

Causal Factors in Thai EFL Public High School Students' Anxiety over English Speaking Literacy for Communication

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ABSTRACT

The aspects of language anxiety involve education, individual, and environment (Öztürk & Gürbüz, 2014). The purpose of this research was to investigate the factors contributing to anxiety in English speaking literacy for communication among third-year high school students in a public school in Bangkok, Thailand. Employing a questionnaire-based approach, the investigation delved into the students' experiences, emphasizing three aspects of anxiety: educational, individual, and environmental factors. The findings revealed high levels of anxiety across these dimensions, with educational factors such as grammatical mistakes and confidence in language skills playing a significant role. Individual anxieties, such as fear of being called on and physical manifestations during English classes, also contribute substantially to students' overall anxiety. Environmental factors, including concerns about teacher and peer reactions, fear of ridicule, and unprepared questions, further heighten language anxiety. The study recommends interventions to enhance English language instruction, creates supportive learning environments, and addresses individual and social dynamics that contribute to anxiety. This research offers valuable insights for educators and policymakers to develop targeted strategies for improving English language literacy and fluency and fostering a conducive atmosphere for practical language usage among Thai students.

Key words: Casual Factors, Students' Anxiety, English Speaking Literacy for Communication

INTRODUCTION

The English language is essential in our modern age as we have shifted into the 21st century. It functions as a powerful tool, facilitating various employment opportunities, expanding collaboration options, and allowing access to an extensive variety of data, experiences, and global cultures. English speaking literacy for communication has emerged as a critical skill in navigating this interconnected world. According to Rao (2019), proficiency in English enables efficient interaction and communication, particularly in the extensive domain of the internet, providing essential access to a wealth of information and resources. Furthermore, Xiao's study (2010) found that possessing proficiency in English enables people to understand and value cultural elements shown in novels, movies, and worldwide entertainment created in the English language.

The biggest obstacles faced by Thai students in utilizing English speaking literacy for communication emphasize various factors. Firstly, Thai students often encounter challenges speaking English due to cultural norms that promote restrained behaviors and a lack of confidence in communication (Yuh & Kaewura, 2020). Students frequently struggle to engage in communication with people from foreign nations,

sometimes expressing shyness or a lack of proficiency in conveying themselves with clarity. Secondly, Polpo (2021) highlighted the significance of the Thai educational system, which often focuses on examinations, emphasizing rote memorization and grammar over practical conversation skills. This emphasis results in limited opportunities for students to practice and develop their speaking abilities in real-world scenarios. Moreover, the conventional classroom setup doesn't always encourage students to engage in English outside of the academic context.

Therefore, it is essential to conduct a thorough investigation of the difficulties encountered by Thai high school students, particularly when it comes to English speaking literacy for effective communication. Developing a comprehensive understanding of the particular obstacles individuals face and the fundamental causes of their anxiety in verbal communication may provide important perspectives. Through the identification of these obstacles, educators and policymakers may develop focused strategies to improve English language fluency and cultivate a more suitable setting for practical language usage.

The study aimed to investigate casual factors in Thai EFL public high school students' anxiety over English speaking literacy for communication. Regarding the study, the study

employed a questionnaire. It took into consideration cultural influences, educational methodologies, and individual perceptions. The research findings provide suggestions for enhancing English language instruction and establishing an appropriate setting for successful English communication among Thai students. The research question is as follows:

- What are factors in Thai EFL public high school students' anxiety over speaking English for communication?

LITERATURE REVIEW

English Speaking Literacy for Communication

English speaking literacy is an important skill for effective communication. Students need to develop their ability to speak English in order to succeed in the workplace and in their academic pursuits (Jamba et al., 2023). In addition to language proficiency, students should also be familiar with communication literacy, which includes understanding communication laws and practices (Idayani et al., 2022; Mousena, 2020). Incorporating news and media literacy into speaking practice can enhance students' speaking skills and encourage the use of technology as a learning tool (Li, 2023). Listening and speaking are key components of effective literacy practices, and they play a significant role in the development of students' communication abilities. College teachers should integrate English public speaking into their teaching to improve students' critical thinking and cross-cultural communication abilities. Overall, developing English speaking literacy is crucial for effective communication in various contexts.

