A STUDY OF FOREIGN LANGUAGE ANXIETY IN ONLINE LEARNING AMONG

SECONDARY SCHOOL STUDENTS IN THAILAND

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APINYA SOMCHOB

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This study aimed to determine the level of Foreign Language Anxiety among Thai secondary school students who participated in English online learning and to compare the levels of Foreign Language Anxiety among students with low and high English language proficiency. Horwitz and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) was modified and translated into Thai to facilitate data collection. The study included 183 students enrolled in English Fundamentals during the second semester of the 2021 academic year. The mean, standard deviation, and t-test for independent samples were statistically analyzed. The results indicated that students had a moderate level of Foreign Language Anxiety. In addition, the overall results revealed a significant difference between students with high and low English proficiency.

Keyword : Foreign Language Anxiety (FLA), English Proficiency, English Online Learning, English, Classroom

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CHAPTER 1
INTRODUCTION

Background of the Study

The spread of the COVID-19 pandemic and consequent transition from on-site to online learning transformed teaching across the country. This sudden adoption of online instruction impacted both teachers and students. For teachers, it is likely that some were not accustomed to the use of technology or online teaching management. Many teachers expressed concern about effective teaching strategies to motivate students in the absence of normal classroom management. When the learning environment has been changed, it may impact students' language learning process in the long run; a small number of students experienced difficulty in adjusting to the new online style of learning, leading to the development of (Russell, 2020). In school, students can discuss the lesson with their classmates or teacher closely. It may reduce their anxious in learning. Hoque et al. (2021) also revealed that the greatest limitation of online learning is learning alone. When they have negative experiences, students are not likely to concentrate on what they are learning. Horwitz (1986) found that the more negative experience learners got in learning, the more anxious they became.

There are many factors influencing English language acquisition, including self-confidence, motivation, attitude, and anxiety. Foreign Language Anxiety (FLA) is regarded as one of the influential influences on EFL learners (Choi et al., 2020). Horwitz et al. (1986) suggested that FLA plays a significant role in classroom language learning because students' perceptions of the foreign language can be positive or negative based on their previous personal experiences. In addition, Krashen (1982) asserted that FLA could hinder the learning process of students. Furthermore, Von Worde (1998) reported that one-third to fifty percent of pupils have experienced FLA. In addition, among others confirmed that anxiety had both direct and indirect effects on language acquisition (MacIntyre, 1995). Based on these prior studies, FLA is considered one of the significant factors influencing English language acquisition.

FLA has some effects on English language acquisition. According to the research of MacIntyre (1999), it can impede the learning and development of a target language. According to Amengual-Pizarro (2018) research, FLA also influences the language acquisition process. According to Horwitz (2001)'s study, pupils with lower grades were more likely to develop anxiety than those with higher marks. In addition, Kayaoğlu and Sağlamel (2013) indicated that FLA has direct effects on students' English grades, self-confidence in English learning, exam performance, and self-esteem. Huang (2018) also demonstrated that FLA significantly impacted the results of GEPTI-S, a standardized English proficiency test administered in Taiwan. Moreover, Pan and Zhang (2021) observed that FLA negatively affects motivation. Overall, past research indicates that a strong level of anxiety may impede the learning process of children (Liu, 2006). If anxiety is reduced, it is probable that academic performance will improve (Sparks & Ganschow, 2007).

On the other hand, there are many benefits to FLA's contribution to the learning process. Initially, anxiety can motivate individuals to learn from their past mistakes and improve subpar performance (Harper, 1974). As demonstrated by the research of Brown (2008), a student with FLA-acquired English language experience attained an IELTS score of 6.0. Second, it can be advantageous for students to receive more focus (Scovel, 1978). As previously stated, FLA has both positive and negative effects on language learning acquisition (Aydin, 2008).

According to the findings of Namsang (2011), Thai students who were non-native English language learners experienced stress, anxiety, and disappointment when studying English. This resulted in anxiety among English language learners. This occurrence has been linked to FLA. Several studies found a correlation between foreign language anxiety and second language learners' proficiency levels. For instance, Dalkiliç (2001) and Liu (2006) found that FLA would decrease as language proficiency increased. Over the years, several FLA studies have been conducted, but there are few studies directly relating to the high and low language proficiency of secondary school students. Therefore, the researcher sought to examine FLA in the English online learning

of secondary school students. The Foreign Language Classroom Anxiety Scale (FLCAS), which uses 33 items on a five-point Likert scale, by Horwitz et al. (1986) was modified as a research instrument to investigate the effects of FLA on learners. Based on the research of Horwitz et al. (1986), it is proposed that anxiety can be subdivided into four distinct categories: Classroom Anxiety, Communication Apprehension, Test Anxiety, and Fear of Negative Evolution. As a result, the study will shed light on the level of FLA among secondary school students.

Objectives of the Study

There are two objectives for this study:

1. To investigate the level of FLA in English online learning of secondary school students in Thailand.

2. To compare the differences in FLA in English online learning between secondary school students with low English proficiency and those with high English proficiency.

Research Questions

1. What level of FLA do secondary school students experience in English online learning?

2. What are the differences in FLA levels in English online learning between secondary school students with low English proficiency and those with high English proficiency?

Scope of the Study

This study will investigate the level of FLA in English online learning among secondary school students and compare the differences between those with low English proficiency and those with high English proficiency. There are 183 students in the ninth grade at a public school in Bangkok, Thailand. Questionnaires adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) will be utilized to investigate the level of FLA in English online learning. The questionnaires are

divided into four categories: Classroom Anxiety, Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. The variables presented in this study are classified into two parts: independent and dependent variables. The independent variable is students' English proficiency in the current semester (the second semester of the 2021 academic year) and the dependent variable is students' FLA level in English online learning.

Significance of the Study

This study will be beneficial for schools, language teachers, students, and researchers. Schools can use the results of the study to develop teaching courses that comply with students' FLA levels and types. The findings will also enable language teachers to better comprehend which types of FLA causes students the most anxiety. Furthermore, the study confirmed that if teachers know the FLA level of their students, they are able to adapt their teaching approaches accordingly. For example, students who had a high level of Fear of Negative Evaluation were concerned about being judged by their teacher. Likewise, those who had a high level of Test Anxiety were worried about test failure. In addition, students understood themselves more than in the past regarding how they efficiently learned English. They also realized what type of FLA prompted them to worry, allowing them to customize the findings to their individual learning habits for the most effective English acquisition. The findings, as well as the gaps in the study, will also be useful to researchers wishing to conduct further studies about FLA.

Definition of Terms

There are eight major terms used in this study: Classroom Anxiety, Test Anxiety, Fear of Negative Evaluation, Communication Apprehension, Foreign Language Anxiety, secondary school students, English proficiency, and English online learning. These terms are defined below.

Classroom Anxiety refers to the worry and stress that pupils experience when learning a foreign language in a classroom. It is likely that they express negative attitudes towards the foreign language as a result.

Test Anxiety refers to the negative emotions arising from fear of test failure.

Fear of Negative Evaluation refers to stressful feelings related to being judged by others.

Communication Apprehension refers to students' nervousness towards English communication. This can happen when learners experience anxiety about speaking in public.

Foreign Language Anxiety (FLA) refers to the negative circumstances that students gain from self-perception, actions, beliefs, feelings, and behaviors associated with classroom language acquisition (Horwitz et al., 1986).

Secondary school students refers to Grade 9 students who study English in the second semester, academic year 2021.

English proficiency refers to the achievement of learning English, as seen from students' English grades.

English online learning refers to studying English which is internet-based learning (Bates, 2016).

CHAPTER 2
LITERATURE REVIEW

In this chapter, six major topics will be examined: Anxiety, Foreign Language Anxiety (FLA), Foreign Language Anxiety (FLA) and English Language Learning Proficiency, Online Learning, Foreign Language Anxiety (FLA) and Online Learning, and related studies.

Anxiety
Definitions of Anxiety

Researchers define anxiety in many different ways. Spielberger (1972) defines anxiety as stressful and tense conditions. This is related to the definition of anxiety proposed by Blau (1955), Leary (1983), and Hilgard et al. (1971), which states that anxiety is a distressing emotion one experiences when confronted with challenges. This is also supported by Lamendella (1977), who defines the term "anxiety" as an unstable emotion controlled by the limbic system, a portion of the brain associated with behavioral and emotional responses. This is a survival mechanism that is triggered when confronted with challenging situations. In addition, Wolman (1989) states that anxiety is a fragile emotion that cannot withstand extreme circumstances. Similarly, Alrabai (2014) defines anxiety as an uncontrollable nervous feeling. Aside from this, anxiety is defined as a fearful or stressful emotion brought on by a serious event that can occur in life (Mussen & Conger, 1956).

As previously stated, anxiety is likely a negative emotional or unpleasant feeling that can occur in any circumstance. It has been discovered that it can negatively affect people's performance. In the next section, several distinct anxiety types are presented.

Types of Anxiety

According to MacIntyre and Gardner (1989), anxiety can be divided into three categories: trait, state, and situation-specific.

