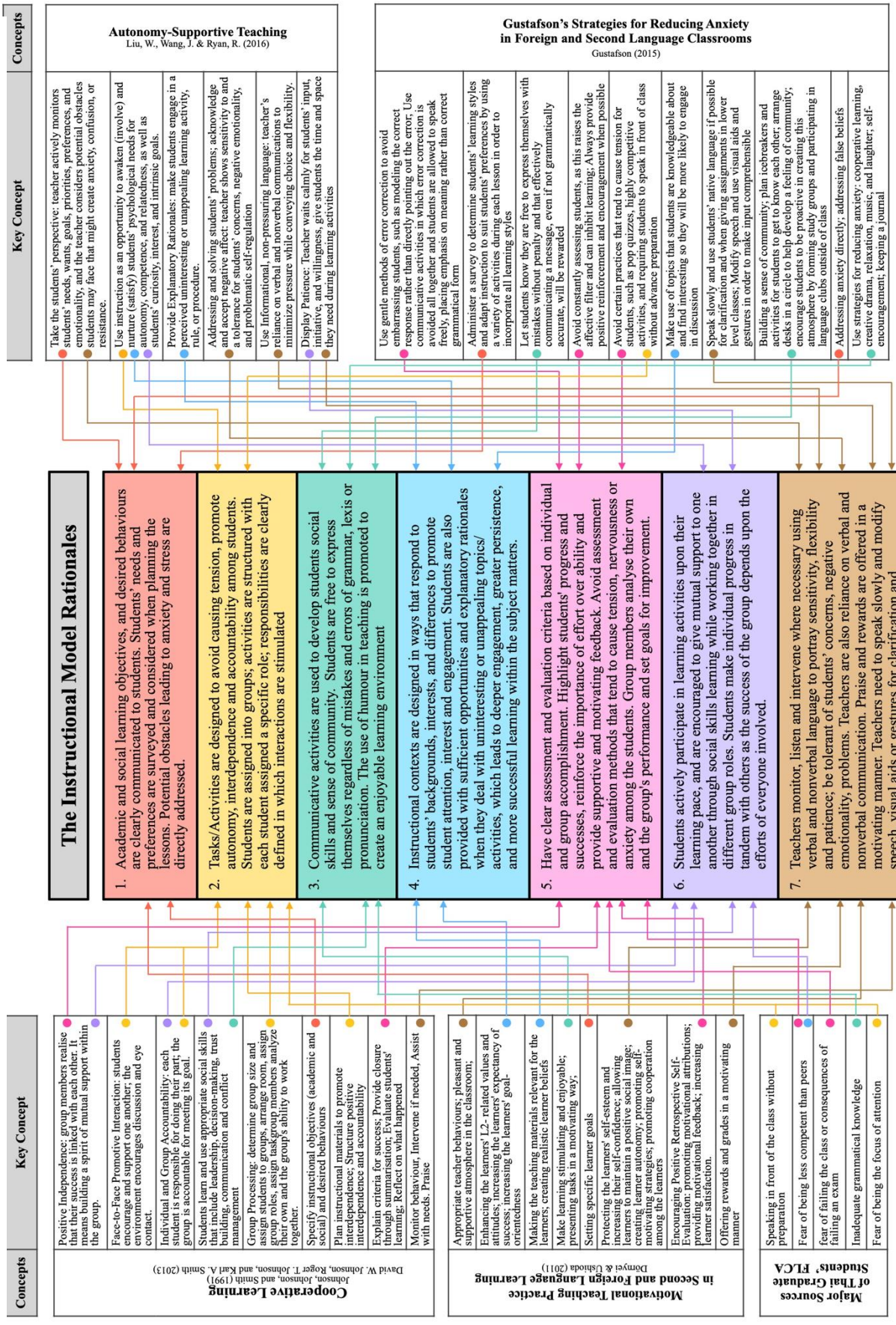


Figure 9 The Instructional Model Rationales

Figure 10 The Instructional Model Framework

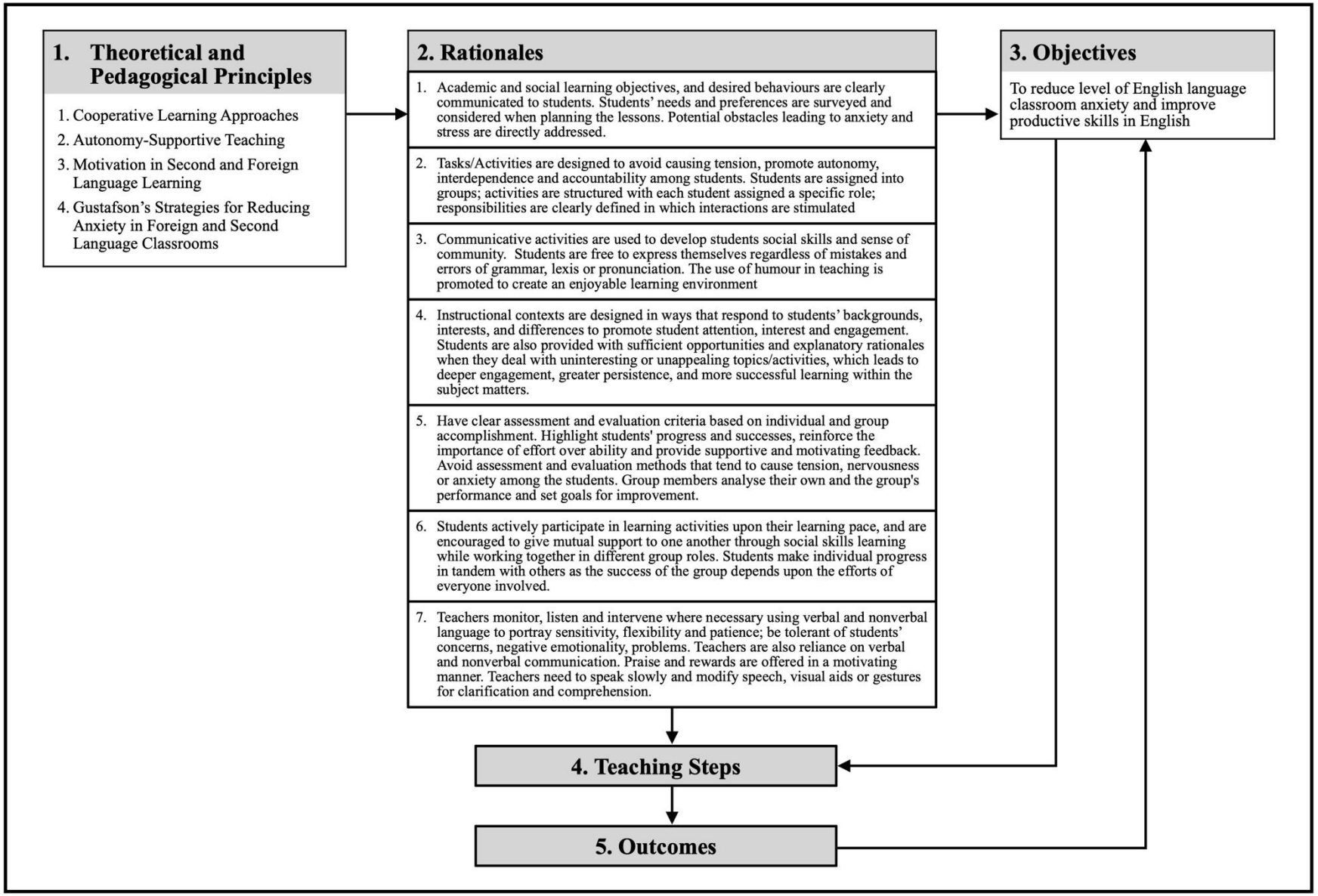
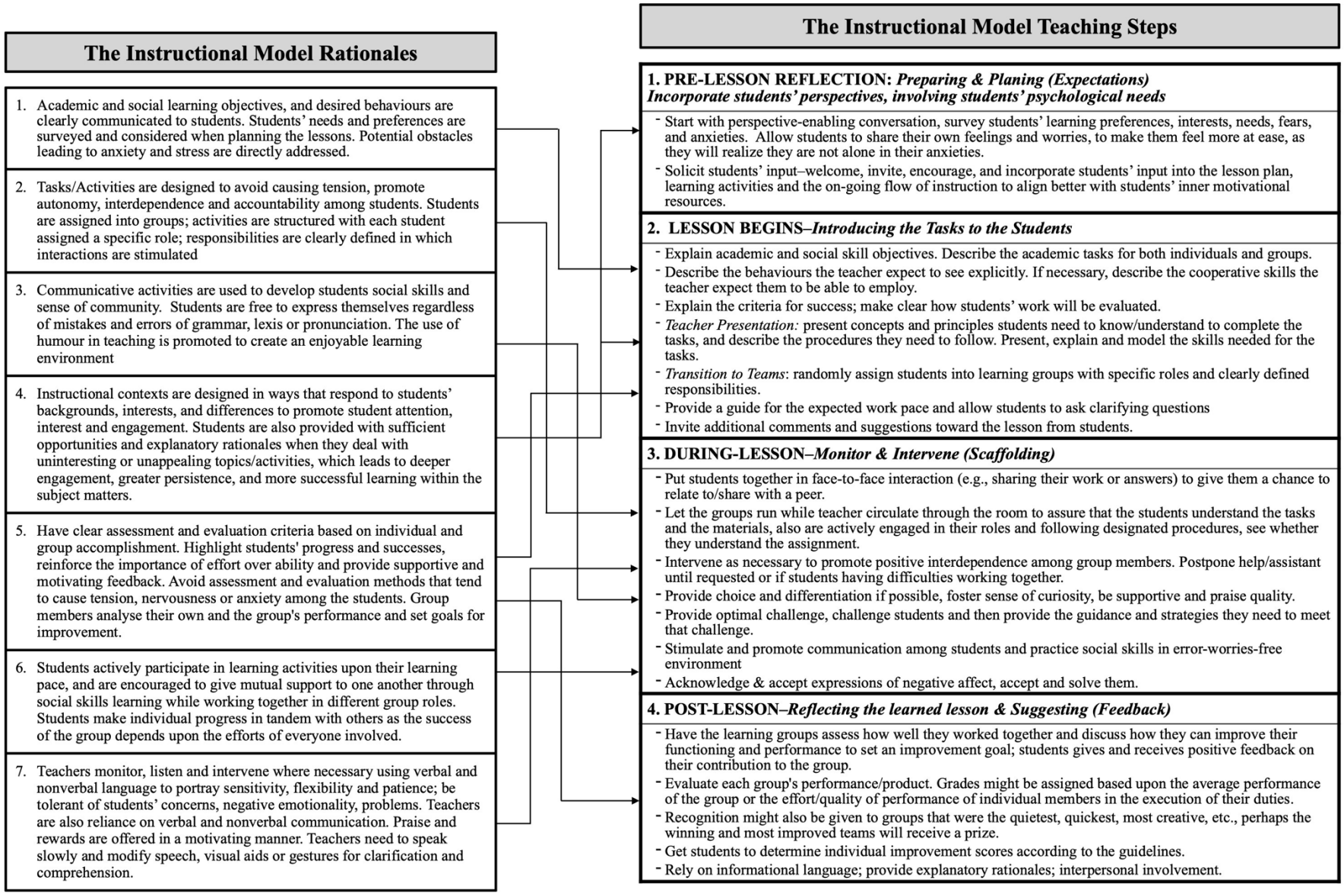


Figure 11 The Instructional Model Steps



The Results of the Evaluation of the Effectiveness of the Instructional Model

The results of the evaluation of the effectiveness of the instructional model derived from two stages: validating the instructional model by three experts and implementing the instructional model in an actual classroom.

The Results of Validating the Instructional Model by Experts. After the instructional model had been developed, three experts (see appendix E) in the field of English language teaching, curriculum and instruction were asked to verify the instructional model using the evaluation form (Item-Objective Congruence Index, IOC) (Turner & Carlson, 2003) designed by the researchers (see appendix F). The entire evaluation form was presented on a three-point scale ranging from -1 to 1. Items with scores greater than or equal to 0.5 were considered appropriate; those with scores less than 0.5 were considered inappropriate and had to be revised in accordance with the experts' recommendations. According to the expert's findings, 100 percent of the items were rated 1 on the IOC index, indicating that they were sufficiently congruent with the objectives, and were satisfied with the instructional model. Minor modifications were made regarding the additional comments and recommendations given by the experts as follows:

Expert 1: “The main steps are clear, but the writing format of the details should be more consistent. Some could be more concise.”, “the provision of explanatory rational to promote student autonomy should be at the beginning of lessons.”.

Expert 2: “The instruction on model was well-organised and systematic. The only one tiny detail that makes me confused is the use of the arrows. I suggest the other symbols instead of the arrows to show the connection of the ideas.”

Expert 3: “The theoretical and pedagogical principles are fully explained and nicely put together. The steps explained in the model are specific and clear.”

To conclude, the proposed instruction on model was accepted by the experts according to the evaluation and comments they all agreed that this model was suitable for being implemented to reduce English language classroom anxiety and to improve productive skills in English of Thai graduate students.

The Results of the Development of the Lesson Plans Based on the Instructional Model. The researchers developed ten lesson plans for the implementation of the model. The lesson plans were divided into two parts; the first five lessons focused on developing English speaking skills, while the other five focused on developing English writing skills. Each lesson plan was designed for 180 minutes of instruction, divided into two sessions. They were designed based on the newly developed model that covers the four teaching steps of the instructional model. The researchers studied the curriculum and learning content of English language courses at graduate level (e.g., English for Graduate Studies, Speaking and Writing in Academic Context for Graduate Studies). The lesson outline and learning contents are shown in Table 11.

Table 11 Outline of Lessons and Learning Content

Lesson No.	Topics	Contents
1	Communicating in Academic Situation	taking part in a discussion, language and expressions for taking part in discussion
2	Changing Roles in the Family	referring to a text, exchanging opinions, presenting information from a text
3	The Use of Data	language and expressions for referring to data, referring to what previous speakers have said, presenting or describing charts
4	Taking Your Turn	language and expression for taking turn in a discussion
5	Think Rationally	expressing doubt or belief
6	Organizing Paragraphs	paragraph structures, the components of paragraphs
7	Developing a Focus	developing a topic and working title, planning a writing project
8	Introduction and Conclusions	writing an introduction and conclusion in academic essay
9	Summarising Information from Texts	summary writing
10	Acknowledging Your Source	avoiding plagiarism, how to acknowledge sources in academic writing, different styles & systems of referencing

In validating the lesson plans, three experts (see appendix G) in the field of English language teaching were provided with the evaluation forms designed by the researchers (see appendix H) covering the appropriateness of the objectives of the lessons, the consistency of procedures in the lesson plans and of the instructional model, the appropriateness of the materials, tasks and activities, the appropriateness of pedagogical procedures in the lesson plans in order to enhance the productive skills in English, the appropriateness of the evaluation used, and the clarity of the language

used. The experts were requested to rate their thought about the lesson plans as appropriate (+1), not sure (0), or not appropriate (-1). The total index of item-objective congruence (IOC) of the experts' opinion was at 0.90. Those with scores of less than 0.5 were considered unacceptable and had to be revised in accordance with the experts' recommendations.

One expert mentioned a concern about adding a specific time range for each activity in order to help give the teachers an idea of how long the engagement the activities will be (lesson plan #1), the number of members in each group was recommended to be no more than three per group to ensure that everyone gets to contribute (lesson plan #7), the students should be explained beforehand how their summary will be judged so that they can help each other follow the guidelines (lesson plan #9).

Another expert offered advice on the evaluation standards used in several classroom activities. The researcher revised the lesson plans in accordance with the suggestions.

Example of lesson plans.

Lesson Plan 1

Title: Communicating in Academic Situations
Time: 3 hours
Objective:
1. Students will be able to reflect on their experience of speaking in an academic context.
2. Students will be able to use appropriate language and expressions for taking part in discussion

Language/Skills Focus: taking part in a discussion, language, and expressions for taking part in discussion

Materials: speaking survey sheet, worksheet and handouts, discussion review form

Teaching Steps	Teacher Procedures
PRE-LESSON REFLECTION: Preparing & Planning Incorporate students' perspectives– involving students' psychological needs ***(70 minutes)***	• Tell students that there are many different situations in which they need to communicate orally in English on their academic courses. Have the class share the most common forms of oral communication they need to engage on their academic journey. • Point out that they need to express their views clearly, so it is important that they develop the speaking skills that enable them to express their ideas most effectively. • Briefly introduce the main objective of the speaking section which is to help students develop their speaking skills by speaking through engaging in various tasks and participating in discussion. Point out that speaking might be a challenge to many students who are nervous, but that confidence grows with practice. • Explore students' learning preferences, interests, learning styles, and needs by using perspective-enabling conversation; also have students share their previous learning experience in English classroom. ***Experience of Speaking English Survey*** • As the survey will help students set the context as it will show them what will be expected on the course. Give students the survey sheet with list of situations which require them to speak. Students select the situations they have experience either in their first language an in English. Also, have students discuss potential obstacles leading to anxiety and stress when they are taking speaking lesson. Encourage students to freely express their own feelings and concerns, to make them feel more at ease.

	• Encourage students to give some explanations on the situations. ***Attitude to Speaking English*** • This is to raise awareness of students' attitudes to speaking English. Show students the statements (e.g., I wish to speak English without making a single grammar mistake; if I can effectively communicate my thought, it does not matter whether I make a mistake.) Ask whether they agree or disagree with them, and let them determine which statements are most important to them. Get students to develop their ideas by giving reasons for their choice as they need to share it with friends.
LESSON BEGINS– Introducing the Tasks to the Students	• Discuss with students that Academic discussion is an essential element of university experience or academic career in terms of expanding your understanding and challenging your views. This lesson will help them understand why they should participate in discussions. It also provides examples of phrases that individuals and groups can use to build a good discussion. Explain them that participating in discussions might be intimidating, and the lesson will also provide them with advice on how to enhance their discussion skills. • Tell the class that in this lesson they will learn what makes an effective discussion and they are going to have a group discussion today (group of 5-6)
DURING-LESSON– Monitor & Intervene (Scaffolding)	***Teacher Presentation: What makes an effective discussion?*** ***Teacher Presentation: Useful Language and Expressions for Discussion*** ***Activity: Skills for Success (15 minutes)*** • Inform students that they will be listening to a conversation between two students about the challenges of university study. The female student is a native English speaker, while the male student is a non-native English speaker. • Have students look at the six points ***(2A)*** related to study skills, ensure that the understand the meanings. Students listen to the conversation and number the points according to the order in which the speakers discuss them. Allow students to listen to the whole conversation or any section again for certain details they missed. • Show them answers once finished. Teacher elicits from students some of the skills they think are needed to activate the schema (connecting learning to a students' prior knowledge). For example, Successful students need to ensure that they plan their work according to a timetable. ***Task 1: Successful Study Advice for Graduate Students (Group Discussion)*** **Write-Discuss-Write** • **Write (10 minutes)** Tell students that now they have looked at various aspect of being a successful as a student, they now have to consider what advice would be useful for new graduate students. Individually, give advice outline to students; give them time to order their thinking first, then write down and explain why the advices they

	chose are important (they can use mind map /graphic organiser to organize their ideas). Tell them that they are going to share their advice in the group discussion. • **Discuss (15 minutes)** Ask volunteer students to take the leader role in each discussion group. Give students Useful Language and Expressions for Discussion handout ***(2B)*** as a resource. Tell them that they need to use certain language / expressions in their presentations in order to move from one point to another.
	• Make sure that in each group every one should participate in sharing and discussing their advice at some stage. This is to ensure that they all remain fully involved, rather than handing over the initiative to the other group members. Tell them that they can take notes while listening to other's advice if they think it's interesting. • Give feedback on how they contribute to the discussion. Compliment on the way they work together. • **Write (5 minutes)** In groups, after students discussed and share their advice, have each group write down the advice and the explanation. ***Task 2: Successful Study Tips for Graduate Students (Presentation)*** • **Prepare (25 minutes)** Tell them that they are going to share their advice by giving a mini presentation to the class, each group choose 4 most interesting & useful advice for new graduate students from the group discussion; also explain why the chosen advice is interesting and important. • Stage 1: Prepare, tell students that the first stage is to prepare their presentation. Each group brainstorm to finalise their top 4 most interesting & useful advice for a new graduate student. • Have students decide the presentation form and how they are going to give the presentation. Encourage them to be creative when designing the visual material of the study tips. • Give them autonomy to decide on who will give the presentation (it can be one or two students) allow more confident students to go first and give less confident students time to learn from their classmates and get used to it; see what it is like, how it is done, etc. • Stage 2: Practice the presentation, students take turn giving feedback according to the criteria for evaluating the presentation. Teacher monitor this and encourage constructive criticism it is crucial to ensure that feedback is given in the positive way as it will help them improve. • Encourage students that the skills develop with practice, so they will not do everything perfectly from the beginning and it's a good idea to listen to group feedback as it will help improve. • **Present (15 minutes)** Stage 3: Give Presentation, each group give the presentation, 5-7 minutes per group.
POST-LESSON– Reflecting the	***Feedback & Lesson Reflection***

learned lesson & Suggesting ***(25 minutes)***	• Give students Discussion Review Form. Emphasise that they need to listen to what other students say, as this may help them to develop their ideas. • Monitor the discussions, give encouragement where necessary. • Students complete the Discussion Review Form; tell them the purpose of the form, which is to encourage the, to reflect on their performance with a view looking at how it can be improved. • Give feedback on how they contribute to the discussion. Compliment on the way they work together.

