ความวิตกกังวลในการเรียนภาษาอังกฤษและความสัมพันธ์กับผลสัมฤทธิ์ทางการเรียนของนักเรียนชั้นมัธยมศึกษาตอนปลายในประเทศไทย

ANXIETY IN ENGLISH LANGUAGE LEARNING AND ITS RELATIONSHIP TO ACADEMIC PERFORMANCE AMONG THAI SENIOR HIGH SCHOOL STUDENTS

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บทคัดย่อ

ความสามารถทางภาษาอังกฤษที่แข็งแกร่งยังคงมีความสำคัญอย่างยิ่งสำหรับประเทศไทยในการมีส่วนร่วมอย่างเต็มที่ในการสื่อสารระดับโลก การเข้าถึงการศึกษาที่มีคุณภาพ และการส่งเสริมความก้าวหน้าทางเศรษฐกิจ น่าเสียดายที่นักเรียนมัธยมศึกษาตอนปลายจำนวนมากในประเทศไทยประสบกับความท้าทายอย่างมีนัยสำคัญในการเรียนภาษาอังกฤษ ซึ่งมักเชื่อมโยงกับความวิตกกังวลในสภาพแวดล้อมการเรียนภาษาอังกฤษ การศึกษาครั้งนี้มีจุดประสงค์เพื่อ: (1) ระบุปัจจัยสำคัญที่ก่อให้เกิดความวิตกกังวลในการเรียนภาษาอังกฤษในนักเรียนมัธยมศึกษาตอนปลายไทย และ (2) ศึกษาความสัมพันธ์ระหว่างความวิตกกังวลและผลสัมฤทธิ์ทางการเรียน การเก็บรวบรวมข้อมูลใช้แบบวัดความวิตกกังวลในชั้นเรียนภาษาต่างประเทศ (FLCAS) กับนักเรียนมัธยมศึกษาตอนปลาย 60 คน (ชั้นมัธยมศึกษาปีที่ 4-6) จากโรงเรียนมัธยมศึกษาของรัฐแห่งหนึ่งในจังหวัดกระบี่ ประเทศไทย ร่วมกับการวัดผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษอย่างเป็นทางการ พบปัจจัยสำคัญที่ก่อให้เกิดความวิตกกังวลสี่ประการ ได้แก่: ปัจจัยความวิตกกังวลในการสื่อสาร (M=2.98) ปัจจัยความกลัวการประเมินเชิงลบ (M=3.14) ปัจจัยความวิตกกังวลในการสอบ (M=3.07) และปัจจัยความคาดหวังของครูและแรงกดดันในชั้นเรียน (M=3.00) ปัจจัยความกลัวการประเมินเชิงลบปรากฏเป็นปัจจัยความวิตกกังวลที่แข็งแกร่งที่สุด โดยนักเรียนแสดงความวิตกกังวลสูงสุดเมื่อเปรียบเทียบตนเองกับเพื่อน (M=3.30-3.43) นอกจากนี้ ปัจจัยทั้งสี่ส่งผลกระทบโดยตรงต่อการเรียนรู้ภาษาและผลสัมฤทธิ์ทางการเรียน โดยปัจจัยความวิตกกังวลในการสื่อสารลดการมีส่วนร่วมในการพูด ปัจจัยความกลัวการประเมินเชิงลบยับยั้งพฤติกรรมการเสี่ยง ปัจจัยความวิตกกังวลในการสอบขัดขวางการแสดงความสามารถทางภาษา และปัจจัย

ความคาดหวังของครูสร้างความเครียดเรื้อรังที่ขัดขวางกระบวนการเรียนรู้ภาษาตามธรรมชาติ ผลการศึกษาแสดงให้เห็นความสัมพันธ์เชิงลบอย่างมีนัยสำคัญทางสถิติ (r = -0.341, p < 0.01) ระหว่างระดับความวิตกกังวลและผลสัมฤทธิ์ทางการเรียน แสดงให้เห็นว่าความวิตกกังวลที่สูงขึ้นมีความสัมพันธ์กับผลสัมฤทธิ์ภาษาอังกฤษที่ต่ำลง ผลการศึกษาเหล่านี้เน้นย้ำถึงความจำเป็นเร่งด่วนในการสร้างสภาพแวดล้อมการเรียนรู้ที่ให้การสนับสนุนซึ่งจัดการกับอุปสรรคทางอารมณ์ต่อการเรียนรู้ภาษา และสามารถใช้เป็นข้อมูลสำหรับการฝึกอบรมครู การออกแบบหลักสูตร และนโยบายของโรงเรียนเพื่อปรับปรุงการศึกษาภาษาอังกฤษในประเทศไทย