Trait anxiety is the consistent propensity to feel anxious in every situation (Spielberger, 1983). It is a part of a person's personality, not a common nervous state

encountered in various situations (MacIntyre, 1999). People with low trait anxiety, for instance, tend to be naturally untroubled and laid-back, and they tend to have high emotional stability (MacIntyre, 1999). However, trait anxiety impairs cognitive ability, distorts memory, and contributes to so-called avoidance behaviors, which aim to allow the individual to escape challenging situations (Eysenck, 1979).

State anxiety is another type of anxiety in which one experiences nervousness at a specific time or place (Spielberger, 1983). State anxiety is an ephemeral emotion and feeling that elicits a response to the present environment (Cattell & Scheier, 1963). It can occur in response to specific situations, such as speaking in the public, taking a test or quiz, or studying a new language (MacIntyre, 1999).

According to MacIntyre and Gardner (1991), situation-specific anxiety is a fearful feeling that can occur when a person is unfamiliar with communicating in a second language. Unlike trait anxiety, situational anxiety is experienced that only occur in a specific situations (MacIntyre & Gardner, 1991). Individuals may experience anxiety in one situation but not in another. Foreign Language Anxiety (FLA), for instance, can be viewed as a type of situation-specific anxiety that frequently appears in a foreign language learning circumstance. Consequently, those with a high degree of FLA are more prone to have situation-specific anxiety at the end of the day (MacIntyre, 1999).

Foreign Language Anxiety (FLA)
Definitions of Foreign Language Anxiety (FLA)

According to Horwitz et al. (1986), Foreign Language Anxiety (FLA) is associated with sophisticated feelings of self-cognition, personal beliefs, and classroom language acquisition performance. Fear of Negative Evaluation, Communication Apprehension, and Test Anxiety can cause this to occur when students are evaluated during the language learning process. The study by Spielberger et al. (1983) confirms that FLA can be caused by personal experience of anxious, fearful, and stressful feelings associated with autonomic nervous system stimulation. In addition, Foreign Language Anxiety (FLA) is associated with anxiety caused by the use of a second or other language (MacIntyre, 1999).

Thus, Foreign Language Anxiety (FLA) is an unwanted reaction involving stressful feelings triggered by the foreign language learning experience.

Concepts of Foreign Language Anxiety

Anxiety has a critical part throughout the entire process of language acquisition. Numerous prior studies have provided definitions of Foreign Language Anxiety. When anxiety is linked with language acquisition, students express negative attitudes toward the foreign language (Horwitz, 2001). One of the most typical causes of language learning anxiety is stress or anxiety caused by foreign language acquisition-related tasks (Gardner & MacIntyre, 1993). Similarly, Gregersen (2003) states that FLA can have a significant effects on foreign language acquisition. Oh (1992) explains that situation-specific anxiety is the tension students experience in the classroom due to their negative attitudes.

Based on Horwitz (1988) and Young (1991), Foreign Language Anxiety (FLA) is studied using two standard methods: test anxiety and language acquisition. Test anxiety caused by external factors is likely to be the initial strategy. The other approach to language acquisition is distinct. Chastain (1975) utilized the association between anxiety and second-language learning using test anxiety and trait anxiety ratings. MacIntyre and Gardner (1989) stated that there were a variety of concerns unrelated to second-language acquisition (MacIntyre & Gardner, 1989). On the other hand, such research data is useful for a deeper understanding of language anxiety (MacIntyre, 1999). FLA is most likely to occur throughout second-language acquisition. This may have an effect on students' language proficiency if it occurs.

Types of Foreign Language Anxiety

According to Horwitz et al. (1986), there are three types of Foreign Language Anxiety: Test Anxiety, Fear of Negative Evaluation, and Communication Apprehension.

Test Anxiety, which is related to Foreign FLA, is a form of performance anxiety produced by a fear of failure, particularly when taking tests. When taking exams or quizzes, some students may encounter difficulties and later experience unpleasant emotions. This can result in indecision on the part of students who fear failing. This is

supported by the research of Sarason (1984), who found that Test Anxiety can occur when students are accustomed to dreadful test-taking experiences and receiving poor grades. It is evident that language evaluation has a direct effect on Test Anxiety.

Fear of Negative Evaluation refers to the fear of being judged or anticipating being judged by others. This type of person is likely to avoid situations requiring evaluation (Watson & Friend, 1969). Fear of Negative Evaluation, unlike Test Anxiety, can occur in any social situation, including job interviews, communication with foreigners, and tests (Horwitz et al., 1986).

Lastly, Communication Apprehension is associated with a reluctance to communicate or speak in public, also known as social shyness. Those with communication apprehension, for instance, are likely to feel uncomfortable when speaking in front of people who are staring at them. In addition, students with communication apprehension tend to speak awkwardly in front of the classroom. This feature also influences the acquisition of a second language. Students who are concerned with communication are likely to struggle with conversational comprehension. This is related to the finding of McCroskey and Beatty (1986) that anxious behaviors can have an effect on communicative avoidance.

Foreign Language Anxiety and English Learning Proficiency

Based on personal experience, FLA can impact students in both positive and negative ways. According to Oxford (1999), anxiety can influence both the direct and indirect perception of language learning among students. For instance, anxious students are likely to limit their exposure to foreign languages, leading to an avoidance of language perception. Similarly, through self-doubt, anxiety can indirectly heighten students' nervous perception. Moreover, multiple studies have found that Foreign Language Anxiety correlates with poor oral- or written-test performance (Aida, 1994). The process of self-evaluation is known as self-esteem (Price, 1991). This is supported by the research of MacIntyre and Gardner (1991), which demonstrates that harmful anxiety has a significant impact on students' self-confidence in language acquisition. FLA can have a direct effect on students' language acquisition, self-esteem, and academic performance, particularly

with regard to tests or assignments, as evidenced by its effects on students' anxiety (Kayaoğlu & Sağlamel, 2013).

Regarding the benefits of Foreign Language Anxiety, educators and linguists have divergent perspectives. For instance, Scovel (1978) asserts that Foreign Language Anxiety can increase students' awareness of what they should be concentrating on. Young (1992) interviewed a number of linguists, including Rardin, Hadley, Terrell, and Krashen, to investigate their perspectives on the benefits of Foreign Language Anxiety. According to Rardin (Young, 1992), Foreign Language Anxiety is caused by an imbalance; however, it still produces positive feedback. In addition, Hadley (Young, 1992) confirms that certain types of Foreign Language Anxiety can be advantageous for language learners, despite the fact that worries are classified as "anxiety." Additionally, Terrell (Young, 1992) confirms that this type of beneficial stress is referred to as "attention" and not "anxiety." According to Krashen (Young, 1992), however, Foreign Language Anxiety has few language-acquisition-related benefits. This is because, by definition, language acquisition has no direct bearing on any concern.

On the other hand, FLA can increase language acquisition from contexts. A small number of studies demonstrate that Foreign Language Anxiety (FLA) has an unavoidable effect on learning performance. Kleinmann (1977) asserts that Arabic and Spanish native speakers experience positive anxiety when learning difficult English structures. Surprisingly, FLA is beneficial to students' academic achievement in non-audio-lingual classes, such as French, German, and Spanish (Chastain, 1975). In addition, Ehrman and Oxford (1995) state that anxiety can assist exceptional students in attaining high levels of linguistic proficiency and self-assurance.

As stated previously, Foreign Language Anxiety (FLA) can have both positive and negative effects on the second-language learning environment (MacIntyre, 1999). In addition, some educators, particularly administrators, are concerned about the influence of anxiety on academic achievement. Several studies (e.g., Aida, 1994; Horwitz, 2001) demonstrate the negative correlation between FLA and learning ability. Due to Gardner, Smythe, and Lalonde (1984, as cited in MacIntyre, 1999, p. 34), Foreign Language

Anxiety affects students' perspectives on second-language acquisition and language evaluation. Similarly, FLA can result in unsatisfactory language learning outcomes.

In conclusion, many studies reveal the fact that Foreign Language Anxiety (FLA) can reduce students' language proficiency while promoting cognitive processes and learning abilities, enabling students to simultaneously develop self-esteem and anxiety in the acquisition of a new language.

Online Learning

Definitions of Online Learning

Online learning refers to the process of acquiring knowledge through the internet, which makes technological advances possible (Paulsen, 2002). This is supported by Bates (2016), who defined it as any type of internet-based learning. Moubayed et al. (2020) coined the term "online learning" to refer to learning that occurs via the Internet, and which promotes interaction between teachers, students, peers, etc. Through the process of exchanging ideas and interacting with teachers and peers, the Internet can facilitate the acquisition of additional learning experiences by students.

Advantages of Online Learning

There are numerous advantages to online education. Initially, it is accessible to students at any time or place (Volery & Lord, 2000). Secondly, it can promote learner-centeredness, which supports the facilitator role of teachers (Chizmar & Walbert, 1999). Thirdly, online learning can also stimulate the perception of students. Fourthly, it can encourage both interaction and cooperative learning (Kearsley, 2000). Fifthly, the online learning environment is a potent learning environment that motivates students to self-regulate, explore various topics, and attain meaningful learning (Mohammadi et al., 2011). And finally, online learning encourages independent study (Petrides, 2002).