Assessment of Individual Learning	• Observation of individuals within groups in on-task discussion and completion of in-class assignment; contribution to class discussion • Positive feedback to each student
Assessment of Group Productivity	• Observation that each group is on time, completing task, preparing to present. • Being able to give oral presentation using suitable language and expressions • Group self-evaluation form filled • Teacher's feedback on their group discussion/teamwork

The Results of the Evaluation of the Effectiveness of the Instructional Model. The effectiveness of the developed instruction model to reduce English language anxiety and improve productive skills in English of Thai graduate students was determined by considering the findings of the students' English language classroom anxiety level, and productive skills in English achievement as it could be perceived through the significant differences between the pre-treatment and post-treatment mean scores. At this stage, the findings will be reported based on two assumptions, which are:

Assumption 1: The English language classroom anxiety pre-treatment mean score of the students, who received the treatment based on the instructional model, is significantly higher than their post-treatment mean score.

Assumption 2: The productive skills in English pre-treatment mean score of the students, who received the treatment based on the instructional model, is significantly lower than their post-treatment mean score.

Finding from the English Language Classroom Anxiety. A repeated measures t-test was conducted to determine whether, on average, there was a decrease in the students' English language anxiety level after receiving the treatment based on the instructional model. The data from the pre-treatment and post-treatment scores of the anxiety were analysed.

Assumption 1: The English language classroom anxiety pre-treatment mean score of the students, who received the treatment based on the instructional model, is significantly higher than their post-treatment mean score.

The FLCAS was administered to the participants before and after receiving the treatment in order to evaluate the effectiveness of the instructional model in reducing the English language anxiety of the participants. The results revealed that the students' English language anxiety score in the pre-treatment condition (M = 3.33, N = 22, SD = 0.67) is significantly lower than in the post-treatment condition (M = 2.95, N = 22, SD = 0.55); t(21) = -2.28, p = .03. The effect size (d = -0.49) was found to be medium (Cohen, 1992). These results suggest that the instructional model does have a moderate anxiety-reducing effect on students when it is used. Therefore, the findings supported Assumption 1. Table 12 and 13 illustrate the descriptive statistics, and the comparison of the pre-treatment score and post-treatment of the English language classroom anxiety.

Table 12 Descriptive Statistics of the English Language Classroom Anxiety

	N	*M*	*SD*	*SE*
FLCAS Post- *TX*	22	2.95	0.552	0.118
FLCAS Pre- *TX*	22	3.33	0.670	0.143

Table 13 Comparison of the Pre-Treatment Score and Post-Treatment Anxiety Scores

		t	*df*	*p*	Mean difference	SE difference	Cohen's *d*
FLCAS Post-*TX*	*FLCAS* Pre-*TX*	-2.28	21.0	0.033	-0.380	0.167	-0.485

*$p < .05$

Finding from the Productive Skills in English. To test Assumption_2, the scores obtained from the pre-treatment and post-treatment were compared in terms of descriptive statistics: mean scores, and *SD*, and analysed by t-test to determine the differences between the pre-treatment and the post-treatment scores of the students.

Assumption 2: The productive skills in English pre-treatment mean score of the students, who received the conventional way of teaching based on the instructional model, is significantly lower than their post-treatment mean score.

The productive skills in English tests (i.e., speaking and listening tests) were administered with the participants before and after receiving the treatment in order to evaluate the effectiveness of the instructional model in the participants' productive skills. The results revealed that the students' productive skills in English score in the pre-treatment condition ($M = 14.27$, $N = 22$, $SD = 2.83$) is significantly lower in that in the post-treatment condition ($M = 15.82$, $N = 22$, $SD = 2.28$); $t(21) = 5.29$, $p < .001$). The effect size ($d = 1.13$) was found to be high (Cohen, 1992). These results

suggested that the instructional model does have a high anxiety-reducing effect on the students when it is used. Therefore, the findings supported Assumption 2.

Table 14 and 15 illustrate the descriptive statistics, and the comparison of the pre-treatment score and post-treatment productive skills in English scores.

Table 14 Descriptive Statistics of the Productive Skills in English Scores

	N	*M*	*SD*	*SE*
Productive Skills Post-*TX*	22	15.82	2.281	0.486
Productive Skills Pre-*TX*	22	14.27	2.831	0.604

Table 15 Comparison of the Pre-Treatment Score and Post-Treatment Scores

		t	*df*	*p*	Mean difference	SE difference	Cohen's *d*
Productive Skills Post-*TX*	Productive Skills Pre-*TX*	5.29	21.0	< .001	1.545	0.292	1.128

*$p < .05$

Phase 3: The Results of the Development of Proposed Practical Guidelines to Reduce English Language Classroom Anxiety

The proposed English language practical guidelines to reduce English language classroom anxiety were developed in order to provide Thai higher educational institutions, some other academic schools or departments, and decision makers who are updating or creating instructional policies, plans, strategies, or programs with important guidance for alleviating their graduate students' anxieties about the English language learning process. Armed with the results gained from Phase 1 of the study: the quantitative and qualitative results of the study of English

language anxiety of Thai graduate students, and Phase 2: the results of the development of the instructional model to reduce English language anxiety and improve productive skills in English, and the results of the evaluation of the effectiveness of the instructional model. The researchers found the proposed practical guidelines to reduce English language classroom anxiety among Thai graduate students divided into four main components, namely Pre-Lesson Reflection (Preparing& Planning), Lesson Begins, During Lesson (Monitor & Intervene), Post-Lesson (Evaluation & Reflection).

Guidelines Rationale

To reduce the negative impact of foreign language anxiety, it is helpful to identify the sources of anxiety in order to have a better understanding of the nature of anxiety and to assist English instructors in finding appropriate and effective approaches to reducing anxiety in language classrooms. Personal and impersonal anxieties, learners' beliefs about learning a foreign language, teachers' beliefs about teaching a foreign language, classroom procedures, testing, the level of the language course, language skills, motivation, proficiency, teachers, tests, and culture have all been identified as major sources of language anxiety in previous studies (Aydin, 2008; Price, 1991; Young, 1991). Furthermore, personality traits, fear of negative evaluation, parental pressure, low English proficiency, lack of preparation, pressure from the language instructor, and tests were major contributors to foreign language anxiety (Jen, 2003). Finally, among the causes of language anxiety are low English proficiency, lack of confidence, class management, insufficient class preparation, teaching processes, fear of negative evaluation, and a lack of teaching experience

(Mahmoodzadeh, 2013). Teachers must give patience, support, and a stress-free classroom environment in order to minimise students' affective filters and allow for better language acquisition (Reyes & Vallone, 2008). Learners must feel welcomed and valued before they will express their thoughts and take the necessary risks associated with language learning. Instructors can foster a welcoming environment by maintaining a sense of humour and demonstrating friendliness and patience with students (Young 1990).

Guideline Objectives

(1) To enable instructors of English to have a clear awareness and accommodate the learning problems of these graduate students,

(2) To facilitate students in overcoming their anxiety in learning the language and

(3) To enhance their English language learning experience.

Guideline Components

Table 16 illustrates the guideline components and objectives of each component that Instructors can use inside the classroom to minimize the negative effects of foreign language anxiety. The practical guidelines consist of four components, Pre-Lesson Reflection (Preparing & Planning), Lesson Begins, During Lesson (Monitor & Intervene), and Post-Lesson (Evaluation & Reflection).

Table 16 Guideline Components

Components	Objectives
Pre-Lesson Reflection (Preparing & Planning)	To get to know students background in order to prevent language anxiety by dealing properly with their anxiety-provoking causes, beliefs, and misconceptions; To plan and present classroom activities/tasks in a motivating and anxiety-free manner to stimulate students to learn English and build a sense of community build a positive relationship with students.
Lesson Begins	Assist students in developing particular learning objectives for English. and link their individual learning goals with the curricula goals.
During Lesson (Monitor & Intervene)	Turn the classroom into an anxiety-free zone to reduce students' language anxiety, enhance students' autonomy and control over learning
Post-Lesson (Evaluation & Reflection)	Reduce students' fear of negative evaluation and language test by dealing properly with their errors, reinforce students' ability for success by acknowledging their efforts and achievements

The Result of the Validation of the Feasibility and Suitability of the Practical Guidelines to Reduce Anxiety in English Language Classrooms by Experts

The results of the validation of the feasibility and suitability of The Proposed Practical Guidelines to Reduce Anxiety in English Language Classroom were based on consensus opinions from seven experts (see appendix I) including one president's executive committee of a Thai higher education institution, one executive committee of a graduate school, two directors of English language institute of a Thai higher education institution, and three instructors in field of English language education with experience in program management, teaching, and curriculum development. The

experts were asked to verify the guidelines using the evaluation form designed by the researchers (see appendix J). Responses were graded using a 5-point Likert scale to rate the level of feasibility and suitability of the guidelines. The feasibility scale had the following anchors: 1 = not at all feasible; 3 = uncertain whether feasible or not; 5 = highly feasible. The suitability scale had the following anchors:1 = not at all suitable; 3 = uncertain whether suitable or not; 5 = highly suitable.

Applying this scale to the retrieved data, it revealed that the proposed practical guidelines were highly feasible (M = 4.50, SD = .30), and highly suitable (M = 4.69, SD = .28). Most of the guidelines were deemed to be close to the "highly feasible" and "highly suitable" end of the spectrum of the Likert scale rating, though the highest-ranking item scored the highest feasibility was item 5 "Teachers speak slowly and modify speech, visual aids, or gestures for clarification and comprehension. Thai is used if possible for clarification and when giving assignments in lower level classes." While item 2 "Students' learning needs, preferences, and personal learning goals for English are surveyed and considered when planning the lessons.", item 7 "Learning tasks are purposively designed depending on specific objectives, considering elements of different learning styles (e.g. visual, auditory, tactile)", item 12 "Students develop "classroom community" in the form of groups or pairs in which they work together, support each other, and engage collaboratively in classroom activities or tasks.", item 17 "Teachers are tolerant of students' concerns, negative emotions, problems, and also rely on verbal and nonverbal communication." And item 19 "Teacher highlights students' progress and successes, reinforces the importance of effort over ability, and provides supportive and motivating feedback." received the highest score in terms of suitability (M = 5.00, SD = .00).

Table 17 Descriptive Statistics of the Experts' Evaluation of the Proposed Practical Guidelines

Items Evaluated	Feasibility			Suitability		
	M	*SD*	Interpretation	*M*	*SD*	Interpretation
1	4.33	.82	feasible	4.33	.52	suitable
2	4.67	.52	highly feasible	5.00	.00	highly suitable
3	4.00	.63	feasible	4.50	.55	highly suitable
4	4.67	.52	highly feasible	4.83	.41	highly suitable
5	5.00	.00	highly feasible	5.00	.00	highly suitable
6	4.17	.75	feasible	4.17	.75	suitable
7	4.5	.55	highly feasible	5.00	.00	highly suitable
8	4.33	.82	feasible	4.33	.82	suitable
9	4.17	.41	feasible	4.50	.55	highly suitable
10	4.83	.41	highly feasible	4.83	.41	highly suitable
11	4.00	.63	feasible	4.33	.52	suitable
12	4.83	.41	highly feasible	5.00	.00	highly suitable
13	4.5	.84	highly feasible	4.67	.52	highly suitable
14	4.83	.41	highly feasible	5.00	.00	highly suitable
15	4.33	.52	feasible	4.50	.55	highly suitable
16	4.83	.41	highly feasible	4.83	.41	highly suitable
17	4.67	.82	highly feasible	4.67	.82	highly suitable
18	4.33	.52	feasible	4.50	.55	highly suitable
19	4.67	.52	highly feasible	5.00	.00	highly suitable
20	4.33	.52	feasible	4.83	.41	highly suitable
Total	4.50	.30	highly feasible	4.69	.28	highly suitable

Table 17 showed that most of the guidelines were also deemed to be feasible and suitable for implementation. No guidelines were rated as uncertain or below in terms of feasibility and suitability.

The seven experts were also asked to give opinions in the open-ended question section on the practical guideline improvement. Minor modification was made regarding the additional comments and recommendation on the simplification of the language used in the guidelines to be more concise and not misleading. Below are the excerpts of some comments given by the experts:

"…Some statements should be revised so that they are more concise and easier to understand. The guidelines should be edited for language accuracy…"

"…It is very interesting research topic. I would definitely like to hear more about what is being done in other institutions…"

"…I think some items contain unknown or complex concepts (e.g., autonomy, interdependence, assessment, or evaluation) that may cause confusion to the reader. Thus, please make certain your readers are familiar with such specific terms. These ideas are very useful for the reader or ELT practitioners if they are clearly presented…"

"…the statements developed should be proofread by a native speaker of English to enhance their accuracy and naturalness…"

Figure 12 illustrates The Proposed Practical Guidelines to Reduce Anxiety in English Language Classrooms. To conclude, the proposed guidelines was accepted by the experts. They all agreed that the practical guidelines were feasible and suitable for being implemented to reduce English language classroom anxiety and improve productive skill in English.

Figure 12 The Proposed Practical Guidelines to Reduce Anxiety in English Language Classrooms

CHAPTER V
SUMMARY, DISCUSSION OF FINDING, AND RECOMMENDATION

Presented in this final chapter is the summary of the study, the summary of the research findings, the implications of the study and recommendations for future research. It aims at displaying the overall picture of the study, starting from research objectives, research procedures, and research findings, along with justification and empirical support for the discussion of the findings. The implications of the study and recommendations for future research are also provided at the end of the chapter.

Summary of the Study

Research Objectives

The research entitled "Development of English Instructional Model to Reduce Learning Anxiety and Enhance Productive Skills of Graduate Students in Thai Higher Education Institutes" encompassed four objectives as follows:

1. To study English language anxiety level of Thai graduate students based on different age groups, field of study and type of higher education institution

2. To analyse the relationship between levels of anxiety and English language proficiency levels of Thai graduate students

3. To develop a instructional model to reduce English language anxiety and improve productive skills in English of Thai graduate students

4. To propose practical guidelines for reducing English language classroom anxiety

Research Procedures

The research process of this study comprised of three phases of research and development, including the study of English language anxiety of Thai graduate students and its relationship with English language proficiency, the development of the instructional model to reduce English language anxiety and improve productive skills in English, and the development of practical guidelines to reduce English language classroom anxiety.

Phase 1: (Research 1 and 2) Study of English Language Anxiety of Thai Graduate Students and Its Relationship with English Language Proficiency. The first phase concerned the study of the English language anxiety of Thai graduate students based on different age groups, field of study, and type of higher education institution. In addition, the relationship between levels of anxiety and English language proficiency levels of Thai graduate students. The participants in this phase were 248 graduate students from four different types of higher education institutions (i.e., 26 students from Private University, 25 students from Rajabhat University, 167 students from Public University, and 30 students from Rajamangala University of Technology). The 248 participants were classified into four different age groups (i.e., 210 students in the 20-30 year old group, 28 participants in the 31-40 year old group, nine participants in the 41-55 year old group, and one participant in the more than 55 year old group) and three different fields of study (i.e., 81 students in Science and Technology, 101 students in Health Science, and 66 students in Social Science and Humanities). The participants' standardized English proficiency test scores, which were interpreted in terms of the Common European Framework of References for Languages (CEFR) levels, were also collected. To assess the

participants' English language level and factors affecting their language anxiety, the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Saito, Horwitz, and Garza in 1986 was employed. One-way ANOVA was used to evaluate whether there were any statistically significant differences in students' levels of foreign language anxiety based on their age groups, field of study, and type of higher education institution. Pearson correlation Coefficient of variables was computed to see if there was a significant relationship between students' level of language anxiety and language proficiency. Finally, a semi-structured interview and thematic analysis were performed with seven students who had a high level of language anxiety to collect qualitative data for a deeper understanding of foreign language anxiety.

Phase 2: (Research 3) The Development of the Instructional model to Reduce English Language Anxiety and Improve Productive Skills in English of Thai Graduate Students, and the Evaluation of the Effectiveness of the Instructional Model.

The Development of Instructional Models. The development was composed of four stages: (1) studying, analysing, and synthesizing the theoretical and pedagogical principles, (2) developing the instructional model rationale, (3) determining the instructional model framework, and (4) developing the instructional model steps. In stage one, the researchers studied, analysed, and synthesised key concepts of pedagogical principles, including Cooperative Learning Approaches, Autonomy-Supportive Teaching, Motivation in Second and Foreign Language Learning, and Strategies for Reducing Anxiety in Foreign and Second Language Classrooms (Gustafson, 2015) from a number of textbooks, scholarly journal articles, and previous research studies. Besides, the information regarding the current

curriculum and the learning contents of English language courses at graduate level were studied. In stage two, the instructional model rationales were developed based on the results obtained from the study, analysis, and synthesis of the theoretical and pedagogical principles. In stage three, the instructional model framework, which consisted of model rationales, objectives, teaching steps, and outcomes, was determined. In stage four, the instructional model teaching steps were developed.

The Evaluation of the Effectiveness of the Instructional Model. The model evaluation consisted of two stages, validating the model by three experts, and implementing the instruction of model in an actual classroom. In stage one, the newly developed instruction model was validated by three experts using IOC and giving additional comments and recommendations. In stage two, the lesson plans based on the instructional model were developed and validated by three experts using IOC. Besides, the teaching materials, worksheets, and speaking and writing tests were developed accordingly. The instructional model was implemented with a group of 22 graduate students in the second semester of the 2020 academic year who were from different fields of study. Before implementing the instructional model, the foreign language classroom anxiety scale (FLCAS) and English speaking and writing tests were administered to the participants as pretest. Over the period of eight weeks, from week two to weeks eight, the participants interacted with eight lesson plans. In each lesson plan, the participants were exposed to the completed loop of the teaching steps of the instruction of model. In week ten, the foreign language classroom anxiety scale (FLCAS) and English speaking and writing tests were administered to the participants as posttests. The data of the participants' English language classroom anxiety and productive skills in English achievement were analysed using repeated measures t-test

based on two assumptions, which are: (1) the English language classroom anxiety pre-treatment mean score of the students, who received the treatment based on the instructional model, is significantly higher than their post-treatment mean score, and (2) the productive skills in English pre-treatment mean score of the students, who received the treatment based on the instructional model, is significantly lower than their post-treatment mean score.

Phase 3 (Research 4) The Development of Proposed Practical Guidelines to Reduce English Language Classroom Anxiety. After the instructional model implementation, the English language practical guidelines to reduce English language classroom anxiety were proposed. The guidelines were developed based on the results gained from Phase 1 of the study: the quantitative and qualitative results of the study of English language anxiety of Thai graduate students, and Phase 2: the results of the development of the instructional model to reduce English language anxiety and improve productive skills in English, and the results of the evaluation of the effectiveness of the instructional model. The guideline was validated in terms of feasibility and suitability by seven experts, including, one president's executive committee of a Thai higher education institution, one executive committee of a graduate school, two directors of the English language institute of a Thai higher education institution, and three instructors in the field of English language education with experience in program management, teaching, and curriculum development. Experts' evaluation of the guidelines' feasibility and suitability was summarised by using descriptive statistics.

Research Findings

The Finding from the Study of the Levels of English Language Anxiety of Thai Graduate Students and Its Relationship with English Language Proficiency. The overall mean score of language learning anxiety was at a moderate level (M = 3.27, SD = 0.757). Fear of negative evaluation (M = 3.46, SD = 0.877) was found to be the leading cause of English language anxiety that the participants experienced while studying English, followed by communication apprehension, and test anxiety respectively. The results revealed that students at Private University (n = 26, M = 3.55, SD = 0.62) have a significantly higher average foreign language classroom anxiety level than those at Rajabhat University (n = 25, M = 2.88, SD = 0.78); t(244) = 3.161, p = .020., while there was no meaningful difference in foreign language classroom anxiety between different age groups and field of study. Regarding the relationship between English language classroom anxiety level and English language proficiency level, the results indicated a moderately negative correlation (r = -0.46, p < .001) whereby as English language proficiency level increases, foreign language classroom anxiety level decreases. That is, students who have low English language proficiency levels achieve high anxiety levels. The qualitative data obtained from the semi-structured interview was analysed using thematic analysis (Braun & Clarke, 2006). The 19 codes were generated and aggregated into two themes, including psycholinguistics variables (e.g., inadequate grammatical knowledge, limited vocabulary knowledge, low English proficiency, poor/bad pronunciation); and socio-cultural variables (e.g., fear of being the focus of attention, fear of making mistakes, fear of being laughed at), which are the anxiety-provoking causes among Thai graduate students within the language classroom.