Language Anxiety in English as a Foreign Language (EFL) Context

The phenomenon of language anxiety, especially in the context of acquiring English as a Foreign Language (EFL), has been the subject of considerable focus in educational research. Language anxiety, which originates from the affective domain, refers to the emotions of fear, anxiousness, and discomfort experienced by individuals while using or learning a second or foreign language. Language anxiety has become a significant issue in the context of EFL acquisition, which impacts learners' experiences. Many studies have emphasized the significant impact of anxiety on the process of acquiring language and developing communication skills in an EFL context. Some findings indicated the reasons learners in EFL often encounter increased levels of anxiety were from many variables, such as fear of making errors (Hutabarat & Simanjuntak, 2019), nervousness about speaking in public (Rumiyati & Seftika, 2018), and worries about their level of English skill (Nurmansyah & Nurmayasari, 2018).

Language Anxiety in Thai EFL Context

Thai students could experience a higher level of English language anxiety due to the influence of Thai culture. Nasir et al. (2023) conducted research on the communication

anxiety experienced by Thai-speaking Malaysian secondary school students, who are classified as a minority ethnic group. The study found that Thai students had difficulties speaking English, especially during spontaneous assignments. In addition, Thai international students in Indonesia also experience English-speaking anxiety, which is impacted by elements such as self-confidence, social context, fear of errors, and cultural disparities (Zakiya et al., 2022). Moreover, Wilang's (2022) research revealed that engineering students in Thailand who get instruction in English encounter anxiety stemming from communication fear, cognitive processing anxiety, course difficulty, loss of autonomy, and unfavorable assessment. As well, Thai EFL students also face public speaking anxiety, which affects their self-confidence, self-esteem, risk-taking ability, and proficiency in the English language (Kalra & Siribud, 2020).

Three Aspects of Anxiety

The multiple aspects of anxiety in English communication as outlined by Öztürk and Gürbüz (2014). The research delineates three essential factors that contribute to language anxiety among students: educational, individual, and environmental aspects. These three aspects interact to form a complex web that greatly influences students' abilities to communicate successfully in English.

Language learners experience significant anxiety due to educational factors. This component refers to the constraints on the level of skill that obstruct educational opportunities. Students sometimes struggle with limited oral competency, which hinders their capacity to fully participate in language learning activities. Maher and King (2023) conducted a study that supports these results, demonstrating how limited speaking skills hinder students' learning abilities. When learners encounter obstacles to effectively expressing themselves, it generates anxiety, which affects their confidence in verbal communication.

Students feel unease when individually assigned to speak or engage in conversation, providing insight into the individual aspects of anxiety in English communication. Embarrassment strongly contributes to language anxiety, as explored in this component. Hakim's (2019) study provided evidence for this idea, highlighting the significant role of embarrassment in increasing language anxiety during interactions with friends and teachers. When students have discomfort expressing themselves verbally or have apprehensions about making errors in front of others, it blocks their ability to participate in oral communication.

Students encounter a significant impact on their level of language anxiety due to the environmental factor. This feature refers to the increased sensitivity of students to the responses that they receive from teachers and other students in their spoken English. Social anxiety, stemming from the fear of negative evaluation or ridicule, can considerably hinder students' willingness to engage in English communication. Elmenfi and Gaibani (2016) pointed out that social assessment plays an essential role in shaping speaking anxiety among EFL students since it strongly impacts their anxieties about how others observe them. Perceiving judgment or

anticipating criticism from the environment, students encounter an obstacle to achieving successful communication.

The interplay among these three aspects is complex and interconnected. The limitations imposed by educational factors on skill levels could result in increased anxiety about spoken communication. For example, students who have a restricted vocabulary or lack mastery of grammar could experience apprehension about making errors, which can result in their unease with verbal communication. Moreover, the interplay between peer and teacher responses might intensify psychological and educational anxiety related to the setting. Experiencing judgment or criticism from classmates or instructors due to linguistic errors may greatly increase language-related anxieties in students.

METHODOLOGY

This study employed a quantitative approach to investigate English speaking anxiety among Thai high school students. The theoretical framework primarily focuses on the factors contributing to language anxiety, encompassing educational, individual, and environmental aspects, involved diverse communication scenarios in English class followed by an online survey administered at the end of the semester.