Keywords: ความวิตกกังวลในการเรียนภาษาอังกฤษ, ผลสัมฤทธิ์ทางการเรียน, นักเรียนมัธยมศึกษาตอนปลายไทย, FLCAS

Abstract

Strong English proficiency remains crucial for Thailand to participate fully in global communication, access quality education, and foster economic progress. Unfortunately, many senior high school students in Thailand experience significant challenges in learning English, often linked to anxiety in English language learning environments. This study sought to: (1) identify key factors contributing to anxiety in English language learning among Thai senior high school students, and (2) examine the relationship between anxiety and academic performance. Data collection employed the Foreign Language Classroom Anxiety Scale (FLCAS) with 60 senior high school students (grades 10-12) from a public secondary school in Krabi, Thailand, alongside official English academic performance measures. Four key anxiety-contributing factors were identified: Communication Anxiety Factor (M=2.98), Fear of Negative Evaluation Factor (M=3.14), Test Anxiety Factor (M=3.07), and Teacher Expectations and Classroom Pressure Factor (M=3.00). Fear of Negative Evaluation emerged as the strongest anxiety factor, with students demonstrating highest anxiety when comparing themselves to peers (M=3.30-3.43). Moreover, the four factors directly affect language learning and academic achievement. Communication anxiety reduces participation in speaking, fear of negative evaluation inhibits risk-taking behavior, test anxiety hinders the demonstration of language ability, and teacher expectations create chronic stress that disrupts the natural language learning process. Findings revealed a statistically significant negative correlation (r = -0.341, p < 0.01) between anxiety levels and academic performance, indicating that higher anxiety associates with lower English achievement. These findings highlight the urgent need for supportive learning environments that address emotional barriers to language learning and

can inform teacher training, curriculum design, and school policies to enhance English language education in Thailand.

Keywords: anxiety in English language learning, academic performance, Thai senior high school students, FLCAS

Introduction

English skills are essential for Thai students to connect globally, access better education, and succeed in their careers (Kitjaroonchai, 2012). However, many Thai senior high school students struggle with English not due to lack of ability, but because they experience significant anxiety in English language learning (Suwantarathip & Wichadee, 2010). Students worry about making mistakes, feel stressed about grades, and feel too shy to speak in front of their classmates (Muengnakin & Narathakoon, 2025). This problem connects to Krashen's (1982) affective filter hypothesis, which posits that negative emotions like anxiety create a psychological barrier that blocks comprehensible input from reaching the language acquisition device, preventing effective language learning. For Thai students, worrying about "losing face" makes these barriers worse, especially when speaking English (Pongsukvajchakul, 2021). Test-focused teaching methods make anxiety even higher, creating a cycle where fear stops students from practicing what they need to improve (Phormphithak, 2023). Studies show Thai students consistently worry about English grammar, vocabulary, and speaking, fearing poor test scores and teacher criticism (Akaraphattanawongi, Hongsiriwat, & Methakunavudhi, 2024). There is still limited understanding of how Thai cultural values—such as respect for teachers and the emphasis on maintaining group harmony—shape students' language learning experiences and influence their academic success. Most existing research treats anxiety the same everywhere without considering Thailand's unique cultural context. This study fills this gap by examining the relationship between anxiety in English language learning and Thai senior high school students' English academic performance within the Thai educational context, while also identifying the specific anxiety-contributing factors that create barriers to language acquisition. The study focuses specifically on the correlation between anxiety levels and academic outcomes rather than exploring broad causal mechanisms. By incorporating Krashen's affective filter hypothesis as a theoretical framework, this research seeks to understand how culturally-specific anxiety triggers impact language acquisition outcomes.

Research Objectives

1. To identify key factors contributing to anxiety in English language learning among Thai senior high school students.

2. To examine the relationship between anxiety in English language learning and English academic performance among Thai senior high school students.

Research Hypothesis

Hypothesis 1 (H$_1$): There is a significant negative correlation between anxiety levels in English language learning and English academic performance among Thai senior high school students, where higher anxiety scores will be associated with lower English academic performance.

Hypothesis 2 (H$_2$): Communication apprehension, fear of negative evaluation, and test anxiety will be significantly correlated with English academic performance among Thai senior high school students, with these anxiety factors demonstrating negative relationships with students' English academic performance.