The Finding from the Instructional Model Development. The instructional model development in the study consisted of four steps, namely, (1) Pre-lesson reflection: preparing & planning (expectations), "incorporating students' perspectives, involving students' psychological needs", (2) Lesson begins: introducing the tasks to the students, (3) During-lesson: monitor & intervene (scaffolding), and (4) Post-lesson: reflecting the learned lesson & evaluation. The model was developed to reduce English language anxiety and improve the productivity skills in English of Thai graduate students.

The Finding from the Instructional Model Evaluation. Based on the experts' evaluation and opinions towards the instructional model, it can be concluded that they all agreed with the theories and principles supporting the model, the model rationales as well as the teaching steps. Also, they shared a consensus that the instructional model was possibly usable and suitable for being implemented to reduce English language classroom anxiety and to improve the productive skills in English of Thai graduate students.

The Instructional Model Rationales

The Instructional Model Rationales
1. Academic and social learning objectives, and desired behaviours are clearly communicated to students. Students' needs and preferences are surveyed and considered when planning the lessons. Potential obstacles leading to anxiety and stress are directly addressed.
2. Tasks/Activities are designed to avoid causing tension, promote autonomy, interdependence and accountability among students. Students are assigned into groups; activities are structured with each student assigned a specific role; responsibilities are clearly defined in which interactions are stimulated
3. Communicative activities are used to develop students social skills and sense of community. Students are free to express themselves regardless of mistakes and errors of grammar, lexis or pronunciation. The use of humour in teaching is promoted to create an enjoyable learning environment
4. Instructional contexts are designed in ways that respond to students' backgrounds, interests, and differences to promote student attention, interest and engagement. Students are also provided with sufficient opportunities and explanatory rationales when they deal with uninteresting or unappealing topics/activities, which leads to deeper engagement, greater persistence, and more successful learning within the subject matters.
5. Have clear assessment and evaluation criteria based on individual and group accomplishment. Highlight students' progress and successes, reinforce the importance of effort over ability and provide supportive and motivating feedback. Avoid assessment and evaluation methods that tend to cause tension, nervousness or anxiety among the students. Group members analyse their own and the group's performance and set goals for improvement.
6. Students actively participate in learning activities upon their learning pace, and are encouraged to give mutual support to one another through social skills learning while working together in different group roles. Students make individual progress in tandem with others as the success of the group depends upon the efforts of everyone involved.
7. Teachers monitor, listen and intervene where necessary using verbal and nonverbal language to portray sensitivity, flexibility and patience; be tolerant of students' concerns, negative emotionality, problems. Teachers are also reliance on verbal and nonverbal communication. Praise and rewards are offered in a motivating manner. Teachers need to speak slowly and modify speech, visual aids or gestures for clarification and comprehension.

The Instructional Model Teaching Steps

1. PRE-LESSON REFLECTION: *Preparing & Planing*
Incorporate students' perspectives, involving students' psychological needs

- Start with perspective-enabling conversation, survey students' learning preferences, interests, needs, fears, and anxieties. Allow students to share their own feelings and worries, to make them feel more at ease, as they will realize they are not alone in their anxieties.
- Solicit students' input–welcome, invite, encourage, and incorporate students' input into the lesson plan, learning activities and the on-going flow of instruction to align better with students' inner motivational resources.

2. LESSON BEGINS–*Introducing the Tasks to the Students*

- Explain academic and social skill objectives. Describe the academic tasks for both individuals and groups.
- Describe the behaviours the teacher expect to see explicitly. If necessary, describe the cooperative skills the teacher expect them to be able to employ.
- Explain the criteria for success; make clear how students' work will be evaluated.
- *Teacher Presentation:* present concepts and principles students need to know/understand to complete the tasks, and describe the procedures they need to follow. Present, explain and model the skills needed for the tasks.
- *Transition to Teams*: randomly assign students into learning groups with specific roles and clearly defined responsibilities.
- Provide a guide for the expected work pace and allow students to ask clarifying questions
- Invite additional comments and suggestions toward the lesson from students.

3. DURING-LESSON–*Monitor & Intervene (Scaffolding)*

- Put students together in face-to-face interaction (e.g., sharing their work or answers) to give them a chance to relate to/share with a peer.
- Let the groups run while teacher circulate through the room to assure that the students understand the tasks and the materials, also are actively engaged in their roles and following designated procedures, see whether they understand the assignment.
- Intervene as necessary to promote positive interdependence among group members. Postpone help/assistant until requested or if students having difficulties working together.
- Provide choice and differentiation if possible, foster sense of curiosity, be supportive and praise quality.
- Provide optimal challenge, challenge students and then provide the guidance and strategies they need to meet that challenge.
- Stimulate and promote communication among students and practice social skills in error-worries-free environment
- Acknowledge & accept expressions of negative affect, accept and solve them.

4. POST-LESSON–*Reflecting the learned lesson & suggesting*

- Have the learning groups assess how well they worked together and discuss how they can improve their functioning and performance to set an improvement goal; students give and receive positive feedback on their contribution to the group.
- Evaluate each group's performance/product. Grades might be assigned based upon the average performance of the group or the effort/quality of performance of individual members in the execution of their duties.
- Recognition might also be given to groups that were the quietest, quickest, most creative, etc., perhaps the winning and most improved teams will receive a prize.
- Get students to determine individual improvement scores according to the guidelines.
- Rely on informational language; provide explanatory rationales; interpersonal involvement.

The effectiveness of the developed instruction model to reduce English language anxiety and improve the productive skills in English of Thai graduate students was determined based on the two assumptions. The findings from the two assumptions indicated the effectiveness of the instructional model as follows:

(1) The English language classroom anxiety pre-treatment mean score of the students, who received the treatment based on the instructional model was significantly higher than their post-treatment mean score (t(21) = -2.28, p = .03). The effect size (d = -0.49) was found to be medium (Cohen, 1992). These results suggest that the instructional model does have a moderate anxiety-reducing effect on students when it is used.

(2) The productive skills in English pre-treatment mean score of the students, who received the conventional way of teaching based on the instructional model, is significantly lower than their post-treatment mean score ($t(21) = 5.29$, $p < .001$). The effect size ($d = 1.13$) was found to be high (Cohen, 1992). These results suggest that the instructional model does have a high anxiety-reducing effect on students when it is used.

The Finding from the Development of Proposed Practical Guidelines to Reduce English Language Classroom Anxiety. The researchers found the proposed practical guideline was framed into four components, including Pre-Lesson Reflection (Preparing & Planning), Lesson Begins, During Lesson (Monitor & Intervene), and Post-Lesson (Evaluation & Reflection). Regarding the evaluation of the seven experts, they all agreed that the proposed practical guidelines were highly feasible ($M = 4.50$, $SD = .30$), and highly suitable ($M = 4.69$, $SD = .28$) for implementation.

Discussion of Research Findings

This section highlights and discusses various important findings of the present study in the light of the literature reviewed in Chapter 2. The findings are discussed in three major aspects: the study of English language classroom anxiety of Thai graduate students and its relationship with English language proficiency; the effectiveness of the instructional model to reduce English language anxiety and improve productive skills in English; and the practical guidelines to reduce English language classroom anxiety.

English Language Anxiety of Thai Graduate Students

The quantitative results indicated the existence of moderate levels of English language anxiety in most of the graduate students. As fear of negative evaluate was ranked the highest score among other variables, followed by communication apprehension, and finally test anxiety, this result indicated that students are normally nervous when they need to speak the language in the classroom.

Fear of Negative Evaluation. Among the three related situation-specific performance anxieties, fear of negative evaluation, which is explained as the learners' expectation of being evaluated negatively by others in any kind of situation (Worde, 2003), ranked as the first factor causing the most anxiety within the graduate students' language classroom. Many of them were afraid of making mistakes in front of their classmates, which might make their classmates think that they are not proficient in English. Besides, it is likely that the teacher will correct their errors directly in front of their peers, which makes them feel humiliated as their abilities are underestimated. The fear of negative evaluation factor, in theory, shows that students in language classes are afraid of receiving negative feedback not just from their classmates, but

also from their teachers or instructors (Watson & Friends, 1969). This causes them to be scared of making mistakes while still trying to keep a straight face in front of their classmates and instructors. According to Price (1991), evaluation from others in class, particularly teachers and classmates, is the reason why language learners are reluctant to perform in class. They become more insecure and unable to perform well in class when they are aware that they are being watched by others. Even in a small group, learners may feel concerned about receiving negative feedback from their peers, causing them to be quiet and reluctant (Ohata, 2005). At the same time, they are trying to avoid facing threatening situations in a language class since fear of negative evaluation basically revolves around error corrections (Von Worde, 2003). As a result, students become more and more frustrated, especially when the error corrections are done before they have time to completely formulate a response. Apart from that, interruptions from error corrections also cause learners to lose focus when formulating answers (McIntyre and Gardner, 1991). This has caused widespread unease amongst graduate students in language classrooms and is supported by previous studies as will be discussed subsequently. Jones (2004) said that language learners feel afraid because of "a fear of appearing awkward, foolish or incompetent in the eyes of learners, peers, or others" which has its origin in "the fear of making mistakes and attracting the derision of classmates". One participant reported, *"It's very embarrassing if a teacher, especially a traditional teacher, complains about my errors, both writing and speaking, especially when she corrects me in front of the class or when my friends are around. The teacher's feedback always makes me feel very uneasy. She might think that I am still not that old, or just graduated, or still in my 20s, and I must have already learned those language points."*

In brief, the findings are in line with some previously conducted studies, including Kurtus (2001), Middleton (2009), and Zhou (2004), who reported that students are frightened of making mistakes because they are concerned that if they do, their friends will laugh at them, and they will receive negative feedback from their peers. Students' mistakes and their fear of being judged by their classmates or their teachers are the sources of anxiety that make them uncomfortable when learning English orally.

Communication Apprehension. Among the 33 items of FLCAS, "9. I start to panic when I have to speak without preparation in English class", which was classified under the category of communication apprehension, achieved the highest mean score. Many students feel anxious after realizing that they are expected to speak English without preparation. Learners in a foreign language learning class are frequently required to participate in class discussions, to speak voluntarily, or to contribute to lessons by asking and answering questions. As a result, anxious students are more likely to experience increased communication apprehension in a foreign language classroom. Pornthanomwong, Tipyasuprat, and Kanokwattanameta (2019) found that Thai students gave the highest response to the item "I start to panic when I have to speak English without preparation in advance", which was the major cause of anxiety in speaking English. The results showed that, since students were expected to deal with different speaking tasks during class time, they started to panic and feel anxious when they had to speak English without preparation in advance.

According to Horwitz, Horwitz and Cope (1986), communication apprehension can also be caused by the need to produce a language structure in a language that has not been fully mastered. The inability to express themselves in the

desired way or to understand others can lead to frustration and can make people speak quietly in foreign language classes. Despite the fact that communication apprehension causes fear of speaking, it also causes fear of not being able to understand or being understood by others. The semi-structured interview data revealed that individuals had anxiety when talking with others in the language classroom, including both production and reception apprehension (speaking English in front of others or in groups) (receiving and responding to spoken messages from both teachers and classmates in English), as some of the participants stated: *"...when the teacher asked for a volunteer, I just couldn't. I don't want to be in the spotlight or the centre of attention..."; "...what I'm most nervous about is being called on by the teacher and having to say something while everyone is waiting to hear from me..."; "...I enjoy speaking English in classroom and sharing the answers asked in the class, but sometimes I feel nervous because I don't understand the question. I also think that it's due to my English being not good enough..."*.

Test Anxiety. The results of this study show that test anxiety is the least common of the anxiety categories, implying that the respondents were also worried about facing an academic test. Typically, students who experience this anxiety believe that no matter how hard they study for the test, they will fail it. This can make people uneasy during the test. According to the findings, students are particularly anxious about the consequences of failing the course, as one student reported *"...English is the most challenging subject because if I do not pass the exam, I will not graduate. Let's say that I am so afraid of failing the exam..."*

Although test anxiety was found to be the least language anxiety-provoking factor in this study, it is worth mentioning that item 10, which states "I worry about the consequences of failing my foreign language classes," got the highest score. This is supported by a previous research finding by Salehi and Marefat (2014), who found that students' worry about the consequences of failing their foreign language class was the top most anxiety-provoking factor across the three main subtypes of performance anxiety. This result came as no surprise, since obtaining 64 TOEFL-iBT score or 4.0 IELTS score, and 79 TOEFL-iBT score or 5.5 IELTS score before graduation are the minimum English language proficiency requirements for master's degree and doctoral degree programs respectively.

English Language Anxiety Level of Thai Graduate Students Based on Types of Higher Education Institution. Regarding English language anxiety in terms of type of higher education institutions, the results revealed that students at private universities have a significantly higher English language anxiety level than those at Rajamangala University of Technology. The total number of private higher education institutions under the control of the office of Higher Education commission (OHEC) in Thailand has sharply increased to 72 in 2021. As a result of the rapidly ageing population, Professor Dr. Suchatvee Suwansawat chairman of the Council of University Presidents of Thailand, reported that the number of students at some private universities fell by 70%. The dramatic fall indicates that universities are facing significant challenges to remaining efficient and surviving financially, making many institutions offer alternative levels of higher education to students who need to study for advanced degrees, and also relax the eligibility criteria for admissions. Klaewthanong & Phayrkkasirimwin (2010) added that, because the domino effect of

basic education standards has a direct impact on graduate quality, as a result, university lecturers must deal with a significant amount of responsibility in order to enhance their teaching quality and students' learning experience. Pinyosunun, Jivaketu, and Sittiprapaporn (2006) studied problems in using English language of graduate students in private universities, and found that writing and speaking were the most difficult skills, which is due to their low language proficiency, errors in sentence arrangement, grammatical structure, punctuation, and struggling when delivering an oral presentation.

Possible Causes of Foreign Language Anxiety of Thai Graduate Students. A clearer understanding regarding Thai graduate students' foreign language anxiety was elicited from both quantitative and qualitative findings of the study which provided an in-depth analysis of the sources of English language anxiety experienced by the students with the application of a more focused lens that incorporates the students' accounts of language anxiety.

Inadequate grammatical and vocabulary knowledge. With regard to the psycholinguistics aspect, grammar and vocabulary have been found to be the most important causes that make graduate students feel difficult in learning to speak English. *"...I feel anxious because I don't have enough vocabulary and grammar. I think if I knew more grammar or vocabulary or how to make a correct sentence, I wouldn't be nervous..."*, said one student. The other graduate student elaborated, "*…What makes me very tense is that I always have to think it over what I want to say before saying it and concentrate hard on making sentences grammatically correct or making use of words as accurately as possible. If I didn't do this, my sentences would be grammatically incorrect. I can feel very anxious even if the teacher is very nice…".*

Another student added, *"...in my opinion, I feel anxious because I don't have enough vocabulary and grammar. I think if I knew more vocabulary or how to make a correct sentence, I wouldn't be nervous..."*. Grammar has long been a source of contention among theorists and practitioners alike, particularly in the Thai education system, where beliefs abound that teaching grammar prevents Thai English learners from speaking successfully. Thai students, particularly graduate students who are mostly adult learners, tend to prioritise memorization of vocabulary, phrases, grammatical rules, and sentence structure. The grammar-translation approach has made language learners more passive and hesitant, but they still struggle to apply the target language in everyday situations. Overall, these findings are consistent with those reported by Lui (2006), who investigated the causes of anxiety among EFL language learners during English language lessons. He stated that the causes were a lack of language understanding and grammatical mistakes. Saengboon's study (2017) found that Thai university students viewed grammar as important in learning and using English effectively. The present results are consistent with Thangaroonsin's (2016) work that deals with the vocabulary size of Thai EFL graduate students. She discovered that the graduate students' vocabulary size scores were lower than the level established by the vocabulary scholars. Furthermore, they believed that expanding their vocabulary would help them improve their four language skills, particularly their productive skills; a larger vocabulary size can also help them more when learning new unknown words, and a limited vocabulary knowledge prevents them from communicating effectively.

Fear of being the Focus of Attention. The results revealed that many participants feel anxious or uncomfortable in situations where they are likely to be the centre of attention (e.g., performing or speaking publicly, or in front of the class). A participant stated that her anxiety came from her fear of being the focus of attention. She admitted that her anxiety arose when the teacher asked for a volunteer. She immediately became quiet and froze even if she knew she would be able to answer. She added that she did not want to be in the spotlight or the centre of attention. A similar pattern of results was obtained from another participant who needed to give an oral presentation in front of her classmates. She mentioned that she could feel her heart beating so fast as she was shocked and embarrassed by being stared at by many people. This anxiety provoking cause was quantitatively reported as the highest cause related to the socio-cultural aspect of language learning among graduate students. These basic findings are consistent with Horwitz, & Cope (1986)'s explanation of why anxious students experience strong self-consciousness when asked to expose themselves in the presence of other people, speaking a foreign language. The participants were afraid of showing themselves or being spotlighted in front of others, especially when they were asked to speak in a foreign language. Also, they experienced anxiety because they knew that their performances were being monitored by people in the classroom. This feeling can lead them to be anxious because they are under pressure about the evaluation they will receive. A similar conclusion was reached by Thomas's (2017) study of the EFL classroom environment with

Japanese university students. It showed that weaker students were much less willing to establish direct eye contact with the instructor and give short replies in response to instructor-initiated questions. The students indicated that they felt anxious

when studying English in large groups because they did not like answering questions and being the centre of attention made them feel uncomfortable. They felt uncertain about their abilities, self-conscious about their speaking and pronunciation skills, and these inhibitions left them unmotivated to contribute to the whole group discussion. The Relationship Between Language Anxiety and Language Proficiency This study also found a relationship between students' language learning anxiety and their competency in the language. It means that the lower the level of language proficiency, the higher the level of language anxiety, and the higher the level of language proficiency, the lower the level of language anxiety. Researchers generally agree that high levels of anxiety lead to poor academic performance; Von Worde (2003) discovered a substantial negative relationship between anxiety and final foreign language grade. It has been suggested that anxiety can have a negative impact on learners' language learning experiences. Alsowat (2016) analysis showed that language anxiety and language proficiency have a significant negative correlation, according to factors associated to foreign language anxiety (grammar, speaking, writing, reading, and GPA). Others have expressed that a high degree of anxiety is linked to poor academic performance (Luigi et al., 2007, and Sena et al., 2007). Anwar et al. (2010) discovered a similar effect in their study, demonstrating a negative correlation between language anxiety and student achievement. It suggests that as one's level of anxiety rises, so does one's academic achievement. In brief, language anxiety has been found to be closely connected to how learners view the language learning process, their perceptions of themselves and how they should perform in every communicative setting, and the linguistic barriers they experience while learning English. Three aspects of foreign language anxiety have a significant

influence on students' teaching and learning processes, particularly in speaking. Communication anxiety, exam anxiety, and fear of negative evaluation were the primary sources of students' anxiety in this case. Students may be hesitant to communicate because they do not understand the meaning of words or sentences. Students with limited vocabulary find it challenging to communicate what they want to express. Students lack confidence and believe they are unable to communicate in English due to their belief that they lack the capacity to do so and their lack of knowledge of the language. This type of feeling discourages people from trying to communicate in English. So, teachers need to be concerned about this issue, as it will affect students' participation and achievement.

The Effectiveness of the Instructional Model to Reduce English Language Classroom Anxiety and Improve Productive Skills in English

After the instructional model was developed, proposed, and verified, and the lesson plans and materials used were designed based on the instructional model and administered to the students, the effectiveness of the instructional model was shown. The COVID-19 pandemic in Thailand had a significant impact on the educational situation. When the country went into a national lockdown in 2020, all educational institutions switched to distance learning. Following the closure of all higher education institutions in Thailand, teachers and administrators worked tirelessly to keep students on track and transition them as quickly as possible to online learning. The implementation of the instructional model was also shifted from a face-to-face classroom setting to an online platform. Online learning tends to fail when the traditional lecture format is re-packaged over an online platform. The researchers attempted to make learning more participatory and collaborative in order to keep

students engaged in the online environment. One of the most effective ways to facilitate online collaborative learning was to use Zoom's Breakout Rooms. Students could interact with one another in small discussion groups or collaborate on group work projects in the breakout rooms. It also allowed teachers to facilitate intimate, interactive activities that allowed students to create meaningful connections. Teachers could virtually navigate between Breakout Rooms to facilitate, intervene, and support students in their group discussions, as well as check in on how they were doing while working together, just like in a physical classroom.