Participants, Sampling, and Research Context

The study involved a total of 120 third-year students at a public high school in Bangkok, Thailand, who were enrolled in the course entitled “English Speaking for Communication” in the first semester of the 2023 academic year. The researchers employed purposive sampling to choose participants who actively participated in the aforementioned course and possessed diverse backgrounds and varying levels of English proficiency within the high school context. The criteria for eligibility included enrollment in the specified course and a demonstrated commitment to engaging in activities aimed at enhancing their speaking skills in the English language. The purposive sampling method was utilized to select students who were willing to engage in English communication and exhibited different levels of proficiency. This approach facilitated a comprehensive representation of experiences and the extent of language anxiety within the specific educational environment.

The school is located in Bangkok, Thailand. Its location within the community attracts both Thai-native students and those who have migrated from the northern areas of Thailand. The majority of students had just a basic comprehension of the English language, with most of them being unable to express themselves using meaningful English sentences. Foreign teachers primarily undertake the teaching responsibilities in the English speaking for communication course. Nevertheless, student learning progress is inconsistent with the expected outcomes. Students have a weak understanding of spoken English, as well as limitations in their listening, reading, and writing skills.

The primary objective of the “English Speaking for Communication” course is to provide an immersive setting in which students actively participate in activities that

emphasize speaking skills. This approach intends to stimulate interactions, facilitate the expression of ideas, and foster confidence in using English for effective communication. Nevertheless, the difference between the desired learning objectives and the actual skill levels of the students emphasizes the complicated nature of the language difficulties encountered in this educational environment.

Instrument

This study investigated the factors in Thai EFL public high school students’ anxiety when encountering the situations where they had to speak English for communication. To answer the research question, a quantitative methods approach was employed. Quantitative data was collected through a validated and reliable English-speaking anxiety questionnaire specifically adapted for the Thai context. The questionnaire items of Horwitz et al. (1986) and Öztürk and Gürbüz (2014) were adapted for the questionnaire items. This instrument captured students’ anxieties related to three aspects of speaking English, which were educational, individual, and environmental factors Öztürk and Gürbüz (2014). Although the questionnaire was adapted by Öztürk and Gürbüz (2014), it was again validated in terms of content validity using index of item objective congruence (IOC) for its suitability for the participants. The result of the IOC indicated that all experts approved that all the items had a high IOC value at 0.978; according to Brown (2005), the index of the IOC between 0.5 and 1.00 is suggested to be acceptable.

The study used a questionnaire that consisted of four parts specifically developed to thoroughly assess different aspects of English-speaking anxiety among Thai EFL public high school students. Sections two to four contained a series of Likert-scale or rating items assessing the frequency of the study anxieties. The participants could rate their feelings or experiences on a scale using the following options: Always, Often, Sometimes, Rarely, and Never which was employed from Shah et al. (2010). The structures of the questionnaire were constructed as follows:

1. **Demographic Information:** This section collects respondent details encompassing gender and the number of hours studied in English per week.
2. **Educational Factors:** This part covered concerns about grammatical errors, confidence in language skills during classroom interactions, comprehension difficulties when the teacher speaks in English, anxiety when conversing with foreign teachers or speakers due to perceived language inadequacy, and self-consciousness regarding accent or pronunciation.
3. **Individual Factors:** The questions in this section focused on personal emotional responses and physical manifestations experienced by students in various situations when speaking English.
4. **Environmental Factors:** This section examines the fears that arise from external factors, such as the dynamics inside the classroom, interactions between teachers and students, the influence of peers, and the general effect of the learning environment on students’ anxiety when it comes to communicating in English.

Data Collection and Data Analysis

In the initial semester of the academic year 2023, the researcher diligently sought official consent from the school administration, obtaining necessary authorization to proceed with the study. As part of the research methodology, students were tasked with engaging in diverse English communication scenarios, discussing daily life topics with a foreign teacher during dedicated English communication classroom sessions. These communication exercises were conducted individually, in pairs, or within groups of three and involved both prepared and impromptu questions to assess individual anxiety levels. These interactions occurred between students and foreign teachers, as well as among peers, in an authentic classroom setting.

Following these interactions, a comprehensive online questionnaire using Google Form was expeditiously distributed among a specified cohort of 120 third-year secondary education students. Notably, the course run from June 2023 through August 2023 with the six presentations assigned for students to give. However, the data were collected once at the end of August when it was the last day of conducting research, since the research would like to prove the actual anxiety from the students with several presentations whether it remained existing or lessening when the time went by. Subsequently, all data gleaned from these questionnaires underwent thorough analysis using the Statistical Package for the Social Sciences for Windows.