Research Methods

Design and Participants

This study employed a quantitative, descriptive-correlational approach to investigate Thai senior high school students acquiring English as a foreign language. The target population consists of all Thai senior high school students (grades 10-12, equivalent to Mathayom 4-6 in the Thai educational system, ages 15-18) enrolled in public secondary schools in Southern Thailand who are studying English as a compulsory foreign language subject according to the national curriculum. These students typically receive 4 hours of weekly English instruction and come from families primarily engaged in fishing, tourism, and agricultural activities.

The accessible population includes senior high school students from public secondary schools in Krabi Province, Thailand. Using convenience sampling, 60 Thai senior high school students were selected from one public secondary school in Koh Lanta, Krabi Province, Thailand. The sample included students from grades 10-12 (Mathayom 4-6 in Thai educational levels: M.4 = Grade 10, M.5 = Grade 11, M.6 = Grade 12) studying English as a foreign language in Southern Thailand's public educational system. The island school setting provides a unique context where students encounter English mainly through tourist

interactions rather than typical urban exposure. Data were collected in the second semester of 2024.

Data Collection Instruments and Procedures

Data collection utilized the adapted 33-item Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986), which has been validated for use with Asian EFL learners (Tran et al., 2013) alongside official English grade records. The Foreign Language Classroom Anxiety Scale (FLCAS), constructed by Horwitz, Horwitz, and Cope in 1986, represents a standardized self-report instrument designed to measure anxiety levels experienced by students in foreign language learning environments. The instrument comprises 33 statements that evaluate three primary dimensions of language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Each statement employs a 5-point Likert scale spanning from "strongly disagree" (1) to "strongly agree" (5), with potential total scores ranging from 33 to 165, where elevated scores reflect increased levels of foreign language anxiety.

English Grade Processing: Students in the Thai educational system receive multiple grades from English courses each semester, including scores for speaking, listening, reading, writing, and overall course performance. For this study, students' final semester grades representing their overall English course performance were collected from official school records. These final grades are calculated by teachers using a weighted average of all English skill assessments and range from 0.0 to 4.0 in the Thai grading system. Only the final composite English grade for the semester was used in the correlation analysis to maintain consistency and represent overall English academic performance. Students completed surveys during class periods (15-20 minutes), while grades were obtained through administrative approval with proper consent procedures.

Scale Interpretation object

FLCAS data underwent descriptive statistical analysis, with mean scores categorized as: Very High (3.26-4.00), High (2.51-3.25), Low (1.76-2.50), and Very Low (1.00-1.75). This interpretation framework facilitated clear anxiety level categorization and enabled meaningful comparison across anxiety dimensions. Pearson correlation analysis assessed the relationship between student anxiety levels and English academic performance, with statistical significance set at $p < 0.05$.

Analysis and Ethics

Data were analyzed using descriptive statistics and Pearson correlation coefficient to directly address the research objectives. Descriptive statistics identified key anxiety factors and their levels (Objective 1), with mean scores interpreted as: Very High (3.26-4.00), High (2.51-3.25), Low (1.76-2.50), and Very Low (1.00-1.75). Pearson correlation analysis examined the relationship between anxiety in English language learning and academic performance (Objective 2), with statistical significance set at $p < 0.05$. Ethical guidelines were followed with informed consent, ensuring anonymity and confidentiality.

Research Results

This research was designed with two objectives: (1) To identify key factors contributing to anxiety in English language learning among Thai senior high school students, and (2) To examine the relationship between anxiety in English language learning and academic performance among these students.

Demographic Information

This study involved 60 Thai senior high school students examining anxiety in English language learning. The demographic profile of participants is presented in Table 1.

Table 1: Demographic Characteristics of Participants (N = 60)

Characteristic	Category	Frequency	Percentage
Gender	Male	22	36.7%
	Female	38	63.3%
	Total	**60**	**100.0%**
Grade level	Grade 10 (M.4)	24	40.0%
	Grade 11 (M.5)	20	33.3%
	Grade 12 (M.6)	16	26.7%
	Total	**60**	**100%**
English Subject Grade	1.0	0	0.0%
	1.5	17	28.3%
	3.0	1	1.7%
	3.5	29	48.3%
	4.0	13	21.7%
	Total	**60**	**100.0%**

Objective 1: Key Factors Contributing to Anxiety in English Language Learning

The analysis identified four key factors contributing to anxiety in English language learning among Thai senior high school students:

1.1 Communication Anxiety Factor

This factor represents students' anxiety related to oral communication in English, focusing on the contributing elements.