The inclusion of cooperative learning strategy enabled students to work in small groups, each with students of varying levels of ability, and instructors to utilise a range of learning activities to enhance their language comprehension The students worked through the task until all group members understood and finished it effectively. The approach not just stimulated the students to acquire the language, but also created interpersonal and team skills. Because each student has an unique background and level of English proficiency that he or she may contribute to the group, group members can complement each other's linguistic strengths and shortcomings. One kid, for example, had a large vocabulary and could provide his colleagues with a good foundation in grammar. Furthermore, disadvantaged students benefitted from contact with better students, while excellent students felt proud of their part in assisting their weaker colleagues. According to Johnson and Johnson (1995), the cooperative learning method provides a supportive learning environment; it reduces competition and individuality while increasing chances for students to actively build or change knowledge. Working in groups allows students additional chances to speak and exchange ideas, allowing them to observe how their peers think

and generate new ideas. Furthermore, talking, creating, and thinking in a group setting rather than a full class setting may offer a less stressful environment. Students may feel more at ease trying out new ideas in such an environment. As a result, it is thought that a cooperative learning environment reduces anxiety and provides more chances for students to create language (Kagan & Kagan, 1994). So far, a large body of research has backed up the efficacy of cooperative learning in EFL courses. In accordance with prior research, Nakahashi (2007) utilised structured cooperative learning activities to decrease language anxiety in freshman students at Akita University by creating a nonthreatening, supportive atmosphere that resulted in language skill improvement. The findings showed that following the learning, the students' learning anxiety decreased and their language competence scores increased substantially. Many studies show that the cooperative learning method may assist students increase their English proficiency, lending credence to its efficacy in terms of language development (Somapee, 2002; Seetape, 2003; Lapsopa, 2005).

Students do not want to speak in language classes most of the time for a variety of reasons, including fear of making a mistake, fear of their instructors, feeling humiliated if their classmates laugh at their errors, poor confidence, and a lack of grammatical and vocabulary understanding. According to studies, speaking is an anxiety-inducing skill because students often feel significant levels of anxiety and therefore become less eager to participate in English conversational activities (Horwitz & Cope, 1986). Taking into account these factors and circumstances in language classes, the three critical motivational moments in the flow of autonomy-supportive teaching were translated into the instructional model rationales as well as the autonomy-supportive instructional behaviours that were incorporated into the

model teaching steps. For example, student perspectives including personal interests, psychological needs and preferences, which obtained from class survey, were integated to learning activities in order to promote student attention, interests, and engagement, teacher used verbal and nonverbal language to portray sensitivity, flexibility, and patience to students' concerns, negative emotions, problems; the teachers gave students chances to choose activities, got into the groups they preferred; the teachers modified their speech to be more slowly and using Thai for better clarification and comprehension was also encouraged; and When communicating classroom guidelines, regulations, and expectations, instructors utilised non-controlling language, which refers to non-evaluative, flexible, and informational communication. This influenced contemporary language teaching methods in which instructors take on several roles in the classroom, such as facilitator, advisor, and participant, in order to promote language acquisition among students and encourage them to converse in the target language (Larsen-Freeman & Anderson, 2013).

Nonetheless, owing to the complexities of the usage of autonomy support, instructors must self-reflect on the conditions and degree to which they utilise autonomy support. The researchers discovered that the more instructors employed autonomy-supportive teaching behaviours, the more engaged the students became as time passed. In general, the findings of this study's integration of the autonomy-supportive teaching approach were consistent with the findings of relevant research (Ryan and Deci 2006), which found that satisfying learners' psychological needs for autonomy, competence, and relatedness contributed to self-determined motivation. Black and Deci (2000) came to a similar result, claiming that students' perceptions of

autonomy support from their professors predicted improvements in self-regulation, perceived confidence in the topic, and a reduction in fear.

Badri et al2014 .'s study found that meeting fundamental necessities and being intrinsically motivated had a favourable impact on academic performance. Furthermore, self-determination theory-guided research has shown that autonomous motivation is linked with good outcomes such as effort, performance, perseverance, self-esteem, and well-being (Ryan & Deci, 2002). Shinge (2005), on the other hand, found no correlations between anxiety and autonomy levels, implying that teachers should be aware that autonomous students who appear to have taken charge of their own learning may still feel anxious about their foreign language learning experiences, which could affect their class grades, and teachers will definitely need to lend a helping hand. This may be attributed in part to the fact that this research lasted eight weeks, and it could take longer than eight weeks to substantially decrease students' foreign language anxiety.

Likewise, the measurement of students' productive skills in English after exposure to the treatment revealed a statistically significant increase. The students' improvement in productive skills could be due to the following reasons. The performance tests were developed to measure students' productive skills via authentic tasks. The results revealed that the mean scores of the subjects differed statistically significantly. In other words, after receiving treatment, the student's overall score on the productive skills test was significantly higher than the pretest. Instructors use a balanced activities approach to help students develop productive skills, which combines language input, which includes teacher talk, listening exercises, and reading activities, structured output, and communicative output, includes explanations of

learning methods and examples of their usage, ways of using the language, such as advice on a language point, pronunciation, or vocabulary from the instructor or another source; acceptable things to say in particular situations; and social elements of language use, etc. An explanation in Thai was utilised for students at lower levels, or in instances when a rapid explanation of a grammatical issue or a complex linguistic point was required. To summarize all the lessons, we can state that the new way of teaching based on the instructional model was successful. Students paid more attention, participated well, and were more willing to communicate as they became less anxious and became more comfortable expressing themselves. Dividing students into groups and pairs also conduces to better and easier learning. Students worked on developing their productive skills and communicating in English, although they sometimes switch to their mother tongue. Concerning the weak students, they became more confident as they worked on activities adapted to their level, knowledge, and interests. The findings were consistent with Young (1999), who discovered that pair and small group work may lead to a low-anxiety classroom environment. This pattern of outcomes is similar with the findings of Marlia's (2018) research, which found that using peer group activities decreased students' speaking anxiety while also improving their speaking abilities. Based on the results, it was concluded that the pleasant environment that the instructor may create and foreign language learning anxiety are not to be disregarded or seen as an issue for students to cope with on their own. Furthermore, the substantial increase in the participants' productive abilities may be attributed to the fact that engaging, talking, creating, and thinking in groups using the instructional model teaching stages offered a less anxiety-producing environment. If group members feel favourably reliant on one another, a supportive environment may

help them learn as well (Johnson & Johnson, 1995). Language growth may be attributed to kids feeling more at ease in this learning setting. Because the instructional approach was applied in an online learning setting, the majority of the students reported substantially less English language anxiety.

Regardless of the effectiveness of the instructional model, online learning somewhat had an effect on the decrease. Online learning has frequently been proved to be a less stressful learning environment (Broadribb & Carter, 2009; Huang & Hwang, 2013). Online language courses have been shown to improve communication abilities (Al-Qahtani, 2019). In terms of the effect of online environments on foreign language anxiety, research has indicated that CMC media can be useful for anxious students, who typically do not participate actively in traditional classes (Cooke-Plagwitz, 2008; Tudini, 2007). The participants in Majid et al.'s (2012) study were not worried about learning a language online. According to Grant et al. (2013), despite the fact that there were multiple sources of foreign language anxiety in classrooms, learners found the virtual classroom to be less stressful in terms of language use. Melchor-couto (2017) recently investigated the foreign language anxiety levels experienced by a group of online learners during oral communication activities. The data collected was compared to that of a group of students in a regular classroom. It was discovered that the foreign language anxiety levels of online learners decreased over time. The online learners regarded the anonymity of the learners in online classes as a good element that could help with an increase in self-confidence and a decrease in anxiety. Côté and Gaffney (2021) reported that in online classes, students were much less anxious and produced more conversation turns and expressions than in traditional classrooms. Additionally, the students did not need to face their teacher

and peers directly. They might mute their microphones and turn off their cameras when encountering an uncomfortable situation.

In practise, however, online language learners are usually expected to engage with their classmates and their teacher in the target language through audio and video technologies. As a result, learners may experience anxiety linked to both the language and the instructional technology used to communicate in the target language (Ushida, 2005). Given that online students can experience significant levels of language anxiety, particularly in their first online course, and that students' general anxiety levels are likely to be increased as a result of the global pandemic and their rapid transition to online or remote learning, instructors should consider implementing pedagogical interventions to reduce their students' perceived levels of anxiety. The literature has many research-based methods for reducing language anxiety; and since so few studies have examined language anxiety among online learners, it is important to evaluate the pedagogical implications of classroom-based studies. However, it is essential to remember that part of the anxiety experienced by online language learners may be attributed to the online setting and/or the usage of innovative instructional tools.

According to Pichette (2009), perceived levels of anxiety decreased among more advanced language students in the online setting but stayed the same among face-to-face language students at the intermediate and advanced levels of language study. This result suggests that students had reduced anxiety levels after finishing their first semester of online language learning, which is a benefit for the online environment. Online language learners seem to be less nervous than their peers in conventional, face-to-face classes after spending time in the new setting and getting

acquainted with the learning platform and instructional tools. Furthermore, as a result of the Covid-19 pandemic, language learners have recently been studying under extremely stressful conditions as a result of being forced into remote learning (Russell, 2020). These students may experience significant levels of foreign language anxiety and/or anxiety as a result of their use of new instructional technologies and platforms. It is also likely that these language learners have higher levels of general anxiety as a result of the pandemic and their personal situation (Russell, 2020). In a more recent study, Liu and Yuan (2021) discovered that first-year undergraduate English as a foreign language (EFL) learners experienced high levels of foreign language anxiety both at the beginning and end of a 16-week semester.

During the crisis, it is likely that a number of students felt more anxious while participating in activities in online classrooms. Individual differences and preferences, a lack of technological knowledge, and a problem with technological infrastructure were among the reasons given. In Valizadeh's (2021) recent study on foreign language anxiety in virtual classrooms during the Covid-19 Pandemic, over half of the respondents were concerned that others might see their home settings or hear voices in their homes, that they would be recorded for every activity, and that their physical and mental health would suffer as a result of their long-term use of technology. One factor being observed during the implementation is that the online setting may be limited or no feedback from the teacher due to the restricted possibilities of online classes. Lack of eye contact, delayed feedback from peers add to the feeling of insecurity and uncertainty. Anxiety can also increase if students are grouped for discussions randomly and they cannot be certain that their group mates will respond positively to their contribution to the discussion. Students can possibly feel suffocated

and isolated as a result of the online classroom setting. A lack of live interactions in online environments may also be regarded as a disadvantage.

Considering that language learners are likely to experience significant levels of anxiety as a result of the current global pandemic, it is critical to implement techniques and activities that can alleviate and reduce foreign language anxiety during online and distance learning in order to provide learners with some level of comfort during this difficult time.

The Proposed Practical Guidelines to Reduce Anxiety in English Language Classrooms

The proposed English language practical guidelines to reduce English language classroom anxiety were developed to provide Thai higher educational institutions, some other academic schools or departments, and decision makers who are updating or creating instructional policies, plans, strategies, or programs with important guidance for alleviating their graduate students' anxieties about the English language learning process. Each guideline is designed with objectives to enable instructors of English to have a clear awareness and accommodate the learning problems of these graduate students, to facilitate students in overcoming their anxiety in learning the language and to enhance students' English language learning experience. Through a review of the literature and analysis of the results obtained from the quantitative and qualitative studies of English language anxiety of Thai graduate students, the development of the instructional model to reduce English language anxiety and improve productive skills in English, and the evaluation of the effectiveness of the instructional model, together with the evaluation and feedback

from the expert reviewers, it was determined that these guidelines were feasible and suitable.

Learning a second language is a difficult job that requires years of study and a great amount of perseverance. The degrees of desire to learn the language and the levels of anxiety learners feel throughout the learning process are two of the most important emotional factors typically linked with learning a foreign language. Previous studies in the area of foreign languages clearly shown that the more nervous learners were, the less motivated they were to learn English (Clément et al., 1994; Ehrman & Oxford, 1995; Alrabai, 2011). These two factors have a detrimental impact on the quality of many elements of language acquisition and often result in poor learning results, even for learners with advanced learning skills. This explains why these two factors (anxiety and motivation) do not operate independently in the context of foreign language acquisition, but rather interdepend and influence one another (Gardner et al., 1997). Because the presence of anxiety in the process of learning a foreign language often results in a lack of motivation, which leads to unsatisfactory learning outcomes, there is still a need to search for some practical ways to integrate motivation and reduce anxiety in the language learning process. We think that using such methods would have a beneficial effect on learners' anxiety and motivation, as well as their actual success in the foreign language.

The proposed guideline was developed in response to the need to identify some practical techniques for controlling learners' sources of foreign language anxiety, such as communication apprehension, fear of negative evaluation, and test anxiety, as well as to promote learners' motivation to learn English as a foreign language. The particular processes or approaches suggested in this book were created

by examining and combining pedagogical concepts in the teaching of English as a foreign language, i.e., cooperative learning, autonomy-supportive teaching, and motivation in second and foreign language learning. Some guidelines derived from the analysis of the anxiety-provoking causes Thai graduate students experienced, and some of the suggestions made in leading textbooks and research in educational psychology, and motivation in language education.

The anxiety-controlling procedures outlined in the guidelines are some practical methods for dealing with anxiety sources such as learner characteristics, learner beliefs about learning a foreign language, teacher characteristics, language testing, classroom environment, learning procedures, and so on. Those addressing situation-specific learner motivational dispositions, such as establishing a good connection with learners; fostering learner curiosity, self-confidence, and autonomy, are examples of motivation-enhancing methods. If we want our students to succeed and achieve high levels of achievement in their language learning, we must first recognise and understand the negative effects that emotional factors such as anxiety can have on performance, as well as the primary causes of these anxieties and what we can do as teachers to help them feel more at ease in their learning environment. Our kids will be able to accomplish more if we strive to establish a supportive environment in our classrooms and assist decrease anxiety levels, which are preventing students from doing well and enjoying language study.

The Implications of the Study

Implication for Language Teaching and Learning

Language anxiety has been found to be closely connected to how learners view the language learning process, their perceptions of themselves and how they should perform in every communicative setting, and the linguistic barriers they experience while learning English. The results of this research project have shown that Thai graduate students experience medium levels of language classroom anxiety. Fear of negative evaluation was found to be the major source of foreign language classroom anxiety among Thai graduate students. Moreover, their English language proficiency can be a factor in predicting their foreign language classroom anxiety. The negative relationship between foreign language classroom anxiety and English language proficiency indicates that the lower the English language proficiency the students have, the higher the English language anxiety they experience. In addition, lack of grammatical and vocabulary knowledge, and fear of being the centre of attention are the most anxiety-provoking causes. Based on the findings, the instructional model and practical guidelines were proposed. This model recommends practical procedures that deal with the factors that cause anxiety and offers solutions to get rid of their effects. It is suggested that the instructional model and practical guidelines proposed in this study be applied in different classrooms to examine their effect on students' foreign language anxiety. A greater understanding of language anxiety in the Thai graduate student context can assist students and teachers in recognizing a student's level of comfort in order to avoid feelings of anxiety and provide instructional interventions (e.g., instructional or practical guidelines to reduce anxiety, language anxiety coping strategies, tailored programs) whenever necessary to

maximize learning. As a result, it is critical to place a person's language learning in his or her own individual context, while also recognizing and analysing his or her language anxiety and encouraging enjoyment and a positive attitude towards language learning (Dewaele & Alfawzan, 2018).

Other suggestions and implications can be derived from the finding to help students overcome foreign language anxiety in classrooms. First, instructors need to create a friendly atmosphere inside classrooms. When dealing with anxious students, language instructors have two options: (1) they may help students learn to cope with the present anxiety-provoking scenario; and (2) they can make the learning environment less stressful. Individualized instruction, appropriate learning and testing should be offered when needed to ensure excellent language education. Teaching methods, instructional behaviours should be adjusted according to the findings of research on language anxiety in order to enable the second option. To improve students' language acquisition at an optimal level, meaningful but less anxiety-provoking activities and tasks should be used. In addition, the difficulty level of classroom contents should be suitable to motivate and challenge students' language development. That is, to establish a productive learning environment in which students may study and apply the language in real-life circumstances, yet minimize the arousal of unwelcome anxiety. Second, rather than being a cause of anxiety, exams and tests should be used to facilitate learning. Authentic assessment and evaluation should be considered since it correctly measures the levels of the required abilities and improves the validity and reliability of tests and exams themselves. Third, English language department directors and curriculum developers must accept responsibility for providing well-designed and current syllabuses and textbooks that

meet students' needs and preferences. And finally, since there was a significant negative relationship between language anxiety and language proficiency, it is critical to promote and support students in avoiding foreign language anxiety, as higher levels of anxiety have a negative impact on students' language proficiency and achievement.

In addition, technology should be used as an instructional or learning strategy to help learners increase their motivation and reduce their anxiety in an EFL class. Technology-enhanced teaching and learning fosters a low-anxiety classroom environment, which is regarded as an important prerequisite for effective language learning. To minimise anxiety that might be caused by online learning restrictions, teachers need to become attentive listeners and use corresponding linguistic signals indicating active listening, use compensatory strategies such as avoidance, approximation, substitution, generalization, exemplification, description, asking for repetition or clarification, or using backchannelling signals and fillers to provide positive feedback and friendly peer support. Learning to use computer tools (raised hand in Zoom, emoticons, chat boxes), which are a part of online communication and tools can also help when dealing with anxious students and anxiety. Also, giving students more autonomy and free choice of speaker partners, speech situations, linguistic means, and communication strategies to prevent and deal with the fear of making mistakes. Therefore, it is the responsibility of educators to assist anxious students in coping with anxiety-provoking situations and to create a less stressful learning environment for them.

Because the use of new instructional technologies is a source of anxiety for some online language learners, it is advised that language learners' digital literacy be

analysed at the beginning of the course. Instructors are also encouraged to meet learners' language learning needs through online learning, since learners who are new to online or distance learning are more likely to require more teacher support.

In summary, due to the fact that online and distance language learning are currently widely used around the world during the pandemic, teachers are advised to select and implement various research-based pedagogical interventions that they believe are most appropriate for their learners and for their own teaching contexts to help reduce learners' perceived levels of foreign language anxiety.

Implication for Language Education Policy

The English language policy in Thailand makes it clear that English is a compulsory subject at all levels of education, from tertiary to higher education. With this policy, the English language in Thailand requires institutions, teachers, and students to facilitate students learning to communicate in English. The point is, how has the policy been implemented at the classroom level? What have students faced and experienced in the language classroom, particularly in English language speaking? Although the English language curriculum may encourage development of more holistic skills alongside content knowledge, when exams are heavily based on mastering content, students will likely be steered towards what gets tested at the expense of other important development areas. This phenomenon is most commonly seen not just at the high school level, but also at higher education levels. Reliance on examinations, particularly high-stakes exams, to pass to another grade or achieve certain scores as an eligibility criterion for graduation, can cause significant anxiety, since test anxiety decreases language performance and achievement. When the curriculum relies on exams, especially as the sole assessment technique or as a gatekeeping tool, students' well-being can suffer. Finally, curriculum standards and assessment must be aligned. Without clear progression and scaffolding of the curriculum, students may struggle to learn. In countries whose curriculum places student well-being as part of their core values and goals, such high-stakes exams can increase levels of student anxiety and fear of failure (e.g., poor grades, not passing a test), thus negatively impacting their overall sense of life satisfaction and self-esteem. This suggests the critical importance of a well-thought alignment between curriculum goals, assessment policies and practices, and students' well-being. The results of this

study provided insight into the origins of English language anxiety in a Thai setting and highlighted what parts of English language anxiety are overlooked. Educational policymakers, institutions, and instructors can advocate for more encouraging language classrooms that facilitate and instil a feeling of security, motivation, and self-confidence in students. Institutions, universities, and instructors should be given facilities and ongoing training since studying English as a foreign language in a non-English speaking country requires more consistent efforts.

Recommendations for Future Research

It would be useful to extend the current findings by looking at how foreign language anxiety is related to other predictive variables found in other studies, such as student's self-perception, competitiveness and perfection, etc., especially in the context of Thai and Asian students who are more anxious about learning a foreign language. A teacher's approach to mistake correction as well as their behaviour toward students should be evaluated as well, Foreign language anxiety was shown to be associated with instructor behaviour, including prohibited remarks and harsh manners in correcting students' linguistic mistakes (among other things). This research may benefit from examining whether or whether the perceived degree of anxiety among students in our study is influenced by other contextual factors (such as class methodology, instructor role, and variations in anxiety levels in foreign language classrooms throughout the language courses, for example).

It would also be interesting to investigate the relationship between foreign language classroom anxiety and other variables such as motivation and learning styles, personality differences and findings in cognitive science, since all of these factors appear to be closely interrelated in second language acquisition (SLA). Students in English language classes suffer from a high degree of anxiety, mostly related to oral communication abilities, according to the findings of this research (Choi, 2016; Mak, 2011; Park, 2014). For students to overcome foreign language classroom anxiety and become more effective English language learners we must provide more supportive instructional settings that may assist instructors identify those elements of the English language classroom that are more anxiety-inducing.