RESULTS

This section provides the results of analysing the questionnaire using mean (*M*) and standard deviation (*SD*) mainly focusing on educational, individual, and environmental factors of anxiety regarding Öztürk and Gürbüz (2014). The results are revealed as follows:

Participants' Demographic Information

Table 1 indicates the background information of the participants.

From Table 1, there was a total of 120 students. The majority of students were male, accounting for 65% of the total, while females comprised the remaining 35%.

From Table 2, most students study English for three hours per week (60%), followed by more than four hours per week (29.2%), the next were two hours per week (5.8%), and the rest were students who study English for four hours per week (5%).

Anxiety over English Speaking Literacy for Communication

From the research question, *What are factors in Thai EFL public high school students' anxiety over speaking English for communication?*, the results are revealed in three different tables according to the three factors of anxiety of Öztürk and Gürbüz (2014).

From Table 3, it shows that the average level of anxiety among students is 3.6, with a standard deviation of 1.13.

Table 1. Research participants (*N*=120)

Gender	Number of the Participant	Percent
Male	78	65
Female	42	35
Total	120	100

Table 2. The number of English subjects that student studied per week (*N*=120)

Hour	Number of the Participant	Percent
2 hours per week	7	5.8
3 hours per week	72	60
4 hours per week	6	5
More than 4 hours per week	35	29.2
Total	120	100

Table 3. Summary table of factors for the students' anxiety over english speaking literacy for communication (*N*=120)

NO.	Factors	M	SD	Level of the Anxiety	Rank
1.	Educational Factors	3.55	1.18	High	2
2.	Individual Factors	3.76	1.04	High	1
3.	Environmental Factors	3.50	1.18	High	3
	Total	3.60	1.13	High	

The factors contributing to students' anxiety are categorized into three groups: educational, individual, and environmental. The educational factors have the highest average score (*M* = 3.55), followed by individual factors (*M* = 3.76) and environmental factors (*M* = 3.50). All three factors are ranked as having a high level of anxiety.

From Table 4, the students experienced a high level of anxiety about speaking English for communication regarding educational factors. The highest level of anxiety was reported for the question about feeling unsure about students' English language skills when speaking English in the classroom (*M* = 4.16, *SD* = 0.9). Other questions that caused significant anxiety include feeling nervous when speaking English with foreign teachers or friends (*M* = 3.98, *SD* = 1) and making grammatical mistakes (*M* = 3.54, *SD* = 1.2). Students were being self-conscious about their accent or pronunciation and feeling flustered when not understanding the teacher in English, which caused moderate levels of anxiety (*M* = 3.23, *SD* = 1.3, and *M* = 2.84, *SD* = 1.5, respectively).

From Table 5, students' anxiety in speaking English for communication in an individual aspect was at a high level. The highest level of anxiety was reported when students were getting tense knowing they'd be called to speak in English class (*M* = 4.54, *SD* = 0.7), which was the first rank of anxiety. Consequently, the second rank of anxiety was that students felt that their physical symptoms, like trembling lips, shaky hands, and a softer voice when speaking English in front of the classroom (*M* = 4.21, *SD* = 0.8). Feeling

embarrassed to offer answers in English class ($M = 3.87$, $SD = 1$). Other questions that caused significant anxiety include becoming nervous when having to speak in English classes without preparation ($M = 3.62$, $SD = 1.1$), and the last was feeling heart pounding when called on in English class, which caused moderate levels of anxiety ($M = 2.56$, $SD = 1.6$).

From Table 6, the anxiety from the environmental factor was at a high level. Among the factors identified, students heightened their awareness of their teacher and friends' reactions to their spoken English ($M = 4.01$, $SD = 0.9$). It is almost similar to the fear of teacher correction, with students scoring a $M = 3.95$ and $SD = 1$. Notably, encountering unprepared questions from the English teacher also triggered moderate anxiety ($M = 3.46$, $SD = 1.2$). Troubling are the social dynamics at play, with anxieties bubbling up due to the perception of friends surpassing them in English

proficiency ($M = 3.34$, $SD = 1.4$) and the specter of peer ridicule ($M = 2.74$, $SD = 1.4$), respectively.