Disadvantages of Online Learning

There are some disadvantages that students may encounter. First, online learning can weaken the bonds between friends (Howland & Moore, 2002). Second, some students are unable to concentrate on their studies; as a result, they become exhausted

and unwilling to pursue this type of study (Vonderwell, 2003). In addition, some students and teachers are not accustomed to utilizing technological tools, which can hinder the teaching and learning process (Howland & Moore, 2002). Furthermore, internet, technological devices, computers, and laptops can ultimately incur high costs during the teaching and learning process (Mohammadi et al., 2011).

Foreign Language Anxiety and Online Learning

FLA and online language instruction are closely linked. As evidenced by the current situation involving the COVID-19 pandemic, online education is frequently utilized as an alternative to face-to-face learning (Hussain et al., 2020). It is inevitable that students will be required to study online, and they must adapt to this shift from the traditional classroom setting to an online learning environment. Students can gain new experiences and develop favorable attitudes toward online learning if they are readily able to gain access to the information they need online. Shahi (2016) indicated that an online learning environment can decrease FLA and provide a less stressful learning atmosphere. In the same way, Huang and Hwang (2013)'s study revealed that an online learning environment can decrease students' FLA and create a less stressful classroom setting. Mohammadi et al. (2011) suggested that in online learning, FLA is reduced and replies are transmitted rapidly, resulting in increased student confidence. Likewise, Cakir and Solak (2014) revealed that online-based learning could be an effective method for reducing students' FLA and increasing their willingness to learn a foreign language. However, if they feel anxious, they may experience difficulties with online learning. The greater the difficulty of their learning, the greater their anxiety, especially when studying a language online. This is suppported by Russell (2020), who noted that most students encounter at least a moderate level of FLA when enrolled in an online language class; for some students, FLA can even become debilitating. Cakir and Solak (2014) also suggested that there is a negative association between FLA and academic performance; thus, teachers should organize lessons that lower FLA in online English language learners. In other words, language instructors must be aware of FLA in order to recognize that language classes can be challenging for some students. In other words, language instructors must be aware

of FLA in order to recognize that language classes can be challenging for some students (Huang & Hwang, 2013). Additionally, Russell (2016) suggested that some students with a high degree of FLA may choose online classes with a view to undertaking lessons independently and are surprised to find they must engage in speaking with the teacher or class. Language is a tool for communication, and incorporating speaking skills is vital to the educational process; therefore, language learners must frequently communicate with their classmates. Aside from this, students may experience anxiety over both the language and the instructional tools utilized to communicate in the target language (Russell, 2016). In the current sittuation, students who lack self-discipline may not be able to balance their time in taking online classes such as work and leisure (Russell, 2018). As mentioned previously, there is a correlation between foreign language anxiety and online learning in both positive and negative ways. Thus, language teachers should find a way to help students interact with the class while keeping FLA to an appropriate level.

Related Studies

In recent years, numerous relevant studies have emerged on FLA, the Foreign Language Anxiety Scale (FLCAS), and online English learning, as follows:

Yang and Cornelius (2004) examined how students perceive the quality of online education. The information gathered was obtained through interviews and observations. The participants were students from two American universities and one community. The findings revealed that online learning provided students with both positive and negative experiences. The convenience and cost-effectiveness of online classes were viewed positively by students; however, the relationships between teachers and students, as well as between individual students, were weakened, particularly in terms of communication. In addition, they noted that online education was rated as moderate because they were unsatisfied with this type of study. Consequently, students modified their attitudes toward online learning, becoming less engaged and active in their studies. This is a result of a lack of self-motivation and self-control. In addition, learners did not receive prompt responses when they became confused, which was an additional negative factor. These may be relevant changes in the behaviors of learners. It is therefore recommended that

e-learning improve its use of multimedia and communication between teachers and students.

Na (2007) investigated the correlation between FLA and English proficiency among 115 Chinese high school students from Shandong Province. The data revealed a negative link between anxiety about learning a second language and English proficiency.

Fadillah (2010) examined the association between students' FLA and their performance in English as a foreign language among teenagers in Sekolah Menengah Umum Negeri 1 Banjarbaru, South Kalimantan. There were 152 students involved in the study. According to the findings, there was no association between English language anxiety and the overall English as a foreign language performance of pupils. The level of anxiety was moderate. However, a negative association was observed between test anxiety and student achievement. In terms of communication apprehension, there was a difference in English language learning anxiety between male and female participants, but there was no difference in terms of total anxiety.

Atef-Vahid and Kashani (2011) conducted a survey to examine the correlation between foreign language anxiety and English competency among students. The participants consisted of 38 third-year high school English majors. The Foreign Language Classroom Anxiety Scale was primarily employed to evaluate students' language anxiety perceptions. The respondents rated their anxiety levels during language acquisition as moderate to high. In addition, the total FLA scores and the total final English exam scores have a moderately negative correlation. The Pearson correlation analysis revealed that English proficiency was moderately associated with all four types of FLA – Communication Apprehension, Test Anxiety, Fear of Negative Evaluation, and English Classroom Anxiety.

Mohammadi et al. (2011) conducted a study entitled "Effects of E-Learning on Language Learning." The study revealed the advantages of e-learning over traditional instruction. The findings indicated that both students and teachers were fully invested in the adoption of technological advances within the learning and teaching processes. To motivate language instruction, electronic devices, online games, and computer-assisted language learning were implemented. There were two primary factors that influenced the

effects of e-learning on language learning: a) the proficiency of the learners, and b) technological devices. The use of e-learning was encouraged to facilitate language acquisition and to assist teachers in enhancing their creative teaching strategies for online learning. The study demonstrated that e-learning enabled both an increase in teaching proficiency and the introduction of new teaching methods. However, some teachers and students were unfamiliar with e-learning, which affected the teaching process and the students' perception of learning. Teachers are thus encouraged to attend an e-learning workshop so that they can engage in this mode of instruction.

Arnaiz and Guillén (2012) investigated individual differences in anxiety about a foreign language. The study included 216 participants and collected data using the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986). This study investigated the relationship between gender, age, grade, and language proficiency, as well as anxiety levels. The respondents rated their Foreign Language Anxiety as average. Female learners expressed more anxiety than male learners. In addition, age was considered to have a significant negative correlation with anxiety. However, anxiety levels were higher among students with lower grades.

Alshahrani and Alandal (2015) investigated the effect of gender on elementary school students' foreign language proficiency. The participants included 146 male and 114 female sixth graders who attended public schools in the South of Saudi Arabia. The instrument consisted of the FLCAS and interviews with ten randomly selected students. Students' degrees of foreign language learning anxiety were compared using a t-test and SPSS for data analysis. The findings suggested that students' FLA about learning a foreign language was moderate, and gender did not significantly influence this anxiety.

Liu (2015) examined high school students' EFL foreign language anxiety and learning motivation. In central Taiwan, 155 pupils attended the same private senior high school. Participants were expected to take English classes prior to starting primary school and throughout the first two years of elementary school. The researcher analyzed the following statements: there is a substantial correlation between language anxiety and motivation among EFL students in high school. Motivation and language anxiety vary

drastically amongst high school students in the academic and vocational tracks. The study revealed that both student groups exhibited modest levels of FLA, with no significant differences. In addition, students on the academic track exhibited more extrinsic and total learning motivation than students on the vocational track. Therefore, the relationship between FLA and motivation was unfavorable.

Doğan and Tuncer (2016) investigated the FLA and foreign language proficiency of Turkish college students. The researchers also attempted to establish a connection between the anxiety of non-native language students and their academic performance. Gender affected the Foreign Language Classroom Anxiety Scale (FLCAS), attentiveness during learning activities, fear of public speaking, and language acquisition, according to the findings. As a result, it was established that anxiety in the foreign language is negatively associated with achievement in the foreign language.

Razak et al. (2017) explored gender variations in anxiety among Yemeni university EFL students and the association between anxiety level and academic performance. The 155 participants from the English department, Faculty of Arts were recruited from the population using stratified random sampling. Using a questionnaire adapted from Yassin et al. (2015), the data were collected and analyzed with SPSS. The results suggested that female students experienced a higher level of anxiety when learning a foreign language than male students. However, this difference was not statistically significant. Additionally, there is no correlation between foreign language anxiety and academic achievement.

Alibak et al. (2019) conducted a study to investigate test anxiety for online learners. In the qualitative section of the research, the researcher interviewed the online students with high levels of test anxiety for 30 minutes, asking them to identify the most significant issues and difficulties they encountered during online courses and examinations. The findings revealed that the primary issues of online students can be divided into the following categories: working with a computer and the internet during tests, a lack of sufficient conversation, communication, student–student and student–teacher social connections, and the quality of instruction in online contexts. Moreover, the

study revealed that the majority of students strongly agreed with the statement, "Working with a computer and the internet during final examinations makes me feel uncomfortable and inadequate."