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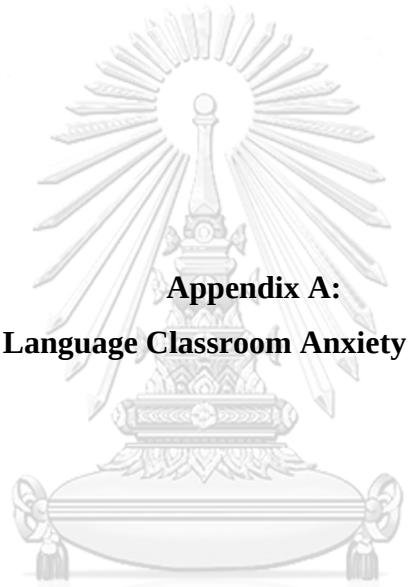
Appendices



Appendix A:

Foreign Language Classroom Anxiety Scale (FLCAS)

แบบสำรวจความวิตกกังวลในการเรียนภาษาอังกฤษของนิสิตนักศึกษาระดับบัณฑิตศึกษา

แบบสอบถามฉบับนี้จัดทำขึ้นเพื่อศึกษาความวิตกกังวลในการเรียนภาษาอังกฤษของนิสิตนักศึกษาระดับบัณฑิตศึกษาของสถาบันอุดมศึกษาในประเทศไทย โดยประกอบไปด้วย 2 ส่วน ดังนี้

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

ส่วนที่ 2 ความวิตกกังวลในการเรียนภาษาอังกฤษ จำนวน 33 ข้อ

ผู้วิจัยขอรับรองว่าจะเก็บข้อมูลของผู้ตอบแบบสอบถามเป็นความลับ จึงขอความกรุณาตอบคำถามตามความเป็นจริง

ส่วนที่ 1 ข้อมูลทั่วไปของผู้ตอบแบบสอบถาม

คำชี้แจง กรุณาทำเครื่องหมาย (✔) ลงในช่องสี่เหลี่ยมหรือกรอกข้อมูลของท่านลงในช่องว่างที่กำหนดให้

1. **อายุ** ☐ 20-30 ปี ☐ 31-40 ปี ☐ 41-55 ปี ☐ มากกว่า 55 ปี

2. **ระดับการศึกษา** ☐ ปริญญาโท ☐ ปริญญาเอก

3. **ประเภทของสถาบันอุดมศึกษาที่กำลังศึกษา**

☐ มหาวิทยาลัยของรัฐหรือมหาวิทยาลัยในกำกับของรัฐ ☐ มหาวิทยาลัยราชภัฏ

☐ มหาวิทยาลัยเทคโนโลยีราชมงคล ☐ มหาวิทยาลัยเอกชน

4. **สาขาวิชาที่กำลังศึกษา**

☐ วิทยาศาสตร์และเทคโนโลยี ☐ วิทยาศาสตร์สุขภาพ ☐ สังคมศาสตร์ ☐ มนุษยศาสตร์

5. **คะแนนทดสอบภาษาอังกฤษ**

☐ IELTS _____ คะแนน ☐ TOEFL _____ คะแนน ☐ TOEIC _____ คะแนน

☐ CU-TEP _____ คะแนน ☐ TU-GET _____ คะแนน

☐ อื่นๆ (โปรดระบุ) _____ _____ คะแนน

ส่วนที่ 2: แบบความวิตกกังวลในการเรียนภาษาอังกฤษ

คำชี้แจง โปรดอ่านข้อความทั้ง 33 ข้อความซึ่งเป็นข้อความที่เกี่ยวกับความวิตกกังวลในการเรียนภาษาอังกฤษ แล้วทำเครื่องหมาย (✔) ลงในช่องที่ตรงกับความเห็นของท่านมากที่สุด โดยหมายเลข 1-5 มีความหมายดังต่อไปนี้

5 หมายถึง **เห็นด้วยอย่างยิ่ง**กับข้อความ

4 หมายถึง **เห็นด้วย**กับข้อความ

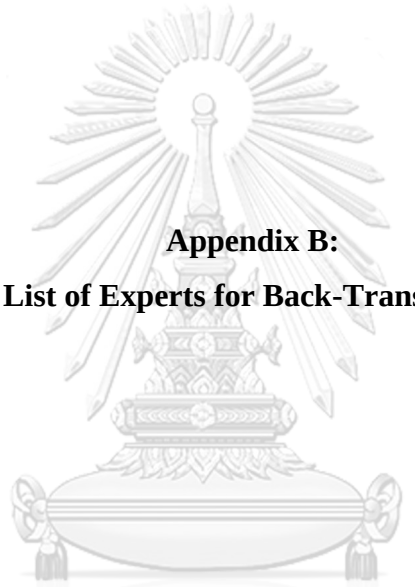
3 หมายถึง **ไม่แน่ใจ**

2 หมายถึง **ไม่เห็นด้วย**กับข้อความ

1 หมายถึง **ไม่เห็นด้วยอย่างยิ่ง**กับข้อความ

ลำดับที่	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
1	ฉันไม่เคยรู้สึกมั่นใจในตัวเองเลยเมื่อต้องพูดภาษาอังกฤษในชั้นเรียน					
2	ฉันไม่กังวลเกี่ยวกับความผิดพลาดในการใช้ภาษาอังกฤษของฉันในชั้นเรียน					
3	ฉันตื่นเต้นตัวสั่นเมื่อรู้ว่าจะถูกเรียกให้ตอบในชั้นเรียนภาษาอังกฤษ					
4	ฉันรู้สึกกลัวเมื่อไม่เข้าใจในสิ่งที่อาจารย์กำลังพูดเป็นภาษาอังกฤษ					
5	ฉันไม่รู้สึกลำบากใจที่จะต้องเรียนภาษาอังกฤษเพิ่มเติมเพื่อการสอบ					
6	ในระหว่างการสอบภาษาอังกฤษ ฉันพบว่าฉันมักจะคิดถึงเรื่องอื่น ๆ ที่ไม่เกี่ยวข้องกับข้อสอบ					
7	ฉันมักรู้สึกว่าเพื่อนคนอื่น ๆ เก่งภาษาอังกฤษมากกว่าฉัน					
8	การสอบภาษาอังกฤษเป็นเรื่องที่สบาย ๆ สำหรับฉัน					
9	ฉันรู้สึกกลัวเมื่อต้องพูดภาษาอังกฤษในชั้นเรียนโดยที่ไม่มีการเตรียมตัวล่วงหน้า					
10	ฉันกังวลกับผลที่จะตามมาเมื่อฉันสอบตกในวิชาภาษาอังกฤษ					
11	ฉันไม่รู้สึกว้าวุ่นใจเมื่อมีการทดสอบภาษาอังกฤษเหมือนคนอื่น ๆ ในห้องเรียน					
12	ฉันมักจะรู้สึกประหม่ามากจนลืมสิ่งที่เตรียมตัวมาเมื่อเข้าสอบภาษาอังกฤษ					
13	ฉันอายที่จะอาสาตอบคำถามหรือพูดในชั้นเรียนภาษาอังกฤษ					
14	ฉันไม่รู้สึกประหม่าเมื่อพูดภาษาอังกฤษกับเจ้าของภาษา					
15	ฉันรู้สึกหงุดหงิด เมื่อไม่เข้าใจในข้อผิดพลาดที่อาจารย์บอกให้ฉันแก้ไขเมื่อฉันใช้ภาษาอังกฤษผิด					
16	ในการสอบภาษาอังกฤษ ฉันยังรู้สึกวิตกกังวลแม้ว่าจะเตรียมตัวมาเป็นอย่างดีแล้วก็ตาม					
17	ฉันมักไม่อยากจะเข้าเรียนวิชาภาษาอังกฤษในวันที่มีสอบ					
18	ฉันรู้สึกเครียดเมื่อต้องพูดภาษาอังกฤษหน้าชั้นเรียน					
19	ฉันกลัวว่าอาจารย์จะหักห้วงและแก้ไขข้อผิดพลาดทุกอย่างที่ฉันทำ					
20	ใจฉันตกไปอยู่ที่ตาตุ่มเมื่อถูกเรียกให้ตอบคำถามในชั้นเรียนภาษาอังกฤษ					
21	ยิ่งฉันอ่านหนังสือเตรียมสอบภาษาอังกฤษมากขึ้นเท่าใด ฉันยิ่งงงและสับสนมากขึ้นเท่านั้น					
22	การเตรียมตัวในการสอบภาษาอังกฤษ ไม่ถือว่าเป็นเรื่องที่กดดันสำหรับฉัน					
23	ฉันรู้สึกว่าเพื่อนคนอื่น ๆ พูดภาษาอังกฤษได้คล่องแคล่วกว่าฉันเสมอ					
24	ฉันรู้สึกเครียดเมื่อจะต้องออกไปพูดภาษาอังกฤษหน้าชั้นเรียน					

ลำดับที่	ข้อความ	ระดับความคิดเห็น				
		5	4	3	2	1
25	ฉันมักจะเรียนตามเพื่อนไม่ทันเพราะบทเรียนดำเนินไปอย่างรวดเร็วมาก					
26	ฉันรู้สึกเครียดและกังวลในการสอบภาษาอังกฤษมากกว่าวิชาอื่น					
27	ฉันรู้สึกประหม่าเมื่อต้องพูดภาษาอังกฤษในชั้นเรียน					
28	ฉันไม่รู้สึกกังวลหรือเครียดเลยแม้แต่น้อยเมื่อถึงวันสอบภาษาอังกฤษ					
29	เวลาฟังอาจารย์พูดเป็นภาษาอังกฤษแล้วมีคำบางบางคำที่ไม่เข้าใจ ฉันมักจะมีความรู้สึกกังวล					
30	ฉันรู้สึกท้อใจกับหลักการหรือกฎต่าง ๆ ที่จำเป็นต้องเรียนสำหรับการพูดภาษาอังกฤษ					
31	ฉันกลัวว่าเพื่อนคนอื่น ๆ จะหัวเราะฉันเมื่อได้ยินฉันพูดภาษาอังกฤษ					
32	ฉันไม่รู้สึกอึดอัดเมื่อต้องเผชิญหน้าอาจารย์ภาษาอังกฤษเจ้าของภาษา					
33	ฉันรู้สึกประหม่าเมื่ออาจารย์ถามคำถามที่ฉันไม่ได้เตรียมตัวมาล่วงหน้า					



Appendix B:
List of Experts for Back-Translation

List of Experts for Back-Translation

1. **Dr. Suparak Techachareonrungrueang**

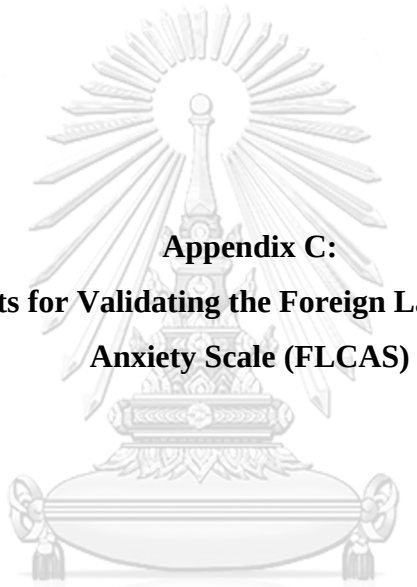
   Lecturer, Department of English

   Faculty of Humanities, Chiang Mai University

2. **Niwat Wuttisrisiriporn**

   Lecturer, Language Institute, Burapha University

   PhD Candidate in Applied Linguistics, Victoria University of Wellington



Appendix C:

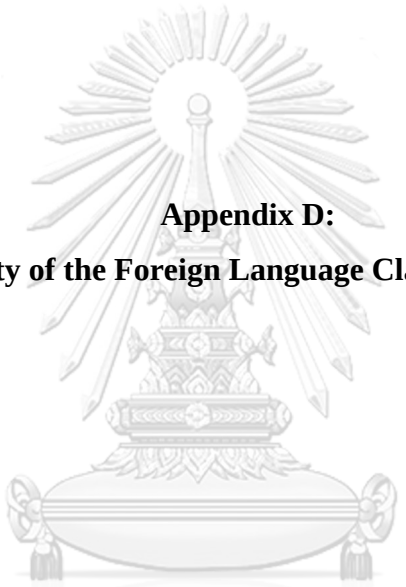
List of Experts for Validating the Foreign Language Classroom Anxiety Scale (FLCAS)

List of Experts for Validating the Foreign Language Classroom Anxiety Scale (FLCAS)

1. **Assistant Professor Dr. Saengchan Hemchua**
   Former Chair of Master's Degree Program in TEFL
   Faculty of Humanities, Srinakharinwirot University
   Former Deputy Dean for Academic Affairs, International College for Sustainability Studies, Srinakharinwirot University
   A former Fulbright Thai visiting scholar at the University of Vermont

2. **Assistant Professor Dr. Thanyaphat Sirathatnararojana**
   Head of Education Program in Psychology and Guidance
   Rajabhat Rajanagarindra University.

3. **Dr. Arthit Intakaew**
   Lecturer, Faculty of Education, Srinakharinwirot University



Appendix D:

Content Validity of the Foreign Language ClassroomAnxiety Scale

Content Validity of the Foreign Language Classroom Anxiety Scale

A CVI value of the questionnaire examining graduate students' anxiety in English language classroom was computed for each item on a scale (which we refer to as I-CVI) as well as for the overall scale (which we call an S-CVI). To calculate an I-CVI, three experts are asked to rate the relevance of each item on a 4-point scale labeling the 4 ordinal points, 1 = not relevant, 2 = somewhat relevant, 3 = quite relevant, 4 = highly relevant (e.g., Davis, 1992). Then, for each item, the I-CVI was computed as the number of experts giving a rating of either 3 or 4, divided by the number of experts (3). A scale with excellent content validity should be composed of I-CVIs of 0.78 or higher and S-CVI of 0.8 and 0.9 or higher (Davis,1992 ; Grant & Davis,1997 ; Polit & Beck, 2004 ; Waltz et al., 2005). Below is the calculation of I-CVI and S-CVI of the Foreign Language Classroom Anxiety Scale.

Calculation of I-CVI and S-CVI

Item	Expert 1	Expert 2	Expert 3	Number in Agreement	Item CVI		Remark
Part 1: Personal Information							
1					-	✓	
2					-	✓	
3					-	✓	
4					-	✓	

Item	Expert 1	Expert 2	Expert 3	Number in Agreement	Item CVI		Remark
Part 2: English Language Classroom Anxiety							
1	x	x	x	3	1.00	✓	
2	x	x	x	3	1.00	✓	
3	x	x	x	3	1.00	✓	
4	x	x	x	3	1.00	✓	
5	x	x	x	3	1.00	✓	
6	-	x	-	1	0.33		ปรับข้อความให้ชัดเจนว่าเป็นการเรียนหรือการสอบ, ข้อคำถามไม่ได้วัด test anxiety
7	x	x	x	3	1.00	✓	
8	x	x	x	3	1.00	✓	
9	x	x	x	3	1.00	✓	กลัวหรือกดดัน ควรเลือกคำใดคำหนึ่ง
10	x	x	x	3	1.00	✓	
11	-	-	-	0	0.00		เลือกใช้คำกริยาเพียง 1 คำ, ข้อคำถามไม่ได้วัด test anxiety
12	x	-	-	1	0.33		ข้อคำถามไม่ได้วัด test anxiety
13	x	x	x	3	1.00	✓	
14	x	x	x	3	1.00	✓	
15	x	-	x	2	0.67		ทบทวนคำถาม หมายถึงการพูดหรือการเขียน
16	x	x	x	3	1.00	✓	

Item	Expert 1	Expert 2	Expert 3	Number in Agreement	Item CVI		Remark
17	-	x	-	1	0.33		ข้อคำถามกำกวม ควรระบุสาเหตุที่ไม่อยากเข้าเรียน, ข้อคำถามไม่ได้วัด test anxiety
18	x	x	x	3	1.00	✓	
19	x	x	x	3	1.00	✓	
20	x	x	x	3	1.00	✓	ควรขยายความเพิ่มเติมว่าเป็นในแง่ใด
21	x	x	x	3	1.00	✓	
22	x	x	x	3	1.00	✓	
23	x	-	x	2	0.67		improve with minor change
24	x	x	x	3	1.00	✓	เลือกใช้คำกริยาเพียง 1 คำ
25	x	x	x	3	1.00	✓	
26	x	x	x	3	1.00	✓	
27	x	x	x	3	1.00	✓	เลือกใช้คำกริยาเพียง 1 คำ
28	x	x	x	3	1.00	✓	
29	x	-	x	2	0.67		improve with minor change
30	x	x	x	3	1.00	✓	
31	x	-	x	2	0.67		improve with minor change
32	x	x	x	3	1.00	✓	
33	x	-	x	2	0.67		improve with minor change
			Content Validity for Scale (S -CVI)		**0.45**	✓	

Appendix E:

Semi-Structured Interview Questions

Semi-Structured Interview Questions

Adapted from Tanveer's (2007)

Question 1:

Please tell me what disturbs you the most in learning and speaking English and why

Question 2:

What kinds of situations cause stress or anxiety for you?

Question 3:

What do you think are the reasons of this nervousness or anxiety?

Appendix F:

Semi-Structured Interview Transcripts

Transcripts S#1

"There are many students who are much better than me. Learning English at graduate level is all different from learning at undergraduate level, because I did well in English and always got good grades. But here and now, it's harder and more academic. I feel very anxious about learning English here. In comparison with other subjects, English is the most challenging subject because if I do not pass the exam I will not graduate. Let's say that I am so afraid of failing the exam."

"In my opinion, I feel anxious because I don't have enough vocabulary and grammar. I think if I knew more vocabulary or how to make a correct sentence I wouldn't be nervous. Also, I am afraid of making mistakes, because most of the students in my class are better than me when they speak English. That is why I don't enjoy learning English much lately."

"What makes me anxious is that I know if I spoke English in class the way I do outside of the classroom, with mistakes and not always appropriately, etc., it wouldn't be enough here, they expect more. Students who studied aboard before are expected to speak fluently and without mistakes. This makes those who want to live up to expectations even more anxious."

Transcripts S#2

"I don't like to speak English in my class. I don't like to participate, also, when I gave an oral presentation I was so anxious, I stuttered; my hands shake and sweat. Even the teacher allow me look and read from notes, but I couldn't see anything."

'I think that the main reasons or cause for my anxiety are lack of English vocabulary and grammar. I'm also very bad in English pronunciation. It is very difficult for me to pronounce words correctly. When I speak with foreigners I think they sometimes don't understand me because of my poor pronunciation. I don't want people to laugh at me when I pronounce the words incorrectly. That makes me have little confidence."

"I think, first, the lack of practice, we didn't speak English in our daily life. Some teacher don't even speak English in English class, if they teach us how to speak English at school we wouldn't struggle like that at university. the second reason is my fear of making mistakes, I am a shy person, I don't like to make mistakes especially in front of people that I don't know."

Transcripts S#3

""What makes me very tense is that I always have to think it over what I want to say before saying it, and concentrate hard on making sentences grammatically correct or making use of words as accurate as possible. If I didn't do this, my sentences would be grammatically incorrect I can feel very anxious even if the teacher is very nice. I am not so sure about my English language skills especially when it comes to exam like writing or grammar rules. "

Personally I think that it's impromptu speaking test or interview. The first reason is about my grammar, so I can't form correct sentence, the second reason is that I'm afraid of making mistakes or say anything badly because I don't know what to say. It's like my brain is temporarily blank. I don't want my classmates or teachers to laugh at me or I got very bad scores. Also, I am not good at reading and I don't like reading in front of class especially when I encounter difficult words or technical terms, I don't know how to pronounce them."

"I enjoy speaking English in classroom and sharing the answers asked in the class but sometime I felt nervous because I don't understand the question. I also think that it's due to my English that is not good enough. That's why I think speaking English in class is frightening because of its possible consequences. I feel if I made too many grammatical mistakes or incorrect use of vocabulary, I would simply get worse grades."

Transcripts S#4

"It's very embarrassing if a teacher especially traditional teacher complain me about my error, both writing and speaking. Especially when she corrected me in front of the class or when my friends were around. Teacher's feedback always make me feel very uneasy. She might think that I am still not old or just graduate or in my 20s, and I must have already learned those language points."

"Presentations.I don't like it very much. I need a lot of time to practice my presentation. But you know, when I stood up in front of my classmates I forgot everything haha. I was very nervous actually, I felt my heartbeat so fast, I was so shocked and embarrassed when many people stared at me. So every time I prepare my notes, read from it and tried to finish the presentation."

"I don't know how to organise my thought and put the English words together. Sometime I don't really know what words I can use to express. What I say is very often different from what I'd like to say; somehow it's not as effective or impressive. I find this embarrassing, and the more I feel this, the more anxious I become. In the end, I don't know what I wanted to say haha, you understand? "

Transcripts S#5

"I tend to say nothing even if I know I would be able to answer. I know I could speak about simple things or some topic, I've got the sentences in my mind, but when the teacher asked for a volunteer, I just can't. I don't want to be in spotlight or center of attention. Also, I'm sometimes not 100% sure about my answers. Maybe I'm too old now haha."