DISCUSSION

The present study offers a compelling glimpse into the multifaceted world of Thai EFL public high school students' anxiety surrounding speaking English for communication. The findings painted a picture of high levels of anxiety pervading students' experiences across all three investigated factors: educational, individual, and environmental.

Educational factors emerged as a potent source of anxiety; the findings on students' heightened anxiety levels regarding educational factors in English communication align with established studies in the field. Maher and King (2023) observed language anxiety in classrooms, illustrating how limited spoken proficiency impedes students' learning

Table 4. The *educational* factors affecting the students' anxiety over english speaking literacy for communication ($N=120$)

NO.	Questions	<i>M</i>	<i>SD</i>	Level of the Anxiety	Rank
1.	I feel anxious about speaking English if I make grammatical mistakes.	3.54	1.2	High	9
2.	I feel unsure about my own English language skills when speaking in English during class.	4.16	0.9	High	3
3.	I feel flustered and anxious when I don't understand sentences spoken by the teacher in English.	2.84	1.5	Moderate	13
4.	I feel nervous while speaking English with foreign teachers or speakers because I think my English is not good enough.	3.98	1	High	5
5.	I feel self-conscious about my accent or pronunciation when speaking English.	3.23	1.3	Moderate	12
	Total	3.55	1.18	High	

Table 5. The *individual* factors affecting the students' anxiety over English speaking literacy for communication ($N=120$)

NO.	Questions	<i>M</i>	<i>SD</i>	Level of the Anxiety	Rank
1.	I get tense when I know I'm about to be called on in English class.	4.54	0.7	Very high	1
2.	I become nervous when I have to speak in English classes without preparation.	3.62	1.1	High	8
3.	When I have to speak English in front of teachers and friends, I experience trembling lips, shaky hands, and a softer voice.	4.21	0.8	High	2
4.	I feel my heart pounding when the teacher calls on me in English class.	2.56	1.6	Moderate	15
5.	It makes me embarrassed to offer answers in English class.	3.87	1	High	7
	Total	3.76	1.04	High	

Table 6. The *environmental* factors affecting the students' anxiety over English speaking literacy for communication ($N=120$)

NO.	Questions	<i>M</i>	<i>SD</i>	Level of the Anxiety	Rank
1.	I am concerned about the responses of my teacher and friends.	4.01	0.9	High	4
2.	I fear being ridiculed by other students when I speak English.”	2.74	1.4	Moderate	14
3.	I fear that my English teacher will correct any mistake I make.	3.95	1	High	6
4.	I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.46	1.2	Moderate	10
5.	I feel nervous when I see my friends exhibiting better proficiency in the English language.	3.34	1.4	Moderate	11
	Total	3.50	1.18	High	

opportunities. Similarly, Daymiel et al. (2022) highlighted a significant correlation between language anxiety and speaking abilities, particularly in vocabulary and comprehension. Students reported feeling less confident and more nervous when engaging in conversations with native or proficient speakers, echoing concerns identified in this study, particularly in interactions with foreign teachers. Furthermore, worries about not having enough vocabulary, good pronunciation, preparation, grammar, and prior knowledge back up what Alazeer and Ahmed (2023) said, highlighting how correct language use affects students' levels of communication anxiety; especially vocabulary which Tiang-uan (2023) agreed that learning collocations helped increase learning achievement and knowledge retention which could lessen the students' anxiety when they had enough bank of collocations. And interestingly, White et al. (2016) highlighted the significance of speakers' English pronunciation and accent in influencing students' communication abilities, aligning with a questionnaire item addressing accent-related English language anxieties among students.

The study uncovered heightened levels of anxiety among students regarding individual aspects of English communication. Predominantly, the anticipation of being called upon to speak in English class emerged as the primary source of anxiety, consistent with findings from Loan (2022), elucidating the nervousness students experience when singled out by teachers for verbal participation. Furthermore, Hakim's (2019) research underscored the role of embarrassment in speaking situations, highlighting its substantial contribution to language anxiety when interacting with peers and teachers. The manifestation of physical symptoms, including voice trembling and hand shaking, reinforces the physiological impact of anxiety during language communication, as similarly highlighted in a study by Hulu (2018). Similarly, Chametzky (2019) observed a preference for written expression over verbal contribution in foreign language settings, aligning with the discomfort felt by students in offering replies during English classes. Additionally, the sensation of a racing heart during English communication and the anxiety associated with impromptu speaking resonate with findings from Özütürk and Hürsen (2013), elucidating the influence of physiological factors on language anxiety. These collective findings underscore the pervasive nature of individual-based anxieties in English communication and emphasize the significance of addressing these concerns within language learning environments to cultivate a more supportive and conducive atmosphere for students' linguistic development.