Oflaz (2019) examined the relationship between anxiety, shyness, and language-learning practices on university students' speaking abilities and academic progress in German. A total of 110 participants were selected in order to investigate the relationship. The findings revealed that speaking occasions increased shyness. On the other hand, the academic performance of students in language learning was exceptionally high. It was suggested to teachers that shyness and language anxiety could be mitigated.

Djeghaidel and Bouzeria (2020) examined FLA among secondary school students in Tiaret. A descriptive methodology using questionnaires was employed. The study concluded that most language students have a high level of FLA and the majority of them avoid presentation and practice. The study concluded that the majority of students avoid speaking in front of their classmates due to anxiety, a lack of self-confidence, and the fear of making mistakes and being in an awkward situation. However, other students in the study felt comfortable and confident; they had no issue speaking openly or in front of others, which facilitated their language acquisition.

The effectiveness of online learning systems was studied by Hussain et al. (2020) during the Covid-19 pandemic in Sargodha. Questionnaires were primarily used to collect information from two schools: one public and one private. The findings revealed that the majority of respondents had positive attitudes toward online learning, citing cost-effectiveness, engaging teaching materials (audio, videos, images), flexible scheduling, and improvement of learners' overall language skills. However, a few respondents indicated that remote students' inability to access the internet posed a barrier. It was suggested that although online learning was the best substitute during the Covid-19 pandemic, it was unable to replace traditional classes.

Russell (2020) reviewed FLA among online learners. In the study by Pichette (2009), face-to-face and online students were compared to discover whether online learners experience less language anxiety. Learner profiles were constructed using three

instruments: the Foreign Language Anxiety Scale, the Foreign Language Reading Anxiety Scale, and the Daly-Miller Writing Apprehension Test (Daly & Miller, 1975). Comparing the anxiety levels of online and in-person students, quantitative analysis revealed no difference. However, research indicates that advanced students who take online classes feel less anxiety after the first semester, when they have become accustomed to the system. It is unclear, however, if lower-level students report less anxiety during online classes. According to Russell (2016), many students in online courses encounter FLA. Furthermore, the student participants anticipated they would have less oral engagement in the target language in an online course. Some of them felt less anxious after taking an online lesson, but their anxiety increased when they realized they would have to communicate with native speakers in an online class.

Hu et al. (2021) examined Foreign Language Anxiety (FLA) among elementary school pupils. In addition, the association between FLA and foreign language achievement was examined in order to comprehend the development of FLA throughout three primary school years. The FLCAS was completed to 631 elementary pupils (324 males and 302 females) to measure their anxiety. Students in the fourth year of primary school in China had a statistically significant inverse association between foreign language anxiety and achievement, as well as their intensity. Periodic low-stakes evaluations and high-stakes formal tests were used to evaluate their FL proficiency. In FLCAS analysis, Communication Apprehension, Fear of Negative Evaluation, Test Anxiety, and a Negative Classroom Attitude were identified as four key components of FLA. When formal assessments with higher stakes were compared to routine evaluations with lower stakes, it was shown that FLA adversely correlated with FL accomplishment.

Some studies on FLA using the Foreign Language Classroom Anxiety Scale (FLCAS) have been conducted in Thailand.

Paranuwat (2011) investigated the causes, and link between foreign language anxiety and learning outcomes among first year students. In this research, questionnaires and semi-structured interviews were provided to 920 first year students participating in English for Effective Communication II. Results suggested that anxiety around language

acquisition was moderate in degree. Furthermore, there was a strong link between anxiety and academic performance, especially at the high and moderate achievement levels. This was not discovered at low achievement levels. This can be related to Chinpakdee (2015)'s finding that Thai EFL students enrolled in Reading and Writing I classes developed high levels of anxiety, which could be observed both inside and outside the language classroom.

Sea-tia (2017), on the other hand, investigated vocational students' foreign language learning anxiety toward English language learning in school, as well as the disparities between gender, learning accomplishment level, and vocational certificate education programs in terms of foreign language anxiety. Three hundred twenty-six students in Bangkok pursuing a vocational certificate were specifically chosen to participate in the English Fundamental I course. The FLCAS was also applied in this investigation. The findings indicated that vocational student anxiety in the foreign language classroom was moderate. In addition, it was discovered that there were no differences in levels based on gender or educational program. By contrast, there was a significant difference in FLA according to the learning achievements of the students, both in communication apprehension and the English classroom.

This chapter focused on anxiety, foreign language anxiety, the association between foreign language anxiety and English proficiency, online learning, the relationship between online learning and foreign language anxiety, and related studies. As mentioned in previous research, FLA plays an important role in students' language acquisition while also hindering it. Therefore, the literature review presented in this chapter has provided a background for the methodologies of the current investigation, which will be detailed in the following chapter.

CHAPTER 3
METHODOLOGY

This study investigates the level of FLA in English online learning among secondary school students. It also aims to compare the differences in FLA levels in English online learning between secondary school students with low and high English proficiency. This chapter is divided into five sections: research design, participants, research instruments, data collection, and data analysis.

Research Design

This study aims to determine the level of FLA among secondary school students participating in English online learning. This investigation takes a quantitative approach to clarify its findings. In addition, a questionnaire is utilized to explore the levels of FLA in English online learning among secondary school students, and the collected data are compared to evaluate the differences in FLA levels between secondary school students with low and high English proficiency.

Participants

The population of the study consisted of 12 classrooms of Grade 9 students (450 students) studying English Fundamental during the second semester of the academic year 2021. The participants, who were selected via purposive sampling, were either high or low in their English proficiency. These students were selected because Paranuwat (2011) recommended that an investigation into FLA levels be conducted based on students' English achievement. There were 183 participants in the study, consisting of 115 students with a grade range of 3.5 to 4 (high proficiency) and 68 students with a grade range of 1 to 1.5 (low proficiency). The grade range of high and low proficiency is designated by the school curriculum. Students with a grade of 4 (excellent) and 3.5 (very good) were considered as having a high English proficiency, while those with a grade of 1.5 (fairly satisfactory) and 1 (pass) were regarded as having only low English proficiency. Students with high and low proficiency in English were purposively selected as

participants to compare the level of foreign language anxiety in English online learning among secondary school students.

Research Instruments

This study used a questionnaire to assess the level of Foreign Language Anxiety (FLA). This questionnaire was modified based on Horwitz and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS). This study also adapted the Thai version of Sae-Tia's questionnaire (2017). Three experts in English education examined the content validity of the instrument. Cronbach's alpha coefficient, which was 0.90, was utilized to determine reliability in terms of internal consistency. The study divided the 33-item questionnaire into four sections: (a) Classroom Anxiety (11 items), (b) Test Anxiety (4 items), (c) Fear of Negative Evaluation (6 items), and (d) Communication Apprehension (12 items), as shown in Table 1.

Table 1 the Questionnaire

Types	Items Number
Classroom Anxiety	3, 5, 6, 11, 12, 17, 20, 22, 25, 26, 28
Test Anxiety	8, 10, 16, 21
Fear of Negative Evaluation	2, 7, 13, 19, 31, 33
Communication Apprehension	1, 4, 9, 14, 15, 18, 23, 24, 27, 29, 30, 32

The questionnaire was formatted based on a 5-point Likert scale. The questionnaire's 5-point scale results were *strongly agree* (5), *agree* (4), *neither agree nor disagree* (3), *disagree* (2), and *strongly disagree* (1). As per Paranuwat (2011), a summary of the average FLA level score is displayed in Table 2.

Table 2 Average Score Regarding the Anxiety Levels

Average Score	Level
1.00-1.50	No anxiety or very little anxiety
1.51-2.50	Little anxiety
2.51-3.50	Moderate anxiety
3.51-4.50	High anxiety
4.51-5.00	Strongly high anxiety

Data Collection

The collection of data commenced with a request for school approval to conduct an experimental study with 183 participants (high and low English proficiency) enrolled in English Fundamental during the second semester of the 2021 academic year. After the school's permission was granted, the questionnaires were distributed to participants via an online link (Google Form) by sending to their English teacher. In addition, only students who voluntarily consented to participate in this study were included, and they were all notified that their identities and records would be kept private. After the data were collected using Google Forms, the questionnaire's data were statistically analyzed by the researcher.

Data Analysis

In this study, SPSS (Statistical Package for the Social Sciences) was used to analyze the data. In addition, the Foreign Language Anxiety questionnaire results were compared and analyzed using Means (M) and Standard Deviation (SD) to evaluate the level of FLA in secondary school students' online English learning. In addition, a t-test (independent t-test) was employed to compare the differences in FLA level in English online learning between secondary school students with low and high English proficiency.

CHAPTER 4

FINDINGS

This chapter presents the results of the questionnaire on the levels of FLA in English online learning among secondary school students, as well as the differences in Foreign Language Anxiety level in English online learning between secondary school students with low English proficiency and those with high English proficiency.

Levels of Foreign Language Anxiety in English Online Learning

The questionnaire results presented the levels of Foreign Language Anxiety (FLA) among secondary school students (Grade 9 students) who were learning English online. In the questionnaire, there were four main themes (33 items): (a) Classroom Anxiety (11 items), (b) Test Anxiety (4 items), (c) Fear of Negative Evaluation (6 items), and (d) Communication Apprehension (12 items). The questionnaire was shown based on a 5-point Likert scale. The 5-point scale results of the questionnaire consisted of *strongly agree* (5), *agree* (4), *neither agree nor disagree* (3), *disagree* (2), and *strongly disagree* (1).