"I think it's speaking test or presentations. I don't like to do presentations even in Thai. I hate public speaking. When I did my presentation I forgot all the things that I was supposed to say. Actually, when I stood up in front of my classmates I forgot everything because I was so nervous. When I speak English outside the classroom I don't pay so much attention to grammar and feel more relaxed, but here in class it's different, I don't dare to do the same, 'cos I'm afraid that everybody will hear I said something wrong, made a mistake" "

"I think it's all about my personality. Basically I don't really speak much even in Thai. I just stay quiet. If it's possible, I keep silent and don't speak up. I don't want to speak, more precisely, I don't like speaking. I feel more comfortable speaking with my close friend or whomever I feel comfortable speaking to"

Transcripts S#6

"I think I feel comfortable to speak English in informal situation such as speaking English with my children, my colleague or my friends but I feel stressed when I need to speak English in a formal situation such as giving a presentation in front of the class or do class discussion in English."

"What I'm most nervous about is being called on by the teacher and having to say something while everyone waiting to hear from me, this is what makes me feel uneasy. I don't want people to question that why I can't speak English even i have good education or good qualification."

"I think because my English is not good and I also worry that my friends or teachers will interrupt me when I speak English. I don't know. I feel embarrassed because like I don't know how to say words like most other people do. Because I don't speak it well and if I say something wrong and they know it, they might laugh at me. I don't want to be laughed at. I worry about not being able to say what I want correctly. The bad thing is I always have to be very careful not to make mistakes."

Transcripts S#7

"When I talk or speak to a person who is smarter than me I feel a little bit worried. Maybe I use incorrect vocabulary or wrong sentence structures. I don't like the way Thai people look down on the others who don't speak perfect English. I love to speak English to native speakers better because i think they don't mind my poor English and they might help me correct my english in a more friendly way."

"I felt anxious when I want to speak English because I am not confident with my vocabulary use. Sometimes I feel scared to speak in front of the class especially with there are many people in the class. I am afraid for making mistakes in my words. I tend to mispronounce some pronunciation. And I also feel nervous that the audience like friends and teachers do you not understand what I talk about or I want to communicate.

"It's all about my confidence. If I have high confidence, I will nit be scared or nervous. But you know I am still afraid to speak English to my friends and teachers I think I lack of confidence. I sometimes I don't care. I don't think the others really care if I make a mistake or not, still I feel embarrassed before them. I'm confused and uncertain about myself right now LOL"

Appendix G:

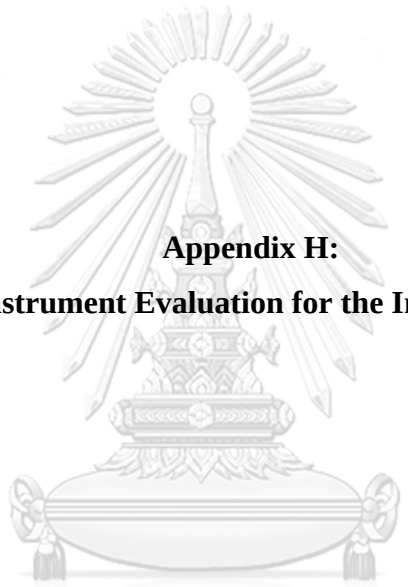
List of Experts for Validating the Instructional Model

List of Experts for Validating the Instructional Model

1. **Assistant Professor Dr. Thanawan Suthiwartnarueput**
   Head, Department of English Language
   Faculty of Liberal Arts, Mahidol University

2. **Assistant Professor Dr. Suthathip Thirakunkovit**
   Head of the Doctor of Philosophy in Applied Linguistics Program
   Faculty of Liberal Arts, Mahidol University

3. **Dr. Panya Akkaraputtapong**
   Lecturer, Department of Educational Policy, Management, and Leadership
   Faculty of Education, Chulalongkorn University



Appendix H:

Research Instrument Evaluation for the Instructional Model

Research Instrument Evaluation for the Instructional Model

Index of Item-Objective Congruence (IOC)

Directions: Please indicate how you evaluate (appropriate, not sure, or not appropriate) each of these questions by ticking (/) for the appropriate degree. Also, kindly give your comments or suggestions for the improvement of the model.

Items	Appropriate (+1)	Not Sure (0)	Not Appropriate (-1)	Comments or Suggestions
1. Are theoretical and pedagogical principle underlying in the model clearly explained?				
2. Have the theoretical and pedagogical principle, and strategies been appropriately integrated in the instructional model in order to reduce the students' anxiety?				
3. Are the model rational well summarised from the theoretical and pedagogical principle?				
4. Are the details of the model teaching steps clear for user?				

Additional comments/Recommendations

_____

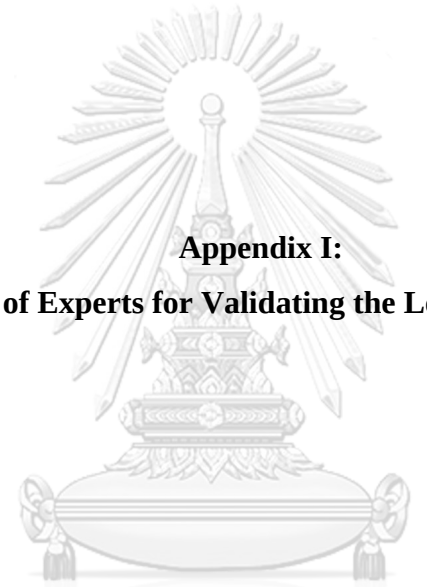
_____

_____

_____

_____

_____



Appendix I:

List of Experts for Validating the Lesson Plans

List of Experts for Validating the Lesson Plans

1. **Dr. Aurapan Weerawong Plantenga**

   Ph.D. in English Language Teaching

   MA (TESOL) UCL Institute of Education

   Former Vice President for International Relations and Communications,

   Srinakharinwirot University

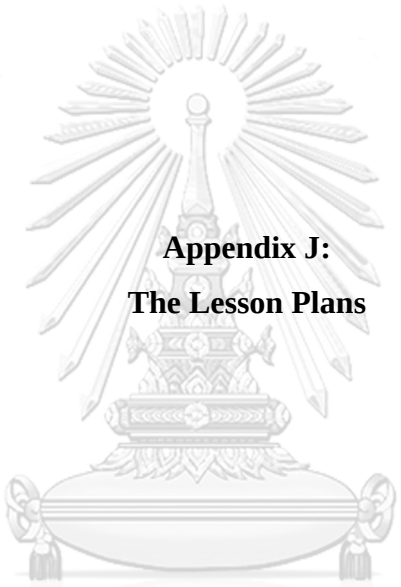
2. **Dr. Sasithorn Limgomolvilas**

   Lecturer, Chulalongkorn University Language Institute

   Chulalongkorn University

3. **Dr. Arthit Intakaew**

   Lecturer, Faculty of Education, Srinakharinwirot University



Appendix J:

The Lesson Plans

Lesson Plan 1
(Speaking)

Title: Communicating in Academic Situations
Time: 3 hours
Objective:

1. Students will be able to reflect on their experience of speaking in an academic context.
2. Students will be able to use appropriate language and expressions for taking part in discussion

Language/Skills Focus: taking part in a discussion, language and expressions for taking part in discussion

Materials: speaking survey sheet, worksheet and handouts, discussion review form

Teaching Steps	Teacher Procedures
PRE-LESSON REFLECTION: Preparing & Planing, Incorporate students' perspectives– involving students' psychological needs	- Tell students that there are many different situations in which they need to communicate orally in English on their academic courses. Have the class share the most common forms of oral communication they need to engage on their academic journey. - Point out that they need to express their views clearly, so it is important that they develop the speaking skills that enable them to express their ideas most effectively. - Briefly introduce the main objective of the speaking section which is to help students develop their speaking skills by actually speaking through engaging in various tasks and participating in discussion. Point out that speaking might be a challenge to many students who are nervous, but that confidence grows with practice. - Explore students' learning preferences, interests, learning styles, and needs by using perspective-enabling conversation; also have students share their previous learning experience in English classroom. ***Experience of Speaking English Survey*** - As the survey will help students set the context as it will show them what will be expected on the course. Give students the survey sheet with list of situations which require them to speak. Students select the situations they have experience either in their first language an in English. Also, have students discuss potential obstacles leading to anxiety and stress when they are taking speaking lesson. Encourage students to share their own feelings and worries freely, to make them feel more at ease. - Encourage students to give some explanations on the situations. ***Attitude to Speaking English*** - This is to raise awareness of students' attitudes to speaking English. Show students the statements (e.g. I want to speak English without a single grammatical mistake, If I can communicate my meaning effectively, it doesn't matter if I make mistake.) Ask if they agree or disagree with them; have they choose which statements are important to them. Get students to develop their ideas by giving reasons for their choice as they need to share it with friends.

Teaching Steps	Teacher Procedures
LESSON BEGINS–Introducing the Tasks to the Students	- Discuss with students that academic discussions are a key part of university life or academic career as to increasing your understanding and challenging your ideas. This lesson will help them understand the reasons for taking part in discussions. It also gives ways that individuals and groups can help to create an effective discussion, with some example phrases they can use. Point out that taking part in discussions can be a daunting experience, and the lesson will also give them tips on how to improve their discussion skills. - Tell the class that in this lesson they will learn what makes an effective discussion and they are going to have a group discussion today (group of 5-6)
DURING-LESSON–Monitor & Intervene (Scaffolding)	***Teacher Presentation: What makes an effective discussion?*** ***Teacher Presentation: Useful Language and Expressions for Discussion*** ***Activity : Skills for Success (15 minutes)*** - Tell students that they are going to listen to a conversation between two students discussing the challenges of studying at a university. The female student is a native speaker of English, and the male students is a non-native speaker of English. - Have students look at the six points ***(2A)*** related to study skills, ensure that the understand the meanings. Students listen to the conversation and number the points according to the order in which the speakers discuss them. Allow students to listen to the whole conversation or any section again for certain details they missed. - Show them answers once finished. Teacher elicit from students some of the skills they think are needed to activate the schema (connecting learning to a students' prior knowledge). For example, Successful students need to ensure that they plan their work according to a timetable. ***Task 1: Successful Study Advice for Graduate Students (Group Discussion)*** **Write-Discuss-Write** - **Write (10 minutes)** Tell students that now they have looked at various aspect of being a successful as a student, they now have to consider what advice would be useful for new graduate students. Individually, give advice outline to students; give them time to order their thinking first, then write down and explain why the advices they chose are important (they can use mind map /graphic organiser to organize their ideas). Tell them that they are going to share their advices in the group discussion. - **Discuss (15 minutes)** Ask volunteer students to take the leader role in each discussion group. Give students Useful Language and Expressions for Discussion handout ***(2B)*** as a resources. Tell them that they need to use certain language / expressions in their presentations in order to move from one point to another.

Teaching Steps	Teacher Procedures
	- Make sure that in each group every one should participate in sharing and discussing their advice at some stage. This is to ensure that they all remain fully involved, rather than handing over the initiative to the other group members. Tell them that they can take notes while listening to other's advice if they think it's interesting. - Give feedback on how they contribute to the discussion. Compliment on the way they work together. - **Write (5 minutes)** In groups, after students discussed and share their advice, have each group write down the advice and the explanation. ***Task 2: Successful Study Tips for Graduate Students (Presentation)*** - **Prepare (25 minutes)** Tell them that they are going to share their advice by giving a mini-presentation to the class, each group choose 4 most interesting & useful advice for new graduate students from the group discussion; also explain why the chosen advice is interesting and important. - Stage 1: Prepare, tell students that the first stage is to prepare their presentation. Each group brainstorm to finalise their top 4 most interesting & useful advice for a new graduate students. - Have students decide the presentation form and how they are going to give the presentation. Encourage them to be creative when designing the visual material of the study tips. - Give them autonomy to decide on who will give the presentation (it can be one or two students) allow more confident students to go first and give less confident students time to learn from their classmates and get used to it; see what it is like, how it is done, etc. - Stage 2: Practice the presentation, students take turn giving feedback according to the criteria for evaluating the presentation. Teacher monitor this and encourage constructive criticism it is crucial to ensure that feedback is given in the positive way as it will help them improve. - Encourage students that the skills develop with practice, so they will not do everything perfectly from the beginning and it's a good idea to listen to group feedback as it will help improve. - **Present (15 minutes)** Stage 3: Give Presentation, each group give the presentation, 5-7 minutes per group.

Teaching Steps	Teacher Procedures
POST-LESSON– Reflecting the learned lesson & Suggesting	***Feedback & Lesson Reflection*** - Give students Discussion Review Form. Emphasise that they need to listen to what other students say, as this may help them to develop their ideas. - Monitor the discussions, give encouragement where necessary. - Students complete the Discussion Review Form; tell them the purpose of the form, which is to encourage the, to reflect on their performance with a view looking at how it can be improved. - Give feedback on how they contribute to the discussion. Compliment on the way they work together.

Assessment of Individual Learning	- Observation of individuals within groups in on-task discussion and completion of in-class assignment; contribution to class discussion - Positive feedback to each student
Assessment of Group Productivity	- Observation that each group is on time, completing task, preparing to present. - Being able to give oral presentation using suitable language and expressions - Group self-evaluation form filled - Teacher's feedback on their group discussion/teamwork

Lesson Plan 2
(Speaking)

Title: Changing Roles in the Family
Time: 3 hours
Objectives:

1. Students will be able to present an article to the class by using the language of presentation.
2. Student will be able to develop awareness of how to help audience follow a presentation.
3. Student will be able to consider the importance of anticipating arguments before a discussion.
4. Students will practice presenting information from articles and giving person views and opinions.

Language/Skills Focus: referring to a text, exchanging opinions, presenting information from a text

Materials: handouts & worksheets, articles, peer assessment of presentation, presentation assessment form, teacher presentation

Teaching Steps	Teacher Procedures
LESSON BEGINS–Introducing the Tasks to the Students	- Tell students that many times we find that people from different backgrounds have completely different assumptions from us about the world, society or what is natural. Sometimes, our assumptions may be challenged; this is an opportunity to encounter different views and to questions our own underlying assumptions about things around us. Have an open discussion with the class. Point out the process of questioning and self-questioning which is an important part of academic study and development. - Discuss the objective of this lesson with students; to give them practice in identifying main points, and being able to summarise them, a key skill in delivering effective presentations. Also, they will practice presenting information from articles and giving person views and opinions. Have students share their opinion on it.
DURING-LESSON–Monitor & Intervene (Scaffolding)	***Activity 1: The meaning of family*** - Tell the class that the aim of this activity is to get them to question the assumptions they make about simple concepts and examine how an interpretation of these conceits varies accruing to context. - Have the class consider one word that may mean different things to different people: family. Then, in groups, students discuss the five questions about family. ***Activity 2: Aspects of family life in Thailand*** - Give students the questions which reflect the content of the articles students will summarise later. These questions will help to make the articles and subsequent presentation more accessible to the students. - In groups, students discuss the questions and points with reference to the questions.

Teaching Steps	Teacher Procedures
	- Give students the article "Men want to be househusbands." Give students time to carefully read through the text.(pre-assign this reading task for homework) - Show students two visual aids (slides) to support an oral summary of the article. Have students decide which slide is a useful visual aid, which is not and give reason. - Point out that the first slide gives too much detail and is poorly laid out, making it difficult to distinguish between main and supporting points. It appears like it is just copied onto the slide, while the second one is a good example, as it limits the amount of information and use bullet points for clarity. - In groups, students make a list of what makes a good visual aid. - Play the recording of a student presenting key points from the same article, as students listen, refer to then second slide (visual aid), and notice how the speaker expands on the point on the slide. ***Activity 3: Giving personal view in a presentation*** - Distribute the 3 extracts from the recording to students, ask students to identify in which extract does the speaker give his own views and comments on the information in the article. - Explain that when referring to a text, it is important to separate your own views from the writer's and to indicate clearly to the audience when you give your own views. - Have students listen to another three recording and identify how the speakers vary the way they speak in order to clarify information when giving comment or personal views in presentations. Students discuss why the speakers do this. - Emphasise where speakers slow down and stress particular words or phrases. Point out that when we give our own presentation, make sure that we slow down, pause and use stress to highlight key or complex pieces of information so that the audience has time to understand and absorb what we are saying. As it is important that the audience understands the key words of the presentation, it is a good idea to ensure that keywords are on the slide and are appropriately stressed and defined in the presentation. - Have students look at the transcripts and underline phases (useful language) the speakers use to refer directly to the text and their personal views. ***Task: Presenting an article*** - Discuss with the class that summarising the main point in a presentation cam be quite challenging and it is hard to know what to include what to omit sometimes. Get students to imagine they are telling a friend about a film they saw; they don't tell all the details but only the main points. Similarly, when summarising an article, the most important thing is ti identify the key information. Have the open discussion with the class.

Teaching Steps	Teacher Procedures
	Teacher Presentation: Presenting information from a text - Assign each group of students one article, have them choose one according to their interests and language abilities. Teacher could give the reading article out for homework for students to read beforehand, so they can prepare, practice and give presentations in the following class. Note that the presentations can be spread over two sessions. - In groups, students read the article they choose and make a list of four to five main points they think are important to understand the text. - Make sure that the students understand the text. Give support on vocabulary and clarification when necessary. Encourage students to check their understanding with team members by sharing their ideas which will lead to a better understanding. Emphasise that they will not be able to summarise if they don't understand it. Tell them to refer to the list of presentation skills when plaining their presentation. - Monitor the preparation process to check they have understood the text and are following the guideline an advice given. Verbally feedback while they are working together, praise for correct or interesting ideas. - Each group decided how they are going to give the presentations and who will do so; choose one for two persons to give it or divide it up within the group. They will have five minutes to present, with two minutes of Q&A - As students listen to each presentation, one person in each group completes Peer Assessment of Presentation. Tell them that the comments they write are very important as they will help the speakers the next time they do a presentation. Point out that reflecting on your own presentation and giving feedback to other presenters can help you develop and improve your own presentation skills.
POST-LESSON– Reflecting the learned lesson & Suggesting	***Feedback & Lesson Reflection*** - After all group presentations have ended, students decide which was the most interesting text. Then give each presenter his/her completed assessment form. - Verbally feedback each group on how they worked together during the activities and the task. With the whole class, reflect on the best presentations and best teamwork from teacher's observation.

Assessment of Individual Learning	- Observation of individuals within groups in on-task discussion and completion of in-class assignment; contribution to class discussion - Being able to actively participate in academic presentation and give feedback to evaluation presentations - Positive feedback to each student.

Assessment of Group Productivity	- Observation that each group is on time, completing task, preparing to present - Being able to present an article to the class by using suitable language of presentation and effective visual aids - Being able to give personal view or opinion in a presentation in an academic presentation - Teacher's reflection on most interesting presentations and best teamwork

Lesson Plan 3
(Speaking)

Title: The Use of Data
Time: 3 hours
Objectives:
1. Students will be able to present information from charts or graphs.
2. Students will practice discussion skills by building on what previous speaker have said.
3. Students will be able to identify and use phrases to refer to other speakers.

Language/Skills Focus: language & expressions for referring to data, referring to what previous speakers have said, presenting/describing charts

Materials: discussion worksheet, handouts, recordings, group discussion review form, teacher presentation

Teaching Steps	Teacher Procedures
LESSON BEGINS–Introducing the Tasks to the Students	***Pre-discussion Activity*** - Tell students the purpose of this activity which is to activate their background knowledge about TV programme and possibly to comment on the kinds of programmes popular, e.g., soap operas and other recently popular TV shows. - Distribute the worksheet and have students match the words for TV and radio programme with the definitions. ***Discussion*** - Take this discussion as a follow-up discussion emerging from the pre-discussion activity. Encourage students to think about why certain types of programme are popular, e.g., why reality TV and singing competition shows are so popular in recent years. - Give students list of discussion questions. Tell the, that this is a brief activity-each speaker will have only two minutes to speak. Students are encouraged to share the programmes they especially enjoy or dislike and briefly explain their reaction to it.
DURING-LESSON–Monitor & Intervene (Scaffolding)	**Activity: Presenting Information** - Show the class the graph which shows the result of a survey of the changing patterns if people going to the cinema according to the age. Give them time to familiarise themselves with the graph. Then, ask them what trends does the graph show. Get students to discuss with a partner. Accept any reasonable alternatives from students. - Tell them that they are going to listen to the description of the data shown and the students will answer the questions. - In group, give students the excerpt from the description. Students listen to the recording again and work together to fill in the gaps in the excerpt. - Show the class the complete transcript of the excerpt. Highlight the target phrases used to present information in the recording.