Table 2: Communication Anxiety Factor

Indicator	Mean (M)	SD	Interpretation
I start to panic when I have to speak without preparation in English class.	3.38	0.73	Very High
In English class, I can get so nervous I forget things I know.	3.36	0.71	Very High
I can feel my heart pounding when I'm going to be called on in English class.	3.34	0.73	Very High
I feel unconfident when I speak English in class.	3.08	0.80	Very High
I feel unconfident when I have to speak English in class.	3.08	0.67	High
I am afraid that the other students will laugh at me when I speak English.	3.20	0.81	High
I get nervous and confused when I am speaking English in class.	3.13	0.69	High
I feel very self-conscious about speaking English in front of other students.	2.90	0.72	High
It embarrasses me to volunteer answers in my English class.	2.51	0.94	High
I would be nervous speaking English with foreigners.	1.80	0.83	Low
OVERALL	**2.98**	**0.76**	**High**

Table 2 reveals that students experience high levels of anxiety when speaking English in class (M=2.98, SD=0.76). The three highest anxiety sources were speaking without preparation (M=3.38, SD=0.73), forgetting things when nervous (M=3.36, SD=0.71), and heart pounding when called on (M=3.34, SD=0.73).

1.2 Fear of Negative Evaluation Factor

This factor encompasses students' concerns about being judged negatively by peers and teachers, particularly through comparisons with other students and fear of making mistakes.

Table 3: Fear of Negative Evaluation Factor

Indicator	Mean (M)	SD	Interpretation
I always feel that the other students speak English better than I do.	3.43	0.72	Very High
In English classes, I keep thinking that other students are better at English than I am.	3.30	0.74	Very High
I get upset when I don't understand what the teacher is correcting in class.	3.13	0.89	High
I am afraid that my English teacher is ready to correct every mistake I make.	3.02	0.79	High
I worry about making mistakes in English class.	2.82	0.76	High
OVERALL	**3.14**	**0.78**	**High**

Table 3 shows students have high fear of negative evaluation in English classes (mean=3.14, SD=0.78). The greatest anxiety stems from peer comparisons, with students believing others are better at English (means=3.30-3.43). Fear of making mistakes and being corrected also causes significant anxiety (means=2.82-3.02), indicating students worry about performance judgment from both peers and teachers.

1.3 Test Anxiety Factor

This factor reflects students' anxiety specifically related to English assessments and evaluation situations, regardless of their preparation level.

Table 4: Test Anxiety Factor

Indicator	Mean (M)	SD	Interpretation
Even if I am well prepared for the English test, I feel anxious about it.	3.22	0.78	High
I worry about the consequences of failing my English class.	3.08	0.80	High
I am usually worried during English tests.	2.92	0.90	High
OVERALL	**3.07**	**0.83**	**High**

Table 4 reveals high test anxiety in English classes (mean=3.07, SD=0.83). Students worry significantly during tests (mean=2.92), fear failing consequences (mean=3.08), and feel anxious even when well-prepared (mean=3.22). These results indicate substantial test-related anxiety regardless of preparation level.

Table 5: Teacher Expectations and Classroom Pressure Factor

Indicator	Mean (M)	SD	Interpretation
I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.31	0.70	Very High
I feel overwhelmed by the number of rules you have to learn to speak English.	3.08	0.75	High
It frightens me when I don't understand what the teacher is saying in English.	3.05	0.72	High
I feel pressure to prepare very well for English class.	3.02	0.81	High
I get nervous when I don't understand every word the English teacher says.	2.93	0.81	High
English class moves so quickly I worry about getting left behind.	2.87	0.78	High
I tremble when I know that I'm going to be called on in English class.	2.80	0.70	High
OVERALL	**3.00**	**0.75**	**High**

Table 5 shows high general anxiety in English language learning (M=3.00). The highest stressor is being asked unprepared questions (M=3.31), consistent with earlier findings about preparation anxiety. Students also feel overwhelmed by English grammar rules (M=3.08) and struggle with comprehension when teachers speak English (M=3.05), suggesting both linguistic complexity and classroom pace contribute significantly to anxiety.