Table 3 Levels of Foreign Language Anxiety in English Online Learning

FLA Components	Mean	*SD*	Level
1. Classroom Anxiety	3.16	0.53	Moderate
2. Test Anxiety	3.46	0.67	Moderate
3. Fear of Negative Evaluation	3.44	0.71	Moderate
4. Communication Apprehension	3.32	0.56	Moderate
Total	3.31	0.53	Moderate

According to Table 3, secondary school students' Foreign Language Anxiety was moderate (M= 3.31, SD= 0.53). The highest mean score was probably moderate which is Test Anxiety, with M = 3.46 and SD = 0.67. Fear of Negative Evaluation had the second-highest mean score at a moderate level, with M = 3.44 and SD = 0.71. At a moderate level

of anxiety, Communication Apprehension had the third highest mean score, with M = 3.32 and SD = 0.56. The lowest FLA level was determined to be Classroom Anxiety, with M = 3.16 and SD = 0.53, indicating a moderate level of FLA. Additonally, Test Anxiety was rated at the highest mean score, it can be assumed that students worry about their test performance. And the second highest mean score was Fear of Negative Evaluation, it's likely that students afraid of being judged about their performance in the class by the teachers and peers.

To investigate each FLA component level in detail, Tables 4 - 11 display the mean, standard deviation, FLA level, and frequency respectively.

Table 4 Mean, Standard Deviation and Level of Classroom Anxiety

Items of Classroom Anxiety	Mean	SD	Level
3) I feel afraid of calling my name to do online activities.	3.32	1.11	Moderate
5) I'm not stressful when I have more English online classes.	3.17	1.10	Moderate
6) During English online learning, I do not focus on my study.	2.98	1.10	Moderate
11) I suspect the reasons why someone gets worried in English online learning.	3.03	1.09	Moderate
12) In online learning, I feel too nervous until I forget anything I have learned.	3.37	1.08	Moderate
17) I am unwilling to attend in English online class.	2.73	1.17	Moderate
20) My heart skips a beat every time when I know that I will be called to answer the question in English online learning.	3.80	1.07	High
22) I am not pressured before attending English online class.	2.96	1.02	Moderate

Items of Classroom Anxiety	Mean	SD	Level
25) English online learning process is too fast so I worry that I cannot catch up with.	3.22	1.08	Moderate
26) I am worried and stressful about English rather than other subjects.	3.10	1.18	Moderate
28) I am confident and relieved while participating in online learning.	3.04	1.02	Moderate
Total	3.16	0.53	Moderate

According to Table 4, Classroom Anxiety was rated as promoting a moderate level of anxiety (11 items: M = 3.16, SD = 0.53). The top three of responses in the Classroom Anxiety category were items 20, 12, and 3. In addition, item 20, which inquired about answering questions in online classes, was ranked with the highest score for a high anxiety level. The lowest mean score was found in item 17.

To explain more in detail, item 20 in the questionnaire was, "My heart skips a beat every time when I know that I will be called to answer the question in English online learning." The findings show that students feel anxious when they are required to answer questions during online English classes. Moreover, it can be assumed that students may feel pressured when answering questions. In other words, most students are concerned about whether their answer is correct.

Item 12 on the questionnaire was, "In online learning, I feel too nervous until I forget anything I have learned." Although the result is situated at a moderate level, it is close to a high level. This may imply that anxiety could affect some students' capacity to recall information. As previously stated, this does not exactly illustrate the association between FLA and students' memorization, but it is nevertheless a good topic for further research.

Item 3 on the questionnaire was, "I feel afraid of calling my name to do online activities." The result is quite close to a high level. It can therefore be assumed that some students are afraid of doing the activities in an online class. However, the finding did not

accurately demonstrate that FLA changed how students performed class tasks. This may be a question to investigate in future research.

Finally, item 17 on the questionnaire was, "I am unwilling to attend in English online class." The result is ranked as having the lowest mean score, which means that some students might not agree with the statement that they do not want to join the online English class. It can therefore be assumed that most students want to join the online class.

Table 5 Frequency of Students' Classroom Anxiety

Items of Classroom Anxiety	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
3) I feel afraid of calling my name to do online activities.	29	50	67	24	13
5) I'm not stressful when I have more English online classes.	16	28	70	47	22
6) During English online learning, I do not focus on my study.	17	40	67	41	18
11) I suspect the reasons why someone gets worried in English online learning.	18	32	79	34	20
12) In online learning, I feel too nervous until I forget anything I have learned.	32	48	68	26	9
17) I am unwilling to attend in English online class.	16	27	63	46	31
20) My heart skips a beat every time when I know that I will be called to answer the question in English online learning.	62	48	51	19	3

Items of Classroom Anxiety	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
22) I am not pressured before attending English online class.	15	30	85	38	15
25) English online learning process is too fast so I worry that I cannot catch up with.	25	44	71	32	11
26) I am worried and stressful about English rather than other subjects.	24	41	70	25	23
28) I am confident and relieved while participating in online learning.	13	37	78	40	15

According to Table 5, most students neither agree nor disagree that when learning a foreign language in a classroom, they experience classroom anxiety. It is likely that they are uncertain about their worry, stress, and negative attitudes towards the foreign language. It is important to recognize that the percentage of classroom anxiety of the students can vary. On the other hand, some students strongly agree and agree with each item, which indicates that they are likely to be faced with classroom anxiety. Interestingly, most students strongly agree and agree with item 20; thus, it can be assumed that they do not want to answer questions in online English classes. Moreover, there are few them strongly agree and agree with item 5, it could be regarded that few students may not feel stressful when they have more English online classes. However, 77 students disagree or strongly disagree with item 17; thus, it can be assumed that students enjoy attending online English classes. Additionally, the highest frequency of neither agree nor disagree responses can be found in item 22, indicating that students are not sure whether they feel pressured before attending online English classes.

Table 6 Mean, Standard Deviation and Level of Test Anxiety

Items of Test Anxiety	Mean	SD	Level
8) I feel relaxed when I take the online exam.	3.21	1.10	Moderate
10) I am concerned about my English test score through online system.	3.66	1.12	High
16) Although I study hard for English exam, I am still concerned about English online test.	3.62	1.04	High
21) The more effort I put into English reviews, the more confused I perceive.	3.35	1.08	Moderate
Total	3.46	0.67	Moderate

As shown in Table 6, Test Anxiety was rated as producing a moderate level of anxiety (M= 3.46, SD = 0.67). The top responses in the Test Anxiety category were items 10 and 16. The highest mean score was item 10 at a high anxiety level, which suggested that students worry about their results on a test. Additionally, item 8 received the lowest mean score, which indicated that students feel anxious about online tests.

To explain in more detail, for item 10, the question was, "I am concerned about my English test score through online system." It is likely that students worry about their test scores. However, an online system may also be the source of students' anxiety. It would be interesting to determine the precise cause of this point.

In addition, item 16 was ranked at a high anxiety level, highlighting that even though students prepare well before a test, they still feel anxious. It is likely that students may lack confidence about their test performance.

Item 8 received the lowest mean score, indicating that some students might not feel relaxed when they do online English tests. In fact, both traditional and online tests can cause anxiety for students. It is therefore suggested that further studies compare the level of anxiety between traditional and online tests.

Table 7 Frequency of Students' Test Anxiety

Items of Test Anxiety	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
8) I feel relaxed when I take the online exam.	15	27	69	49	23
10) I am concerned about my English test score through online system.	51	51	57	15	9
16) Although I study hard for English exam, I am still concerned about English online test.	46	48	68	16	5
21) The more effort I put into English reviews, the more confused I perceive.	35	36	79	24	9

As illustraited in Table 7, most students neither agree nor disagree with the test anxiety component. It can be assumed that students may unsure whether negative emotions exist for fear of test failure. Most students strongly agree and agree with items 10 and 16; it could therefore be assumed that they are afraid of receiving a low score or failing the test. Additionally, item 21 attracted a high rate of neither agree nor disagree responses; accordingly, students may not certain about their effort and anxiety when they take a test. However, item 8 attracted a high frequency of disagree and strongly disagree responses. It could thus be regarded that most students may not feel relaxed when they take an online exam.

Table 8 Mean, Standard Deviation and Level of Fear of Negative Evaluation

Items of Fear of Negative Evaluation	Mean	SD	Level
2) I have no concerns to do a mistake in English online class.	3.08	1.08	Moderate
7) I always think that other students are better at English than me.	3.79	1.04	High
13) I'm too shy to answer the English online questions.	3.49	1.20	Moderate
19) I am afraid that my teacher will call me to revise all my mistakes during English online instruction.	3.18	1.12	Moderate
31) I am concerned that my classmates will laugh at me when speaking English during online learning.	3.38	1.23	Moderate
33) I am scared when a teacher asks me some questions that I have not prepared before online class.	3.73	1.02	High
Total	3.44	0.71	Moderate

In Table 8, Fear of Negative Evaluation was attached to a moderate anxiety level (M = 3.44, SD = 0.71). The average score was greater than 3.00. It is probable that most students are afraid of being judged by others. Items 7 and 33 were rated at a high anxiety level. The top three highest mean scores were items 7, 33, and 13 respectively. The lowest mean score was found in item 2.