Teaching Steps	Teacher Procedures
	Teacher Presentation: Useful Language for Referring to data ***Task: Presenting information*** - Get each group to select a graph they would like to present to the class. Teacher might have some graph or charts available for the groups that can't find any, however, encourage each group to find their own if possible as this is an opportunity for them to decide the content and choose the materials that interest them. - Each group prepare the points they want to make and use the information in the chart to support their points. Emphasise that they need to use the language expression for referring to data in their presentation. - Students give short presentations. ***Activity: Building on what previous speaker have said.*** - To feed in the ideas that are relevant to the discussion topic in the subsequent tasks, students will listen to a journalist talking about the BBC. Give students the questions to read before listening. Ensure they understand all the questions, then play the recording. - Let students work in pair to check the answer. Teacher starts an open class discussion about the topic. - Point out that the contribution to the discussion need to relate to what has been said previously. By referring to previous speakers, a sense of direction can be developed in the discussion. - Get students to look at the statements about *freedom of speech*. Each group discuss and decided if they agree or disagree with each one and explain why. - Have students listen to threes students discussing freedom of speech and answer the questions. - Distribute the discussion transcript to the students. Have them underline the phrases the speakers use to refer to the comments of other speakers, then write them in a separate piece of paper. This asks students to extract the useful language from the context of the transcript. ***Task: Group discussion: Referring to other opinions*** - Tell the class that they are going to have a discussion on one if the topics related to the media. In group of three to four, have they choose one topic prepared by the teacher. Ensure that students understand the topics. Make sure they do not send too long choosing the topic. - Students make notes on the main points. Encourage them to commit ideas to paper, in order to have something concrete to contribute to the discussion.

Teaching Steps	Teacher Procedures
POST-LESSON– Reflecting the learned lesson & Suggesting	***Feedback & Lesson Reflection*** - Give students Discussion Review Form. Emphasise that they need to listen to what other students say, as this may help them to develop their ideas. When students respond to what other students have said, it is important to acknowledge and refer back to their comments. - Monitor the discussions, give encouragement where necessary. - Students complete the Discussion Review Form; tell them the purpose of the form, which is to encourage the, to reflect on their performance with a view looking at how it can be improved. - Give feedback on how they contribute to the discussion. Compliment on the way they work together.

Assessment of Individual Learning	- Observation of individuals within groups in on-task discussion and completion of in-class assignment; contribution to class discussion - Being able to reflect on what they have learnt from the lesson and their own performance and contribution to the group's discussion. - Being able to use suitable language and expressions when referring to other's opinion - Positive feedback to each student
Assessment of Group Productivity	- Observation that each group is on time, completing task, preparing to present - Being able to effectively present information from charts and graphs - Group review form filled - Teacher's feedback on their group discussion/teamwork

Lesson Plan 4
(Speaking)

Title: Taking Your Turn

Time: 3 hours

Objective:

1. Students will learn how to use sources to support their viewpoint.
2. Students will be able to use strategies for entering into a discussion.
3. Students can do research and plan a presentation

Language/Skills Focus: language & expression for taking turn in a discussion

Materials: discussion worksheet, handouts, recordings, reflection guideline paper, teacher presentation

Teaching Steps	Teacher Procedures
LESSON BEGINS–Introducing the Tasks to the Students	- Discuss with students that in academic study they will often have to refer to a variety of written and spoken resources. For example, in a seminar, we can use these to give evidence to support our point of view, whether or not we agree with another person's point of view. Point out that our position on any topic may subsequently change as we engage with the texts and the views of other people. - Emphasise that in this lesson students will use a range of recourses relayed to the topic of work, in order to give practice in discussing a number of controversial issues. Say that they will use the skills they have been developing in previous lessons. ***Pre-Discussion Activity: Attitude to Work*** - Discuss what people probably be doing after they graduate. Point to the first item, the amount I earn, with the class. Have them discuss about what the amount of money earned represents. - Individually, students read through all items and decided how important is each of the item to them from very important (5) to least important (1). - Have students compare and discuss their responses with a partner.
DURING-**LESSON**–Monitor & Intervene (Scaffolding)	***Discussion 1: Find a job in Thailand*** - Tell students that this discussion is to move from looking at the issues in genernal to looking more specifically at what is happening in Thailand. Give each group the discussion questions. - In group of 4, have students assign roles in group discussion, remind students to rotate roles (1) director; (2) researcher/inquirer; (3) executor; and (4) skeptic among the group members. ***Discussion 2: Equal opportunity*** - Show the topic 'There should be equal opportunities for men and women to do any jobs' on the board. Ensure that students understand the topic. - Give each group the three discussion questions, encourage general discussion in relation to the questions. Monitor and interfere if needed.

Teaching Steps	Teacher Procedures
	- Tell students that they are going to listen to an interview with Miss Sonia. Before listening, have students read the extract from the introduction and the interview questions, so that will help set the interview in context. Give students a few minutes to read. - Play the recording of the interview. Students take notes of Miss Sonia's replies to the questions. ***Teacher Presentation: Useful Language & Expression for Taking Turn in a Discussion*** - In group, have students discuss the given topics, or it can be any topic related to *equality*. They may appoint a chairperson to manage the discussion. ***Discussion reflection*** - Have students reflect on the experience of finding it is sometimes difficult to find the right moment to speak (to make their point). For example, when they want to make a point, someone else speak first, and then the discussion moves on to the next aspect. Also, some might find it difficult or doesn't want to speak as people may respond to different points at the same time. - Have students think back and discuss by using the points given. Get students to share what strategies or language do they think they could use to make their points or respond more effectively in the situations.
POST-LESSON– Reflecting the learned lesson & Suggesting	**Feedback & Lesson Reflection** Give each group feedbacks. Students reflect on their performance with a view looking at how it can be improved. Also, do lesson reflection by using the guideline given by teacher?

Assessment of Individual Learning	- Observation of individuals within groups in on-task discussion and completion of in-class assignment; contribution to class discussion - Being able to reflect on their own performance and area that need improvement - Engagement and being active in the assigned role in the group discussion - Being able to use effective/correct language & expression for taking turn in a discussion - Positive feedback to each student
Assessment of Group Productivity	- Observation that each group is on time, completing task, preparing to present - Group self-evaluation form filled - Teacher's feedback on their group discussion

Lesson Plan 5
(Speaking)

Title: Thinking Rationally
Time: 3 hours
Objective:
1. Students will be able to use language for expressing differing degrees of belief
2. Student will practice designing and presenting a research proposal
3. Student will be able to consider the criteria for a good research proposal

Language/Skills Focus: expressing doubt/belief, presenting a research project

Materials: handouts, feedback form, lesson reflection paper

Teaching Steps	Teacher Procedures
LESSON BEGINS– Introducing the Tasks to the Students	- Start by talking that in an academic setting, graduate student on either master's or doctorate courses are assumed to be able to think critically and take an analytical approach to issues as they need to present a proposal of their ideas for research or writing an academic paper. It's quite common that there is an emphasis on being able to explain things rationally, However, there are some issues that cannot be explained rationally, for example, psychic phenomenon. For many people, lack of rational explanation does not make these phenomena any less real. - Tell students that this lesson will further develops the idea of a research project as well as encouraging students to look at the assumptions behind strongly held beliefs. They will practice finding their own resources, think through the steps involving conducting research in a methodical way; and think carefully, both as the presenters and the peer audience. - Have students discuss or share their opinions toward what teacher mentioned. ***Pre-Discussion*** - Show students different quotations about science made by a range of people working in different scientific fields, all of them response to the same question: What is the one thing everyone should learn about science? Keep in mind that some of the quotations are deliberately contrary to each other in order to provoke discussion. - Encourage students to decide their own alignment before engaging in discussion, ask them what aspect of science they think are the most important to teach.

Teaching Steps	Teacher Procedures
DURING-LESSON–Monitor & Intervene (Scaffolding)	***Discussion: Views on the Importance of Truth*** - Read the quotation to the class. Then, lead to the quotation by asking students 'How do we know if something is true or false? How do we know if something exists or not? - Put students in groups to discuss their view on quotation. During the discussion, have students take into account any conclusion they have reached. Encourage students to give examples in support of their views. - Point out that they can clarify and explain opinions by using specific examples and facts to support their position, also, they need too carefully choose these examples so that the audience can see their relevance to the topic. ***Pre-Task Activity*** - Ask what kinds of traditional beliefs are common in Thailand? and are there some area where people believe more in traditional medicine? Encourage the class to discuss. Teacher provides them with useful language expression to discuss opinions. - Emphasise that the beliefs and phenomena discussed in today's lesson are not religious beliefs. - Show nine different phenomena to the class and ask if they believe in any of these. Check that students understand the meanings. Then, ask students what they know of any research that has attempted to prove whether any of the phenomena are true or false. - In groups, have students choose one of the phenomena and discuss how they could test whether it exist or not, and what type of experiment could they design. Encourage students to share ideas and give feedback to each other. Ask them to decide which is the most interesting experiment. - Teacher listens and comment soon the experiments proposed by the groups ***Task: Designing and Presenting a Research Project*** - Tell the class that presenting a research proposal is common especially for graduate students. It involves presenting what we plan to write about while your advisors/supervisors or your colleagues respond by commenting and giving feedback to help develop the proposal. - Give students list of factors that need to be considered when conducting an experiment. Have students discuss or share their experience with the factors. Give each group a sample research proposal to study as a model. - Each group prepare a research proposal by referring to the four headings listed by the teacher: Title; Rationale for the study; Proposed research questions; and Method of data collection. Each group write notes in a way that will best support them in the presentation. Tell them that they will deliver their presentation from notes not from a script.

Teaching Steps	Teacher Procedures
	Task: Give Presentations - Students give presentation, make sure that the audience fully engage and think critically about the topics. - Assign each group to give feedback to the other group. Give each one a copy of the audience feedback form. Encourage them to give feedback using the form, point out the first question 'How clearly did the speakers present their ideas?'
POST-LESSON– Reflecting the learned lesson & Suggesting	***Feedback & Lesson Reflection*** - Give each group feedbacks received from classmates and teacher. Students reflect on their performance with a view looking at how it can be improved. Also, students exchange feedback within their group. - Get student to do lesson reflection by using the guideline questions given by teacher; What did you learn from your discussions? How do you feel your presentation skills have developed up to this point? Do you require any further clarification from your teacher about the lesson? - Individually, have students reflect (in their journal) on their own contribution to the group can make it better next time. Also, what they can make it better to take it into consideration next time they are in this group or another group.

Assessment of Individual Learning	- Observation of individuals within groups in on-task discussion and completion of in-class assignment; contribution to class discussion - Being able to reflect on their own performance and area that need improvement through class discussion and in journal - Being able to give feedback on other's presentation - Positive feedback to each student
Assessment of Group Productivity	- Observation that each group is on time, completing task, preparing to present - Being able to design/plan research proposal using provided framework and present it to the class. - Teacher's feedback on their group discussion/teamwork

Lesson Plan 6
(Writing)

Title: Organizing Paragraphs
Time: 3 hours
Objective:

- Students will be able to reflect on their experience of writing in an academic context.
- Students will be able to analyse types of paragraphs and paragraph structure.
- Students will learn how paragraph components are linked together

Language/Skills Focus: paragraph structures, the components of paragraphs

Materials: writing survey sheet, worksheets, handouts, cards, self-assessment of the process skills paper, teacher presentation

Teaching Steps	Teacher Procedures
PRE-LESSON REFLECTION: Preparing & Planning, incorporate students' perspectives– involving students' psychological needs	**Pre-lesson Reflection:** - **Preparing & Planning:** Survey students' learning preferences, interests, learning styles, and needs by using perspective-enabling conversation; also have students share their previous learning experience in English classroom. - Have students discuss potential obstacles leading to anxiety and stress when they are in the classroom. Encourage students to share their own feelings and worries freely, to make them feel more at ease. - Academic Writing Survey: Put students in small groups. Distribute writing survey sheet to the students, this is to give students opportunity to reflect on their own experience with and attitude toward writing. Have each group discuss the questions and share their own experience with people in the group. - Tell Student that they will study and discuss English academic writing, discuss their own writing and the writing of their classmates. Also, they will work on several writing tasks in this course independently and in group. This is to enable them to be able to express what they want to communicate clearly and effectively throughout their academic studies and beyond. - Encourage students that the teacher and classmate will have so much to share with them, and they will have much to share as well. - Incorporate students' input into the lesson plan, learning activities and the on-going flow of instruction to align better with students' inner motivational resources.

Teaching Steps	Teacher Procedures
LESSON BEGINS–Introducing the Tasks to the Students	***Activity: What do students write?*** - Tell students that they are going to brainstorm some ideas about the kind of writing students have to do at university. Quickly ask around the class for suggestions about the type of writing they might have to do at university. - Have them list the kinds of writing very quickly (no more than 5 mins) without worrying about the order and the accuracy of the grammar or spelling. - Teacher write list of types of writing on the board, then get student to read the paragraphs in order to compare their ideas with what is written in the paragraphs. Elicit any other types of writing that are mentioned and at them to the next on the board.
DURING-LESSON–Monitor & Intervene (Scaffolding)	***Practice: Types of writing (Individual)*** - Have Student complete the table 'Types of Writing' to help their understanding of the types of the writing. Tell Student that they can look for or gather information from various sources to complete the table ***Paragraph Structure*** - Open discussion: discuss the following questions: *What is a paragraph? What is the normal length of a paragraph? Is there a standard structure for paragraphs? How is a paragraph linked together?* - Give students the example paragraph. Have each group study the model paragraph. It is from the introduction to an essay titled 'Should home ownership be encouraged?' - Point out that the paragraph can be analysed into parts; Topic sentence, Supporting point, Examples, Reasons, and Summary. - Point out that (a) a paragraph is a group of sentences that deal with a single topic. (b) The length of paragraphs varies significantly according to text type, but should be no less than four or five sentences. (c) Normally (but not always) the first sentence introduces the topic. Other sentences may give definitions, examples, information, reasons, restatements and summaries. (d) The parts of the paragraph are linked together by the phrases and conjunctions. They guide the reader through the arguments presented. ***Techer Presentation: Paragraph Structure*** ***Writing Practice (Group)*** - Give students the next paragraph from the same essay and have each group do the following task. *Analyse the paragraph by completing the left-hand column in the table with types of sentence: Supporting point 1, Supporting point 2, Supporting point 3, Example, Reason, Topic.* Check answer with the class when finished. - Have students underline the words and phrase used to link the sentences together. Then, have them answer which phrase is used to link this paragraph to the one before?

Teaching Steps	Teacher Procedures
	Development of ideas - Tell students that the sentences below form the third paragraph of the same essay, but they have been mixed up. Use the table below to put them in the correct order. - After completing the table, have them underline the phrase used to link the paragraph to the previous one. Then, underline the words and phrases used to link the paragraph together. ***Teacher Presentation: Linking paragraphs together*** **Individual Practice** - Use the notes given to complete a paragraph of an essay titled: 'High rates of home ownership are bad for the economy.' Have students compare their answers, then check the answer with the class. - Have students use another note given to write the next paragraph of the essay, including a phrase linking it to the previous paragraph.
POST-LESSON– Reflecting the learned lesson & Suggesting	- Give feedback on how they develop the paragraphs and how to link paragraphs together. Compliment on the way they work together and come up with interesting ideas.

Assessment of Individual Learning	- Observation of individuals within groups in on-task discussion and completion of in-class assignment & activities; contribution to class discussion - Being able to reflect on their experience of writing in an academic context - Being able to identify and analyse components of paragraphs
Assessment of Group Productivity	- Observation that each group is on time, completing task, preparing to present - Being able to analyse types of paragraphs and paragraph structures and link paragraphs together

Lesson Plan 7
(Writing)

Title: Developing a Focus
Time: 3 hours
Objective:

1. Students learn how to choose a topic to write about.
2. Students practice narrowing down the topic to establish a focus.
3. Student will be able to come up with a working title.
4. Students can work as a team to make writing plan for their writing projects.

Language/Skills Focus: developing a topic and working title, planning a writing project

Materials: worksheets, handouts, self-assessment of the process skills paper, student journal

Teaching Steps	Teacher Procedures
LESSON BEGINS– Introducing the Tasks to the Students	- Tell the student that the aim of this lesson is to get them started on the writing. They should be encouraged to start looking for sources at an early stage. - Discussed with the students that one of the biggest problems faced by students is choosing a suitable topic. Some students will lack academic experience or will have had a very different academic background. Finding a suitable topic therefore can be problematic. Some students may choose a topic that is far too general. Other students choose very specialised topics (this is particularly so in the case of graduate students) - Discuss with students that one of the most challenging aspects of working on academic writing is choosing a title and deciding exactly what to work on. It needs to be a topic that the student can narrow down enough to establish a clear focus, so that the writing is not too general. This is not always easy to do, as you may be interested in many aspects of the topic. However, isolating one particular aspect allows us to explore the subject in more depth, what is what is required in your academic work.

Teaching Steps	Teacher Procedures
DURING-LESSON–Monitor & Intervene (Scaffolding)	***Activity: Choosing a Topic*** - Point out that choosing a topic for your academic writing requires careful consideration and organisation. If you choose a topic that is too specialised, you may find it difficult to find suitable sources of information. However, if you choose a topic that is too general, you may find that is too much information available, that's making it difficult for you to decide this information to use. - Tell Students as they are working in their own subject area, they need to display a level of specialised knowledge that shows they have a deeper understanding of the subject. Also, they need to consider who their reader is. Also, the work they produce should be accessible to the average interested reader; the reader should not need to be an expert in the field in order to understand your work. - Show steps in the process of choosing a topic which is not in a correct order. Get students to work individually to put the steps in the correct order by numbering the list 1-8 as appropriate. Explain to students that there is no absolutely correct order. Have students discuss their list in groups. ***Practice: Developing a Topic*** - Explain to students that developing a specific focus will help them to choose a suitable topic title and will facilitate the search for appropriate sources. This is especially true if they are using an online search engine. Have students look at the essay titles and put each in the category according to *how general or specific* it is. Give students time to work on the task, then, as a whole-class activity, get students to explain why each title goes to each category. ***Activity: Establishing a Focus*** - Arrange students in groups to establish a focus for the topic "The Education System in Thailand (or any countries)". Provide students more general subject/topic to choose. - Tell students the three stages: planning, researching and writing up while there are a number of smaller steps in each of these stages. Point out that one way to establish a focus for a topic is to ask ourselves questions about the topic by using some specific Wh-questions: What? Where? When? Which? Why? How? Show them some questions for a particular topic. - Have each group make a list of questions for the assigned topic. Tell them that there will be some volunteer group to present their topic and questions and ask for suggestions/opinions from the rest of the class. ***Task: Establishing a Working Title*** - Tell Student that the aim of this task is to show students how working titles are flexible and developmental. It also gives them training in developing titles that are more specific and more academic in style. - Point out that a working title is what each group will think of and decide to establish a focus for their writing. Tell them that it is ok if their final title differs somewhat from their working title as they develop their idea.

Teaching Steps	Teacher Procedures
	- Have students look at the example of working title. Tell them that it was created by a graduate student who felt that the first/original working title was too general. She experimented with the second working title before arriving at the third and final title. - Give them three sample working titles and have them rewrite the titles to make them more specific which would give the writing work more focus. Encourage them to spend time planning and working out their ideas with team members. Intervene for teamwork assistance if necessary. - Get them to compare their idea about how the titles could be made more specific, then, show them sample answers to compare. ***Task: Planning Your Writing*** - (Set initially as a homework task so that students can go to the library or search the Internet independently) Each group brainstorm, research, do some reading and think about the topic they are to write. Discuss that many students find it difficult to establish a focus for their writing work. - Point out that each questions acts as guidelines to help them do so.Provide students with model to help those who find it difficult to formulate the writing plan. - Encourage the students to complete the guideline table as far as possible. Give them time or have them do it as a homework task as they will need time to reflect.
POST-LESSON– Reflecting the learned lesson & Suggesting	- Give verbal feedback on how they work together on planning their writing. - In groups, students discuss how well they worked together and discuss how they can improve their teamwork and performance. Individually, have students reflect (in their journal) on their own contribution to the group. Also, what they can make it better to take it into consideration next time they are in this group or another group. - Have students evaluate their own teamwork skills and their contributions to the group's process using a self-assessment of the process skills.

Assessment of Individual Learning	- Observation of individuals within groups in on-task discussion and completion of in-class assignment & activities; contribution to class discussion - Being able to reflect on their own performance and contribution to the group
Assessment of Group Productivity	- Observation that each group is on time, completing task, preparing to present - Being able to narrow down the topic to establish a focus and a working title for their writing projects. - Being able to work together to make writing plan

Lesson Plan 8
(Writing)

Title: Introductions & Conclusions
Time: 3 hours
Objective:

1. Students will successfully understand the importance of an introduction and conclusion with regard to writing an essay
2. Students will be able to list and describe the functions of an introduction
3. Students will be able to explain how to use a hook in an introductory paragraph.
4. Students will be able to write a good introduction and conclusion for the assigned essay topic.