1.5 Impact on Language Acquisition and Academic Success

The four identified anxiety factors create specific barriers to English language acquisition and academic performance. The Communication Anxiety Factor (M=2.98) reduces speaking participation, limiting essential language input and output practice. The Fear of Negative Evaluation Factor (M=3.14) inhibits risk-taking behavior necessary for language learning, making students reluctant to attempt new vocabulary or complex structures. The Test Anxiety Factor (M=3.07) prevents accurate demonstration of language competence during assessments, creating cycles of poor performance and reinforced anxiety. The Teacher

Expectations and Classroom Pressure Factor (M= 3.00) creates chronic stress that impedes natural acquisition processes, leading to surface- level academic skills rather than communicative competence. These factors collectively form a comprehensive affective filter blocking effective English language acquisition, directly contributing to the observed negative correlation between anxiety and academic performance (r = -0.341, p< 0.01).

Objective 2: Relationship Between Anxiety in English Language Learning and Academic Performance

Table 6: Correlation Between Anxiety in English Language Learning and English Academic Performance

Variables	Correlation Coefficient (r)	p-value	Significant level	Interpretation
Anxiety in English Language Learning × English Grades	-0.341	0.007	P< .01	Significant Moderate Negative Correlation

The analysis reveals a statistically significant moderate negative correlation between anxiety levels in English language learning and English academic performance (r = -0.341, p = 0.007). This finding indicates that as students' anxiety levels increase, their English grades tend to decrease. The correlation coefficient of - 0. 341 suggests a moderate strength relationship, confirming that anxiety in English language learning has a meaningful negative impact on academic achievement among Thai senior high school students. The significance level (p = 0. 007 < 0. 01) demonstrates strong statistical evidence that this relationship is not due to chance, establishing that the four identified anxiety factors collectively contribute to reduced academic performance in English language learning.

Research Discussion

This study examined the anxiety in English language learning among Thai senior high school students learning English, revealing four key anxiety factors and their relationship with academic performance.

Communication Anxiety in Speaking

As shown in Table 2, Thai students identified speaking without preparation as the primary contributing factor to communication anxiety (M = 3.38). Being called on unexpectedly and situations requiring immediate response emerged as key anxiety triggers in classroom settings. This aligns with Horwitz et al.'s (1986) conceptualization of communication apprehension as a key component of foreign language anxiety, though the current study applies this framework specifically to Thai learners rather than the original U.S. Spanish learners. Surprisingly, they showed low anxiety speaking with foreigners (M = 1.80), suggesting classroom peer judgment creates more stress than authentic communication. This paradox highlights how classroom dynamics amplify anxiety beyond actual language ability, aligning with research on Thai students' sensitivity to peer comparison (Akkakoson, 2016).

Fear of Negative Evaluation

According to Table 3, peer comparison emerged as the strongest contributing factor to anxiety in English language learning (M = 3.14). Students identified constant comparison with classmates as the primary trigger, consistently believing other students perform better in English (M = 3.30-3.43). Teacher correction practices and mistake-making situations also contributed significantly to evaluation anxiety (M = 2.82-3.02). This finding is consistent with previous research on Asian learners' heightened sensitivity to peer comparison (Liu & Jackson, 2008), but the intensity appears stronger in the Thai context due to cultural values emphasizing face-saving. Recent studies confirm that Thai students' mindsets and cultural beliefs significantly influence their language learning anxiety patterns (Wilang, 2024), with social comparison serving as a primary anxiety trigger rather than actual language competence levels.

Test Anxiety and Classroom Pressure

As indicated in Table 4, formal assessment situations emerged as significant anxiety triggers (M = 3.07), with students experiencing anxiety even when adequately prepared (M = 3.22). This suggests that the assessment context itself, rather than preparation level, serves as the primary contributing factor. As revealed in Table 5, unprepared questioning situations created the strongest anxiety trigger (M = 3.31), while encounters with complex grammar rules overwhelmed students (M = 3.08). The unpredictability of classroom interactions consistently emerged as a key contributing factor, supporting research linking situational unpredictability to impaired language performance through cognitive overload (Zheng & Cheng, 2018). These

findings indicate that assessment formats and spontaneous classroom interactions, rather than students' actual knowledge, serve as primary anxiety triggers in Thai English learning contexts.

Academic Impact

These three contributing factors— unprepared communication situations, peer comparison contexts, and unpredictable assessment formats— collectively create barriers to English language acquisition. Table 6 reveals a significant negative correlation between anxiety and grades (r = -0.341, p = 0.007), consistent with similar Asian studies: Japanese learners (r = -0.36, Aida, 1994) and Chinese students (r = -0.38, Liu & Jackson, 2008). According to Processing Efficiency Theory, anxiety consumes cognitive resources needed for learning (Eysenck & Calvo, 1992) . The identified anxiety triggers specifically impair acquisition by reducing oral participation, inhibiting risk- taking behavior, and preventing accurate competence demonstration, supporting targeted interventions addressing these classroom triggers.