To illustrate in detail, for item 7, the statement was, "I always think that other students are better at English than me." It can be deduced that students think their peers perform better in online English classes. This lack of self-confidence among students suggests that teachers should find strategies to boost their students' confidence.

Item 33 was also rated at a high anxiety level, suggesting that students are scared when a teacher asks them questions that they have not prepared answers for prior to the online class. It can be assumed that students may not enjoy the class when the teacher questions them unexpectedly. This further implies that teachers should develop teaching strategies to reduce students' anxiety.

Item 13 was rated at a moderate anxiety level which close to high anxiety level. It is likely that students are shy when answering questions during online classes. It can thus be assumed that students may not have enough confidence to answer the questions put to them. Further research should therefore seek to discover techniques for reducing students' shyness.

On the other hand, item 2 had the lowest mean score, indicating that few students might not agree with they have no concern of making mistake. Students might concerned about making a mistake in online English class. It is considered that students worry making mistakes in front of their peers. Students may avoid participating in the activity in class; therefore, the teacher should control the activity such that students are less likely to make mistakes.

Table 9 Frequency of Students' Fear of Negative Evaluation

Items of Fear of Negative Evaluation	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
2) I have no concerns to do a mistake in English online class.	18	29	72	48	16
7) I always think that other students are better at English than me.	56	56	52	15	4

Items of Fear of Negative Evaluation	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
13) I'm too shy to answer the English online questions.	47	45	53	26	12
19) I am afraid that my teacher will call me to revise all my mistakes during English online instruction.	28	35	77	28	15
31) I am concerned that my classmates will laugh at me when speaking English during online learning.	43	42	54	30	14
33) I am scared when a teacher asks me some questions that I have not prepared before online class.	52	52	60	16	3

As shown in Table 9, most students neither agree nor disagree with the idea that they encounter stressful feelings related to being judged by others. Item 7 garnered the highest frequency of strongly agree and agree responses. It could therefore be concluded that most students always think that other students are better than them at English. In addition, item 33 attracted a high occurrence of strongly agree and agree responses. This may suggest that most students feel scared when a teacher asks them questions that they have not already prepared answers to. Furthermore, most students neither agree nor disagree with item 19. It may then be assumed that students are unsure of whether they might experience anxiety in the event that they are called upon to correct their mistakes. Additionally, item 2 attracted a number of disagree and strongly disagree responses, suggesting that it is likely that students are concerned about making mistakes in their online English class.

Table 10 Mean, Standard Deviation and Level of Communication Apprehension

Items of Communication Apprehension	Mean	SD	Level
1) I'm not confident when speaking English during online learning.	3.54	1.08	High
4) I'm quite nervous when I do not understand what teacher speak in English online classes.	3.48	1.12	Moderate
9) I feel panic when speaking English through online without preparation.	3.78	1.14	High
14) I have no worries when I speak English to native speakers in online class.	3.01	1.07	Moderate
15) I am irritated when I do not understand what a teacher is editing my English online assignment.	2.85	1.14	Moderate
18) I am confident when I speak English in online class.	2.96	1.01	Moderate
23) In online learning, I always believe that my friends speak more fluently than me.	3.75	1.01	High
24) I am worried about other students' opinions towards my English speaking during online learning.	3.40	0.99	Moderate
27) I am nervous and confused while speaking English through online class.	3.45	1.06	Moderate
29) I feel nervous when I do not understand every word that a teacher teaches me through online class.	3.49	1.00	Moderate
30) In online learning, I am concerned about English speaking rules.	3.18	1.15	Moderate

Items of Communication Apprehension	Mean	SD	Level
32) Although I am surrounded by native speakers, I am still comfortable.	3.00	1.01	Moderate
Total	3.32	0.56	Moderate

According to Table 10, Communication Apprehension was characterized by a moderate level of anxiety (M = 3.32, SD = 0.56). The top three highest mean score for anxiety were items 9, 23, and 1, which were rated at a high anxiety level. The lowest mean score was found in item 15.

To explain more in detail, item 9 was ranked at a high anxiety level, indicating that students feel panic when speaking English online without preparation. Students are prone to experiencing anxiety when they are suddenly required to speak English. As mentioned earlier, it would be good to find factors which might encourage students to speak English without apprehension in future studies.

Item 1 was rated at a high anxiety level, suggesting that students do not feel confident when speaking English during online learning. It can be assumed that students cannot speak English confidently. In fact, a person's confidence may rely on their personality, and an interview may provide more in-depth information.

In addition, item 23 was also rated at a high anxiety level, highlighting that students always believe that their friends speak English more fluently than they do. It is likely that students may not have confidence in their speaking performance. Teachers could remedy this by providing speaking activities for students.

The lowest mean score was attached to item 15, which identified that some students feel irritated when they do not understand their teacher's corrections on their assignments. Students may not be concerned when their teachers offer to correct their homework, suggesting that they may want to learn from their mistakes.

Table 11 Frequency of Students' Communication Apprehension

Items of Communication Apprehension	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
1) I'm not confident when speaking English during online learning.	41	50	66	18	8
4) I'm quite nervous when I do not understand what teacher speak in English online classes.	37	58	54	24	10
9) I feel panic when speaking English through online without preparation.	59	52	48	15	9
14) I have no worries when I speak English to native speakers in online class.	16	38	75	36	18
15) I am irritated when I do not understand what a teacher is editing my English online assignment.	17	32	64	46	24
18) I am confident when I speak English in online class.	15	38	84	32	14
23) In online learning, I always believe that my friends speak more fluently than me.	55	48	61	18	1
24) I am worried about other students' opinions towards my English speaking during online learning.	29	48	80	20	6
27) I am nervous and confused while speaking English through online class.	34	51	71	18	9
29) I feel nervous when I do not understand every word that a teacher teaches me through online class.	35	49	73	22	4

Items of Communication Apprehension	strongly agree	agree	neither agree nor disagree	disagree	strongly disagree
30) In online learning, I am concerned about English speaking rules.	28	40	68	31	16
32) Although I am surrounded by native speakers, I am still comfortable.	14	36	83	36	14

As illustraited in Table 11, most students neither agree nor disagree with the statement that they are nervous about communicating in English. It is likely that students may not be sure whether they experience anxiety about communication and speaking English in public. According to item 9, which had a high frequency of strongly agree and agree responses, students feel panic when speaking English online without preparation. Furthermore, items 1 and 23 attracted a high number of strongly agree and agree responses. It could be interpreted that students have no confidence when speaking English during online learning and that they also believe that their friends speak the language more fluently. In addition, 84 students (the highest frequency in item 18) indicated that they neither agree nor disagree with the statement that they are confident speaking English in online classes. The results from item 15, which attracted a high number of disagree and strongly disagree responses, suggest that students may not experience frustration when they do not understand their teacher's corrections on online assignments.

Differences between Students with Low and High English Proficiency Gaining FLA throughout English Online Learning

In this part, the differences in Foreign Language Anxiety in English online learning between secondary school students with low English proficiency and those with high English proficiency were illustrated in Table 12.

Table 12 Comparing Foreign Language Anxiety level of students with Low and High English Proficiency

FLA components	High English proficiency (n = 115)		low English proficiency (n = 68)		t	df	p (1-tailed)
	M	SD	M	SD			
1. Classroom Anxiety	3.06	0.55	3.32	0.46	3.29	181	0.00*
2. Test Anxiety	3.45	0.68	3.48	0.66	0.29	181	0.39
3. Fear of Negative Evaluation	3.37	0.73	3.57	0.66	1.90	181	0.03*
4. Communication Apprehension	3.25	0.56	3.45	0.55	2.40	181	0.01*
Total	3.23	0.53	3.43	0.49	2.55	181	0.01*

*significant at $p > 0.05$

According to Table 12, there was a significant difference in overall of secondary school students between high English proficiency and those with low English proficiency, with $t = 2.55$, $p = 0.01$*. There were statistically significant differences in Classroom Anxiety, Fear of Negative Evaluation, and Communication Apprehension but not in Test Anxiety. Considering the overall mean score, the students with low English proficiency had a higher mean score than students with high English proficiency with M = 3.43 and SD = 0.49.

Summary

Regarding Foreign Language Anxiety, the overall mean score was rated at the moderate level. The highest mean score was Test Anxiety, Fear of Negative Evaluation, and Communication Apprehension respectively. The lowest anxiety level was determined to be Classroom Anxiety. Comparing the anxiety levels of students with low and high

English proficiency, there was a significant difference in overall English proficiency between those with high English proficiency and those with low English proficiency. There was a statistically significant difference in Classroom Anxiety, Fear of Negative Evaluation, and Communication Apprehension but not in Test Anxiety.