Language/Skills Focus: writing an introduction and conclusion in academic essay

Materials: worksheets, handouts, teacher presentation, self-assessment form

Teaching Steps	Teacher Procedures
LESSON BEGINS–Introducing the Tasks to the Students	- Discuss the purpose of the lesson which is to get students to look at certain aspects of their final writing assignment. Tell them that when writing an academic text, it is important to think about the structure and to focus on individual components of the texts. - Elicit from the students what they already know about the features of an introduction. - In small group, get students to discuss the purpose of introductions. - Point out that the introduction is important as the first part of your essay or other forms of writing; it sets the tone for the reader, give some idea of the content and the writer's position, also it shows how the information in the text is organised. An effective introduction explains the purpose and scope of the paper to the reader.
DURING-LESSON–Monitor & Intervene (Scaffolding)	- Tell students that introductions are usually no more than about 10 per cent of the total length of the assignment. Therefore, in a 2,000 word essay the introduction would be about 200 words. **Introduction** - ***Teacher Presentation: Key Features of an Introduction*** ***Practice*** - Give student four introductions. Each one contains some of the features mentioned in the presentation. All the features have been identified in the first introduction as an example. In group, the students discuss the features of the first introduction with partners and then look how certain features can be identified. - Point out that from the discussions about the introduction, it will be clear that certain features overlap for example background information may be considered in part as justification, and the latest statement may be linked with the writer's purpose. - Have students identify the features in each of the introductions 2-4. Then discuss their analysis of the introductions in groups and complete the summary table given. - Challenge the students to think of a suitable thesis statement for introduction 4.

Teaching Steps	Teacher Procedures
	Teacher Presentation: Effective Sentences to Start Your Paper - Discuss with the class that it sometimes can be difficult to start writing an essay, but especially in exams, hesitation will waste valuable time. The first few sentences should be general but not vague, to help the reader focus on the topic. - Ask students to think about some of their favourite movies. Ask them to think about how the movies begin. They will probably discover that most movies begin with a dramatic or suspenseful opening. This is called a hook. Whether it is a bit of slapstick humour or a violent encounter, the hook is intended to get you involved with the story right away and keep you watching. The same principle applies to essay writing. ***Task: Writing Introduction (Group of 3)*** - *Pre-Task Activity*: Give students a choice of titles, tell them that they need to work together to write introductory sentences/hooks for two of the titles their groups have chosen. Assist if clarification of topics is needed - Have students imagine that today they have to write an essay with the title' *Can everyone benefit from higher education?'* Give students the notes which includes definition, purpose, method/outline, and limitations. Tell them that the introduction needs to be about 150 words long (it is not necessary to refer to sources in this exercise). Intervene for teamwork assistance if necessary. Note that each student has different role in completing the task. **Conclusions** - As with the work on introductions, first elicit what the students know about the common features of a conclusion. - Point out that it is the final part of their writing and so needs to pull together all the main ideas or summarises the arguments. Also, the writer should make it clear to the reader that the original question has been answered or it should refer back to what the writer outlines in the introduction and thesis statement which is to show the extent to which the writer has been able to deal with the issues involving in the thesis statement. ***Teacher Presentation: Key Features of a Conclusion*** *Practice* - Distribute 4 sample conclusions, all of which contain some of the features mentioned in the presentation. Teacher work through the feature of conclusion 1 as an example. In group, the students identify the features in each of the conclusion, then analyse each conclusion - Each group discuss their analysis of the conclusions in groups and complete the summary table given.

Teaching Steps	Teacher Procedures
	Task 3: Writing Conclusion (Group of 3) Pre-Task Activity - Tell students that they will practice writing conclusion of the same essay from the previous task that they have already written its introduction. Tell them that the conclusion needs to be about 150 words long (it is not necessary to refer to sources in this exercise). - Exchange: have each group exchanges their conclusion with others group, then take turn analysing. Each group discuss the features and any extra features they might find.
POST-LESSON– Reflecting the learned lesson & Suggesting	- Verbally feedback each group on how they write a good introduction and conclusion for the assigned essay. With the whole class, reflect on paper with the best introduction and conclusion, and best teamwork from teacher's observation. - Get students to self-reflect their performance by using the self-assessment form, have them discuss their views and summarise what they think they need to focus on overall in terms of group and individual performance.

Assessment of Individual Learning	- Observation of individuals within groups in on-task discussion and completion of in-class assignment & activities; contribution to class discussion - Being able to work in groups to develop a good introduction and conclusion for the assigned essay topic.
Assessment of Group Productivity	- Observation that each group is on time, completing task, preparing to present - Having a good understand of key features of an introduction and how to use hooks - Being able to develop a good introduction and conclusion for the assigned essay topic

Lesson Plan 9
(Writing)

Title: Summarising Information from Texts
Time: 3 hours
Objective:

1. Students will understand how to find main ideas and include important points into summaries.
2. Student will practice summering information and using strategies to consolidate critical information and details into a fluid summary

Language/Skills Focus: summary writing

Materials: worksheets, handouts, teacher presentation, self-assessment form

Teaching Steps	Teacher Procedures
LESSON BEGINS– Introducing the Tasks to the Students	- Start a discussion of what a summary is and why we summarize. Students and teacher openly discuss topic together and teacher will encourage student ideas and thoughts. - Tell Student that they might have learned and practised summarising on the previous calls, but it is worth going over the points made here to refresh their memory. As many Students usually find the task of summarising information is trying to express a set of ideas in their own words-which is extremely challenging. Explain that incorporating information from text into their own work without referencing is not academically acceptable. - Discuss the aim of this lesson which is to take the students through some steps to make summarising easier, and to raise their awareness of the dangers of plagiarism. - Emphasise that the summary should be in their own words with an acknowledgement of the source. If you summarise your ideas in the exact words of the original without acknowledging the writer of failed to name the source, this is considered to be plagiarism. Universities and colleges have strong view about this and see this as an academic crime. Give students the opportunity to share their ideas and opinions. - Ease the tension and anxiety that students have surrounding the summary writing process. Revert back to how they felt when they were first tasked with writing summaries in university. Provide students with concrete strategies for writing summaries as well as for improving their overall writing skills.

Teaching Steps	Teacher Procedures
DURING-LESSON–Monitor & Intervene (Scaffolding)	***Teacher Presentation: Writing Summary*** - Teacher gives presentation on How to Summarize & Features of a Summary. Introduce the summary writing steps: Note-Organize-Write ***Activity: Features of a Summary*** *(to raise awareness and generate group discussion)* - Shows student of a good summary and. Have student discuss which characterise a good one in small groups, then make a note of their ideas so that they can justify the reason to the whole class. ***Practice: Stages in Writing a summary*** - Discuss the objective of this task which is to encourage good summarizing practice. - Have a student to read through the stages individually. Have each group analyse the stages; teacher gives the text (an extract) and ask them to do the following tasks (1) identify the main points; (2) make notes; (3) write a summary based on the notes. - Give students guideline to carry out the task: (1) decide on the purpose for summarizing the extract. This is very important as the purpose is to determine which particular points they wish to summarize from the text. (2) underline the key points (making note stage) (3) Make a list of key points note form, using their own words where appropriate, show them examples (organizing stage) (4) write the summary based on the note (writing stage) - Have students explain the four stages of summary writing in their own words. Encourage them to work through the process together as a model for further reference. - Further clarify or discuss any vocabulary or concepts the majority of students are struggling with. ***Practice: Writing a Summary*** - (Summary 1) Ask students to quickly get into groups of 3-4 and ask them question "what is surprising about modern Japan's current position in the industrialised world? Pass out the first text to each student in group. Read together as class, where both teacher and student read parts of article. Discuss any confusion and clarify any vocabulary or content that may be confusing. - Introduce students the task and discuss the objective of this task which is to practice students to extract information selectively and write summaries based on their own notes rather than directly from a text. Give them guidelines, tell students that this is just an example of how to do so; key points are underlined. - Teacher walks around room during this activity. Ensure students are on right track. When groups are finished, have class discussion.

Teaching Steps	Teacher Procedures
	- (Summary 2) Write 'Wildlife in 'catastrophic decline' on the board and have the whole class discuss, ask students what are the major causes of the decline? - Give students the second text and tell them that each group is going to follow the summary writing steps: Note-Organize-Write to summarize this text in no more than two sentences. Have them quickly read through the text and tell what information they could extract from the text to help them with the task. ***Task 3: Write a Summary*** - Tell the class that this is the final summary task; work in a group and choose two sections of the texts your group share the same interests from reliable sources, then write a summary by using the approach and technique learnt from the lesson. - Review the steps/rules for creating a summary. Provide students with a new handout/ list of resources or website where they can choose the text from. Use short stories or articles students find engaging or interesting to further push their interest in summary writing. - Have them create a summary on their own, using the steps outlined in the group activity. Move around the class to assist as needed. Intervene for task assistance if necessary. Verbally feedback while they are working together, praise for correct or interesting ideas. - Explain evaluation and grading criteria for the task. Have students share their opinion on the way their works will be evaluated.
POST-LESSON– Reflecting the learned lesson & Suggesting	- Have each group reflect on (at least) 2 things their groups did well and one thing they could do better next time. - Briefly reflect the most interesting summary; try to focus on how good teamwork contribute to good work. - In groups, students discuss how well they worked together and discuss how they can improve their teamwork and performance. - Give students lesson reflection form; give verbal feedback on how they work together during practice and the task. - Students reflect on their performance with a view looking at how it can be improved.

Assessment of Individual Learning	- Observation of individuals within groups in on-task discussion and completion of in-class assignment & activities; contribution to class discussion - Being able to find main ideas and include important points into summaries
Assessment of Group Productivity	- Observation that each group is on time, completing task, preparing to present - Being able to write a summary by using the approach and technique learnt from the lesson

Lesson Plan 10
(Writing)

Title: Acknowledging Your Source
Time: 4 hours (can be split into 2 sessions)
Objective:
1. Students will learn the definition of plagiarism and how citing sources can help us avoid it.
2. Students will be able to cite different types of sources using in-text citations with the correct formatting according to APA style guide.

Language/Skills Focus: avoiding plagiarism, how to acknowledge sources in academic writing, different styles & systems of referencing

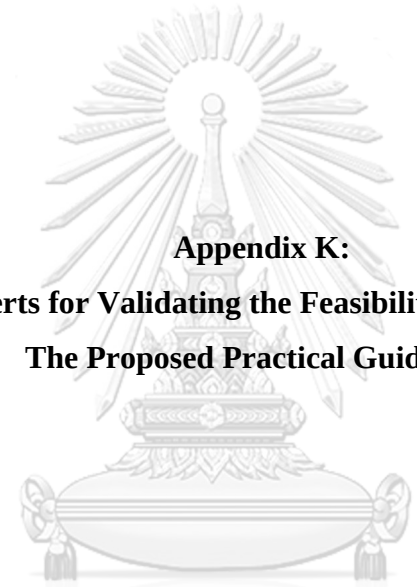
Materials: worksheets, handouts, teacher presentation, group work self-assessment form

Teaching Steps	Teacher Procedures
LESSON BEGINS– Introducing the Tasks to the Students	- Write the word *plagiarism* up on the board. Give students 2 minutes to brainstorm everything they know about this word. This could be a small group activity or an individual one. But require written answers. When time is up, ask for students to volunteer the ideas they wrote down. Copy the answers on the board or have each student up to the board to write his/her idea. Then ask students: *Based on the answers on the board, how could we best define plagiarism?* *How do you know if you have plagiarized?* *What are the consequences of plagiarizing? Why are there consequences? What would happen if there were no consequences?* - Engage the students in conversation: When we're doing research or writing an academic paper, why is it important to give credit to our sources? Have students discuss why do they think it is important to reference the sources?, and write their group ideas in the paper. - In groups, students decide if they need to give a reference in the following cases. Discuss the answers with the class. - Point out that although plagiarism essentially means copying somebody else's work, it is not always easy to define. Each group considers the following academic situations and decide if they are plagiarism. **Activity: Plagiarism Case Studies** - Tell students that first, we'll look at four examples of source use to determine whether they could be considered plagiarism within an academic setting. Pass out 'Plagiarism Case Studies" handout, each group together to complete the task.

Teaching Steps	Teacher Procedures
DURING-LESSON–Monitor & Intervene (Scaffolding)	- Tell students that this activity will help them figuring out what kind of information those citations give them and why they are in a particular format. - Form groups of 3-4 and pass out an article to one member of your group. Tell the person who has the article not to show the article to the other person! - Have the person who has the article imagine that he/she are texting the other team members about an article that he/she saw, and he/she want the team to be able to get online and find the article. Have the student who has the article write out the text message that he/she would send and pass it to the team. Once the team members have the text message, get online and try to find the article. - Teacher asks, 'What happened when you tried to find the article?' Then, write on the board some of the fields such as title, author, source, etc. that the students might have used to try to find the article. - To the person who has the article in hand – have he/she compose a second text message providing additional information to help the team members find the article. Walk around and see if the students find the article online. - Teacher asks 'What additional information did you send? If that wasn't enough information what other hints could you send to help find the article?' - Then, write out the article citation on the board. Point out that the whole point of a citation is a way to give someone the essential information they need to find the article we are mentioning to them; citations from scholarly articles work the same way. ***Activity 1: Interpreting a Citation*** - Discuss with the class what kinds of information they need to include in a bibliography. They may mention author, title, and the date that a book or article was published. Point out that the bibliography for their report should include all sources of information – online sources as well as printed ones like books and newspapers. A citation, or bibliography entry, for a website is a little different from a citation for a printed source. - Give students Interpreting Citations worksheet. In groups, students review the resource images given and identify the citation parts for each source. ***APA Style Guides*** - Inform students that next, we will discuss the basic in-text and reference list formats for each citation style. Let them know that they should always check with their instructor to see which style to use in any class. ***Teacher Presentation: APA In-Text Citation & Reference List*** - Emphasize that students don't need to memorize the rules (though they might want to if they're using a particular style repeatedly). Style guides exist for students to consult, so they should keep this packet on hand for future use.

Teaching Steps	Teacher Procedures
	Task: In-Text Citation Practice - Have students work together; read through the text and write in-text citation for each source. - Once each group has finished, elicit responses and record on board. Then, have students read and extract the basic information needed to create a reference list entry in each style. Elicit responses and record on board. - Together, students read through each in-text citation. Have students extract a template for basic citation, paying particular attention to punctuation and the entry's components. Next, have students read and extract the basic information needed to create a reference list entry in each style. Inform them that the rest of the reference guide includes more detail on each style's rules. ***Task: Uncited Source*** - Together, read the source information. Ask students how they would correctly cite this source using APA style, and provide them with time to complete the first entry. Encourage them to consult the APA pages of their reference guides. - Ask students to share out answers, then give them the cited source, so that they can see correct versions. Then, each group complete the rest of the task. Walk around to monitor if the students can do the task. Intervene for teamwork/task assistance if necessary. Submit when finished.
POST-LESSON– Reflecting the learned lesson & Suggesting	- Give feedback on how they cite the sources. Compliment on the way they work together and come up with good productivity - In groups, students discuss how well they worked together and discuss how they can improve their teamwork and performance. - Have students evaluate their own teamwork skills and their contributions to the group using group work self-assessment form.

Assessment of Individual Learning	- Observation of individuals within groups in on-task discussion and completion of in-class assignment & activities; contribution to class discussion - Being able to correctly cite sources by using in-text citations and write references list according to APA style guide.
Assessment of Group Productivity	- Observation that each group is on time, completing task, preparing to present - Being able to cite different types of sources using in-text citations with the correct formatting according to APA style guide

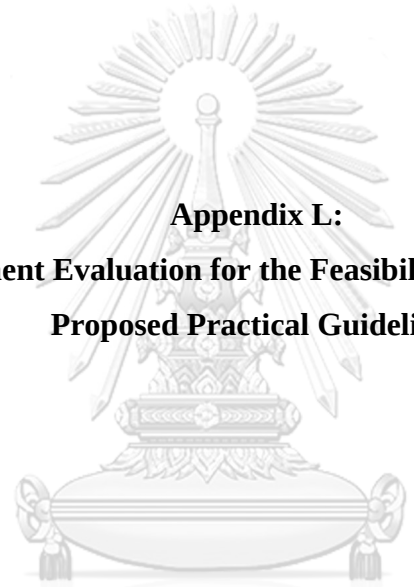


Appendix K:

List of Experts for Validating the Feasibility and Suitability of The Proposed Practical Guidelines

List of Experts for Validating the Feasibility and Suitability of
The Proposed Practical Guidelines to Reduce Anxiety in English Language Classroom

1. **Dr. Aurapan Weerawong Plantenga**
   Former Vice President for International Relations and Communications
   Srinakharinwirot University
2. **Asst. Prof. Dr. Somchai Trakarnrung**
   Deputy Dean for International Language Development
   Faculty of Graduate Studies, Mahidol University
3. **Assoc. Prof. Dr. Supong Tangkiengsirisin**
   Director of the Language Institute Thammasat University
   Former President of Thailand TESOL
4. **Assoc. Prof. Suchada Nimmannit**
   Director of Rangsit English Language Institute
   Former TESOL International Board of Directors
   Former President of Thailand TESOL
5. **Asst. Prof. Kietnawin Sridhanyarat**
   Deputy Director of the General Education Administration and English
   Language Development Center, Silpakorn University
6. **Assoc. Prof. Dr. Punchalee Wasanasomsithi**
   Former Deputy Director for Academic Affairs,
   Chulalongkorn University Language Institute
   Former Program Director, The English as an International Language (EIL)
   Program, Graduate School, Chulalongkorn University
7. **Dr. Teerawat Arjpru**
   Head of International Studies Center
   Rajamangala University of Technology Isan



Appendix L:

Research Instrument Evaluation for the Feasibility and Suitability of The Proposed Practical Guidelines

Evaluation of the Feasibility and Suitability of Policy Guidelines for Reducing Anxiety in English Language Classrooms

Directions: Please indicate how you evaluate each of these statement's feasibility and suitability by putting a thick (✔) mark on the scales that accurately reflect your opinion from 5 (highly feasible or suitable) to 1 (not at all feasible or suitable). Also, kindly give your comments or suggestions for the improvement of the guidelines.

Items	Expert Opinion										
	Degree of Feasibility					Degree of Suitability					Comments or Suggestions
	1	2	3	4	5	1	2	3	4	5	
PRE-LESSON REFLECTION Preparing & Planning											
Teachers openly discuss with students about anxiety in English language classrooms to raise awareness that it is common in most learners and not associated with any particular individual.											
Students' English learning needs, preferences, and personal learning goals are surveyed and considered by teachers when planning the lessons.											
Within the limits of students' learning abilities, instructional contexts are designed taking into account their backgrounds, interests, and differences to promote their attention, interest, and engagement.											
Teachers accommodate various teaching methods and styles so that the lessons are appropriate to the different learning styles of students.											
Teachers speak slowly and modify speech, visual aids or gestures if needed to clarify classroom contents and when giving assignments in lower level classes; Thai is used when needed to ensure student's comprehension.											
Teachers employ appropriate use of humour and fun activities to create an enjoyable learning environment.											

Items	Expert Opinion										
	Degree of Feasibility					Degree of Suitability					Comments or Suggestions
	1	2	3	4	5	1	2	3	4	5	
Learning tasks are designed by considering elements of different learning styles (e.g. visual, auditory, tactile) to meet specific objectives of the lessons.											
LESSON BEGINS											
Students are provided rationales when dealing with uninteresting topics to promote their engagement and improve their persistence.											
DURING-LESSON Monitor & Intervene											
Speaking activities or situations in which anxious students will have to answer questions or perform in front of the class without prior preparation is avoided.											
Students' errors are dealt properly to help students accept that the errors are a part of the learning process; drawing direct attention to students' errors in front of the class or interrupting them to correct the errors is avoided.											
The message that students try to convey is focused on rather than the accuracy. Teachers tolerate to the students' grammar, lexis or pronunciation mistakes.											
Students develop a "classroom community" by working together, supporting each other, and engaging collaboratively in classroom activities or tasks.											

Items	Expert Opinion										
	Degree of Feasibility					Degree of Suitability					Comments or Suggestions
	1	2	3	4	5	1	2	3	4	5	
Teachers promote positive student social interaction by encouraging them to give mutual support while working together in different group roles.											
Teachers are receptive to students' concerns, negative emotions, and problems.											
POST LESSON Evaluation & Reflection											
Teachers avoid assessment and evaluation methods that tend to cause anxiety among students as well as tests or test items that are not familiar or matching with class contents.											
Students should be informed of test or exam specifications prior to a test day so that they will not be surprised, and some practice tests should be given to students before taking the real test.											
Teachers keep student's evaluation (e.g., test scores) private.											
For group works, students make individual progress in tandem with that of others; assessment and evaluation criteria are based on both individual and group accomplishment.											
Teachers highlight students' progress and successes, reinforce the importance of effort over ability, and provide supportive and motivating feedback.											
Students track their progress towards their goals by using self-assessment and self-progress monitoring. Group members analyse their own and the group's performance as well as set goals for improvement.											

Additional comments/Recommendations

Expert's Signature and Title

VITA

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