Theoretical Framework: Affective Filter Components in Thai Context

The four identified anxiety factors function as interconnected components of Krashen's (1982) affective filter hypothesis. The Communication Anxiety Factor (M=2.98) creates input blockage during oral interaction, preventing students from processing spoken English effectively and blocking output production necessary for language development. The Fear of Negative Evaluation Factor (M=3.14) establishes the strongest filter through social anxiety, creating persistent emotional barriers that prevent risk-taking behavior essential for language acquisition. The Test Anxiety Factor (M=3.07) blocks access to acquired competence during assessment, demonstrating how emotional states can prevent retrieval of existing language knowledge. The Teacher Expectations and Classroom Pressure Factor (M=3.00) maintains elevated filter levels through institutional stress, creating a chronic state of anxiety that impedes natural language acquisition processes. These findings confirm that in Thai educational contexts, the affective filter operates with particular intensity due to cultural factors emphasizing face-saving and hierarchical respect, requiring culturally-adapted interventions to lower the filter for effective language acquisition.

Conclusion

The study identified four main anxiety sources: Fear of Negative Evaluation Factor, Test Anxiety Factor, Teacher Expectations and Classroom Pressure Factor, and Communication

Anxiety Factor, each directly impacting academic performance. The negative correlation between anxiety and grades (r = -0.341, p < 0.01) shows that addressing student emotional well-being is essential for academic success.

Notably, students felt more anxious speaking English with classmates than with foreign tourists, suggesting current teaching methods create stress rather than facilitate learning. When classrooms become more intimidating than real-world conversations, the approach needs rethinking.

The theoretical contribution of this study lies in demonstrating how Krashen's affective filter operates with particular intensity in Thai educational contexts, where cultural values of face-saving and hierarchical respect amplify the filter's blocking effect on language acquisition. Thailand's English education system urgently needs classrooms where students feel safe making mistakes and taking language risks (Suwantarathip & Wichadee, 2010). Research demonstrates that cooperative learning approaches and anxiety-reduction techniques can significantly improve both student comfort and language proficiency (Young, 1991; MacIntyre, 1999). Teachers should create environments honoring Thai cultural values while encouraging brave language practice leading to fluency. This connects to Thailand's goals of international competitiveness and ASEAN participation.

Traditional teaching methods may work against these objectives, reinforcing fears rather than building confident speakers. Thai educators must recognize psychological safety as fundamental, requiring teacher training programs to include anxiety reduction techniques and culturally responsive methods that prepare students for global communication. This requires a paradigm shift from test-oriented instruction to communicative approaches that systematically lower the affective filter through culturally-responsive pedagogy.

Research Limitations

Several limitations must be acknowledged to provide context for interpreting the findings. This study was conducted with a limited sample from a single public secondary school in Koh Lanta, Krabi Province, which may limit generalizability to other Thai secondary schools, particularly urban settings.

The cross-sectional design captures the Communication Anxiety Factor, Fear of Negative Evaluation Factor, Test Anxiety Factor, and Teacher Expectations and Classroom Pressure Factor at only one point in time preventing establishment of causal relationships between anxiety and academic performance. Additionally, the study relies on self-reported

anxiety measures through the FLCAS, which may be subject to social desirability bias, and uses only school grades to measure English performance, which may not fully capture comprehensive language abilities across different skill areas.

Research Suggestions

This study reveals important patterns in how Thai students experience anxiety in English language learning, but several questions remain unanswered that could help teachers and schools better support their students.

1. **Long-term Impact and Intervention Studies**

Future research should follow students over time to see how early anxiety affects their English learning journey from high school through university. More importantly, researchers should test practical solutions like mindfulness training, peer support programs, or less stressful assessment methods to find out what actually works to help anxious students succeed.

2. **Different Schools, New Technologies**

This study focused on one school, but Thai students learn in many different environments—from busy Bangkok classrooms to rural island schools like this one. Understanding these differences could help tailor solutions. Since students felt more comfortable talking to foreign tourists than to classmates, exploring digital tools like language apps or virtual conversation practice might offer students a safer space to build confidence before speaking in class.

These research directions could help create learning environments where Thai students feel confident enough to take the risks necessary for mastering English.

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