CHAPTER 5
CONCLUSION AND DISCUSSION

This chapter is divided into five sections: an overview of the study, a summary of its findings, a discussion, recommendations for future research, and limitations.

Conclusion

The purposes of this study were to (a) investigate the level of Foreign Language Anxiety (FLA) in English online learning among secondary school students in Thailand, and (b) compare the differences in Foreign Language Anxiety (FLA) level between students with low and high English proficiency.

A total of 183 students in ninth grade were purposefully selected as participants in the study. There were two groups of participants: 115 students with a grade range of 3.5 to 4 (high English proficiency) and 68 students with a grade range of 1.0 to 1.5 (low English proficiency). The study was conducted in the English Fundamentals course during the second semester of the academic year 2021.

This study primarily utilized a questionnaire to investigate the levels of Foreign Language Anxiety (FLA) towards English online learning. The Foreign Language Anxiety (FLA) questionnaire was divided into four sections: (a) Classroom Anxiety (11 items), (b) Test Anxiety (4 items), (c) Fear of Negative Evaluation (6 items), and (d) Communication Apprehension (12 items). The 33-items questionnaire was designed in the form of checklists using a 5-point Likert scale. Initially, a comprehensive questionnaire was designed and then evaluated by three experts using IOC techniques for validity. After receiving comments and suggestions from the experts, the questionnaires were revised. Cronbach's alpha coefficient was utilized to determine reliability in terms of internal consistency. The questionnaire was translated into Thai and distributed through an online link to the participants (Google Form). The data were ultimately collected and statistically analyzed.

According to calculations and analysis, the results showed that secondary school students' foreign language anxiety level was moderate. In addition, there was a

significant difference between students with high and low English proficiency. Considering each Foreign Language Anxiety component, there was no significant difference in Test Anxiety whereas there was a significant difference in Classroom Anxiety, Fear of Negative Evaluation and Communication Apprehension.

Discussion

A discussion is presented in this section according to the research objectives.

To investigate the level of FLA in English online learning of secondary school students in Thailand.

According to the study's findings, the level of Foreign Language Anxiety from English online learning among secondary school students was moderate. This result was aligned with Alshahrani and Alandal (2015) , which determined that the FLA level of 146 males and 114 females was at a moderate level. This was also in agreement with Liu (2015), who assessed the level of FLA associated with learning a foreign language among 155 students. The results indicated that the anxiety level of language learners was moderate. Similarly, Paranuwat (2011) examined the scope of anxiety associated with learning a foreign language, its causes, and the relationship between anxiety and learning outcomes among first year students. Nine hundred and twenty first year students enrolled in English for Effective Communication II were administered questionnaires and semi-structured interviews, the results of which indicated that anxiety about learning a foreign language was moderate. Sae-tia's (2017) study also supported that student anxiety in the foreign language classroom was moderate. A moderate level of foreign language anxiety among secondary school students indicates that secondary school students recognize the significance of English online learning. It can be also concluded that they are all aware of the importance of learning English. This is supported by Scovel (1978) who argued that FLA can increase students' awareness of what they should be concentrating on.

In a similar way, moderate results were observed for four categories of FLA: a) Classroom Anxiety, (b) Test Anxiety, (c) Fear of Negative Evaluation, and (d) Communication Apprehension. However, the top two highest mean scores were attached to Test Anxiety and Fear of Negative Evaluation, which mostly similar to the findings by

Sae-tia (2017), for whom the top two highest mean scores were Test Anxiety and Fear of Negative Evaluation. This indicates that both secondary school and vocational students tend to worry about their test performance and being judged by others.

With regard to Classroom Anxiety, the students in this study had a high FLA level when being called upon to answer a question in class, which is similar to the findings in Sae-tia (2017)'s study. This means that students may not want to answer questions in class. For Test Anxiety, students had a high FLA level when considering their test performance, which is also similar to the findings of Sea-tia (2017) and Paranuwat (2011). Additionally, students felt that although they study hard for their English exams, they are still concerned about online English tests. This finding bears similarities with Alibak et al. (2019), who revealed that, during final examinations, students feel uncomfortable and inadequate when working with a computer and the internet. For Fear of Negative Evaluation, students indicated that they experience a high FLA level in two items, a finding that is again similar to the results from Sea-tia (2017). Students think that other students are better than them at English. In addition, students feel scared when a teacher asks questions that they have not prepared to answer before the online class. It can therefore be assumed that students experience a lack of self-confidence. This was supported by Djeghaidel and Bouzeria (2020)'s study which stated that the majority of students avoid speaking in front of their classmates due to anxiety, a lack of self-confidence, and the fear of making mistakes and being in an awkward situation. For Communication Apprehension, students had a high FLA level in some items, which was similar to the findings by Sea-tia (2017) and Paranuwat (2011). Students are not confident when speaking English during online learning. Students also feel panic when speaking English online without preparation. Moreover, students always believe that their friends speak English more fluently than they do. It can be assumed that students worry about speaking English. This aligns with the findings by Djeghaidel and Bouzeria (2020), who indicated that students avoid speaking in front of their classmates due to anxiety.

To compare the differences in FLA in English online learning between secondary school students with low English proficiency and those with high English proficiency.

When comparing the FLA levels of students with low English proficiency and those with high English proficiency, there was a significant difference. The result is consistent with Sae-tia (2017), who surveyed vocational students' FLA toward English language learning in school, as well as the disparities between gender, learning accomplishment level, and vocational certificate students' education programs. It was discovered that there was a significant difference in FLA according to learning achievement between the students with grades less or equal to 2.00, those with grades between 2.01 and 3.00, and those with grades over 3.01. This may be linked with the findings of Atef-Vahid and Kashani (2011), who studied and analyzed the association between foreign language anxiety and English language achievement. The participants involved in this study were 38 high school juniors enrolled in English classes. English achievement was moderately linked with all four anxiety variables (Communication Apprehension, Test Anxiety, Fear of Negative Evaluation, and English Classroom Anxiety). Thus, this study could conclude that the FLA was significantly different between the students with low and high English proficiency. Students in both groups encounter varying levels of FLA in English online learning. However, there was no significant difference in Test Anxiety, which is similar to the findings in Sae-tia (2017)'s study. It can be assumed that secondary school students with low and high English proficiency devote comparable attention to their test performance. On the other hand, Fadillah (2010), who researched the association between FLA and achievement in English as a foreign language among adolescents, found that there was no correlation between FLA and students' proficiency in English. The author's research examined the students with an age range of sixteen to seventeen years old, which is an older age group than the one used in this study and might therefore account for the absence of a correlation between FLA and students' proficiency in English.

In this study, students with low English proficiency had the highest mean scores across all four components of foreign language anxiety. In accordance with Fadillah (2010), the researcher indicated that students with higher levels of FLA attain low levels

of achievement. By contrast, students without worry attain higher levels of achievement. This also supported the study of Doğan and Tuncer (2016), which determined that there is a negative association between FLA in the foreign language classroom and achievement. According to Arnaiz and Guillén (2012), FLA levels were higher among students with lower grades. Paranuwat (2011) also supported the notion that the more anxiety, the worse the language achievement. Thus, this study could conclude that students with low English proficiency experience FLA more frequently and to a greater degree than those with high English proficiency. Students and language teachers can learn English more efficiently if they possess an adequate level of FLA for language acquisition. Students with less FLA are thus more likely to achieve academic success in English.

Limitations of the Study

Due to the rapid spread of the Covid-19 pandemic, there was insufficient time to conduct the study. The researcher had to modify the questionnaire to facilitate data collection. In addition, the questionnaire may not be unable to tell exhaustive information. For the reasons outlined by the researcher in this paragraph, the study's findings may not be applicable to other groups of students. The research was limited to secondary school students. Even though the study was conducted at the same school, the results may not be indicative of students in other grades. In addition, because this study utilized just 33 items modified from Horwitz, Horwitz and Cope (1986) questionnaires, the findings may not be applicable to the students' foreign language anxiety in other subject areas.

Recommendations for Further Study

The following recommendations were given as part of a larger study on FLA for other student groups and under different circumstances. An examination into the causes of FLA that influence student anxiety should be conducted so that teachers and researchers can better comprehend students' mental states. Thus, interviews and observations pertaining to FLA are suggested for further research. In addition, the researcher should conduct similar studies with multiple grade levels to determine if there

are any differences in the results. According to the conclusions of this study, there was no significant difference in Test Anxiety. Therefore, further studies should be conducted to determine why students with low proficiency have a similar Test Anxiety level to those with high English proficiency. Lastly, language teachers should continue to develop English language teaching and learning strategies that reduce students' high FLA levels.

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APPENDIX

แบบสอบถามความวิตกกังวลในการเรียนภาษาอังกฤษ

ตอนที่ 1 ข้อมูลส่วนตัว กรุณาทำ เครื่องหมาย ✔ และกรอกข้อมูลส่วนตัวที่ตรงตามความเป็นจริง

1เพศ ☐ชาย ☐ หญิง **2. อายุ** ☐ 14 ☐15 ☐16

3. ผลการเรียนวิชาภาษาอังกฤษ(ภาคเรียนล่าสุด) ☐ 1 ☐1.5 ☐3.5 ☐4

ตอนที่ 2 แบบสอบถามความวิตกกังวลในการเรียนภาษาอังกฤษ จำนวน 33 ข้อ กรุณาทำ
เครื่องหมาย ✔ ลงในระดับความคิดเห็น ซึ่งเรียงตั้งแต่ เห็นด้วย ถึง ไม่เห็นด้วย เพียงช่องเดียวในแต่
ละข้อคำถาม โดยลงตามความคิดเห็น ความรู้สึกและความเป็นจริงในการเรียนของนักเรียน

		เห็นด้วย (5)	ค่อนข้างเห็นด้วย (4)	เห็นด้วยและไม่เห็นด้วยพอๆกัน (3)	ค่อนข้างไม่เห็นด้วย (2)	ไม่เห็นด้วย (1)
1	ฉันรู้สึกไม่มั่นใจเมื่อต้องพูดภาษาอังกฤษในชั้นเรียนออนไลน์					
2	ฉันไม่กังวลเกี่ยวกับการทำผิดพลาดในการเรียนภาษาอังกฤษออนไลน์					
3	ฉันรู้สึกกลัวการถูกเรียกให้ทำกิจกรรมต่างๆในชั้นเรียนภาษาอังกฤษออนไลน์					
4	ฉันรู้สึกกังวลมากเมื่อไม่เข้าใจภาษาอังกฤษที่ครูผู้สอนกำลังพูดในชั้นเรียนออนไลน์					
5	ฉันไม่ลำบากใจเลยถ้าจะต้องมีชั่วโมงเรียนภาษาอังกฤษออนไลน์เพิ่มขึ้น					
6	ในระหว่างการเรียนภาษาอังกฤษออนไลน์ฉันคิดถึงเรื่องอื่นๆที่ไม่เกี่ยวกับสิ่งที่เรียน					
7	ในชั้นเรียนออนไลน์ฉันมักจะคิดว่าคนอื่นเก่งภาษาอังกฤษมากว่าฉัน					

		เห็นด้วย (5)	ค่อนข้าง เห็นด้วย (4)	เห็นด้วย และไม่ เห็นด้วย พอๆกัน (3)	ค่อนข้าง ไม่เห็น ด้วย (2)	ไม่เห็น ด้วย (1)
8	ฉันรู้สึกผ่อนคลายในระหว่างที่ทำข้อสอบ ภาษาอังกฤษออนไลน์					
9	ฉันรู้สึกตื่นตระหนกเมื่อต้องพูดภาษาอังกฤษในชั้น เรียนออนไลน์โดยไม่มีการเตรียมตัวมาก่อน					
10	ฉันกังวลว่าจะได้คะแนนไม่ดีในการสอบวิชา ภาษาอังกฤษออนไลน์					
11	ฉันไม่เข้าใจว่าทำไมบางคนถึงดูวิตกกังวลในการ เรียนภาษาอังกฤษออนไลน์					
12	ในชั้นเรียนออนไลน์ฉันประหม่ามากจนฉันลืมในสิ่ง ที่ฉันเรียนมา					
13	ฉันอายที่จะอาสาตอบคำถามในชั้นเรียนออนไลน์ วิชาภาษาอังกฤษ					
14	ในชั้นเรียนออนไลน์ฉันไม่กังวลในการพูด ภาษาอังกฤษกับผู้สอนที่เป็นเจ้าของภาษา					
15	ฉันหงุดหงิดเมื่อฉันไม่เข้าใจในสิ่งที่ครูผู้สอนกำลัง แก้ไขงานของฉันในชั้นเรียนออนไลน์					
16	แม้ว่าฉันจะเตรียมตัวในการทดสอบภาษาอังกฤษ เป็นอย่างดีแต่ฉันก็ยังรู้สึกกังวลในการสอบออนไลน์					
17	ฉันมักจะไม่อยากเข้าเรียนวิชาภาษาอังกฤษ ออนไลน์					
18	ฉันรู้สึกมั่นใจในการพูดภาษาอังกฤษในชั้นเรียน ออนไลน์					

		เห็นด้วย (5)	ค่อนข้าง เห็นด้วย (4)	เห็นด้วย และไม่ เห็นด้วย พอๆกัน (3)	ค่อนข้าง ไม่เห็น ด้วย (2)	ไม่เห็น ด้วย (1)
19	ฉันกลัวว่าครูผู้สอนจะทักท้วงและแก้ไขทุก ข้อผิดพลาดระหว่างการเรียนภาษาอังกฤษ ออนไลน์					
20	หัวใจของฉันเต้นแรงเมื่อรู้ว่าจะถูกเรียกให้ตอบ คำถามในชั้นเรียนภาษาอังกฤษออนไลน์					
21	เมื่อฉันพยายามเตรียมตัวในการสอบภาษาอังกฤษ ออนไลน์มากเท่าไหร่ยิ่งทำให้ฉันสับสนมากขึ้น เท่านั้น					
22	ฉันไม่รู้สึกกดดันในการเตรียมตัวอย่างดีก่อนเข้า เรียนภาษาอังกฤษออนไลน์					
23	ในชั้นเรียนออนไลน์ฉันรู้สึกเสมอว่าเพื่อนๆพูด ภาษาอังกฤษได้ดีกว่าฉัน					
24	ฉันกังวลว่าคนอื่นในชั้นเรียนจะคิดอย่างไรในการ พูดภาษาอังกฤษในชั้นเรียนออนไลน์					
25	การเรียนการสอนภาษาอังกฤษออนไลน์ดำเนินไป เร็วมากจนฉันกังวลว่าจะตามไม่ทัน					
26	ฉันเครียดและกังวลในการเรียนภาษาอังกฤษ ออนไลน์มากกว่าวิชาอื่นๆ					
27	ฉันรู้สึกกังวลและสับสนขณะที่พูดภาษาอังกฤษใน ชั้นเรียนออนไลน์					
28	ฉันรู้สึกมั่นใจและผ่อนคลายขณะที่กำลังจะเข้าชั้น เรียนภาษาอังกฤษออนไลน์					
29	ฉันกังวลเมื่อไม่เข้าใจภาษาอังกฤษทุกคำที่ครูผู้สอน พูดในชั้นเรียนออนไลน์					

		เห็นด้วย (5)	ค่อนข้าง เห็นด้วย (4)	เห็นด้วย และไม่ เห็นด้วย พอๆกัน (3)	ค่อนข้าง ไม่เห็น ด้วย (2)	ไม่เห็น ด้วย (1)
30	ในชั้นเรียนออนไลน์ฉันหนักใจกับกฎเกณฑ์ มากมายที่จะต้องเรียนรู้เพื่อให้พูดภาษาอังกฤษได้					
31	ฉันกลัวว่าคนอื่นจะหัวเราะเยาะเวลาฉันพูด ภาษาอังกฤษในชั้นเรียนออนไลน์					
32	ฉันรู้สึกสบายใจแม้อยู่ท่ามกลางเจ้าของภาษา					
33	ฉันรู้สึกตกใจเมื่อครูผู้สอนตั้งคำถามในสิ่งที่ฉันไม่ได้ เตรียมมาก่อนในชั้นเรียนออนไลน์					

Questionnaire in English Version

1. I'm not confident when speaking English during online learning.

2. I have no concerns to do a mistake in English online class.

3. I feel afraid of calling my name to do online activities.

4. I'm quite nervous when I do not understand what teacher speak in English online classes.

5. I'm not stressful when I have more English online classes.

6. During English online learning, I do not focus on my study.

7. I always think that other students are better at English than me.

8. I feel relaxed when I take the online exam.

9. I feel panic when speaking English through online without preparation.

10. I am concerned about my English test score through online system.

11. I suspect the reasons why someone gets worried in English online learning.

12. In online learning, I feel too nervous until I forget anything I have learned.

13. I'm too shy to answer the English online questions.

14. I have no worries when I speak English to native speakers in online class.

15. I am irritated when I do not understand what a teacher is editing my English online assignment.

16. Although I study hard for English exam, I am still concerned about English online test.

17. I am unwilling to attend in English online class.

18. I am confident when I speak English in online class.

19. I am afraid that my teacher will call me to revise all my mistakes during English online instruction.

20. My heart skips a beat every time when I know that I will be called to answer the question in English online learning.

21. The more effort I put into English reviews, the more confused I perceive.

22. I am not pressured before attending English online class.

23. In online learning, I always believe that my friends speak more fluently than me.

24. I am worried about other students' opinions towards my English speaking during online learning.

25. English online learning process is too fast so I worry that I cannot catch up with.

26. I am worried and stressful about English rather than other subjects.

27. I am nervous and confused while speaking English through online class.

28. I am confident and relieved while participating in online learning.

29. I feel nervous when I do not understand every word that a teacher teaches me through online class.

30. In online learning, I am concerned about English speaking rules.

31. I am concerned that my classmates will laugh at me when speaking English during online learning.

32. Although I am surrounded by native speakers, I am still comfortable.

33. I am scared when a teacher asks me some questions that I have not prepared before online class.

VITA

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