The investigation into environmental factors contributing to anxiety in English communication among students revealed a high level of apprehension. Notably, students exhibited heightened sensitivity to their teacher and friends' reactions towards their spoken English, a sentiment echoing the findings of Elmenfi and Gaibani (2016), which highlighted the influence of social evaluation was a very significant aspect and is an important contributor to speaking anxiety of English foreign language learners. Similarly, the fear of teacher correction scored significantly, Zua (2008, as cited in Januariza & Hendriani, 2016), suggested that the students'

mistakes in communication will become the key to carrying out communication. Thus, if the teachers correct their students' errors at an unsuitable time, they will lose their confidence. Therefore, the teachers are also suggested to help their students develop their self-confidence in order to be able to speak in English class.

The anxiety stemming from unexpected questions posed by English teachers highlights the challenge of navigating unforeseen interactions within language learning environments. Shabani's (2012) study echoes this, noting how unprepared inquiries contribute to anxiety, reflecting the complexities in managing spontaneous interactions during language learning. Moreover, this study identified three primary causes of language anxiety: apprehensions related to academic failure, unanticipated questioning by teachers, and fears of forgetting vocabulary and language structures. Additionally, social dynamics influencing anxiety levels, particularly the unease arising from peers' perceived English proficiency, resonate with Habiburrahim et al.'s (2020) observations. Their study revealed students' reluctance and anxiety in speaking English due to their perceptions of their peers' superior language skills. Furthermore, concerns regarding potential ridicule from peers align with the findings of Yuh and Kaewura (2020), emphasizing the substantial impact of social dynamics on students' language anxiety. This also correlated with Karanjakwut's (2023) study which emphasized the learning environment in terms of increasing students' motivation which would help lessen their anxiety. These collective findings underscore the multi-dimensional nature of environmental factors contributing to anxiety in English communication, underscoring the necessity to address social influences within language learning settings to cultivate a more supportive environment conducive to students' linguistic growth.

CONCLUSION

The findings underscore the need for supportive environments within language learning settings to address multifaceted anxieties. Educational institutions must focus on enhancing spoken proficiency to alleviate communication anxieties among students. Educators should prioritize creating inclusive and supportive classroom environments to mitigate individual-based anxieties. These findings also stress the importance of acknowledging and addressing social dynamics that contribute to language anxiety, emphasizing the need for interventions to cultivate more supportive environments.

The research provides a comprehensive insight into the anxiety experienced by Thai EFL public high school students during English communication. It illuminates high levels of anxiety across educational, individual, and environmental facets. Educational elements emerged as significant sources of anxiety, aligning with prior studies highlighting how limited spoken proficiency impedes learning opportunities and causes discomfort when interacting with proficient speakers. Similarly, individual-based anxieties, such as the unease felt when called upon to speak or experiencing embarrassment, signify the physiological impact of anxiety during language

communication. These findings emphasize the pervasive nature of individual-based anxieties in English speaking literacy for communication, urging attention to these concerns within language learning environments for students' linguistic development. Moreover, environmental factors revealed heightened apprehension among students, notably influenced by their teachers' and peers' reactions. The fear of teacher correction significantly impacts students' confidence in communication, suggesting the need to foster self-assurance to facilitate English speaking in class. Additionally, unanticipated questions and concerns about academic failure and vocabulary retention underscore the complexity of managing spontaneous interactions during language learning. The influence of social dynamics, including peer proficiency perceptions and potential ridicule, significantly contributes to students' language anxiety. These collective findings underscore the multi-dimensional nature of environmental factors contributing to English communication anxiety, emphasizing the imperative to address social influences within language learning settings to create a supportive environment for linguistic growth.

While this study provides valuable insights into the factors contributing to anxiety in Thai EFL public high school students during English communication, there are certain limitations that warrant attention for future research endeavors.

Firstly, the study focused solely on third-year high school students in a specific school in Bangkok, which may limit the generalizability of the findings to a broader population. Future research could consider expanding the sample size and incorporating students from diverse geographical locations and educational contexts to ensure a more comprehensive understanding of the factors influencing language anxiety.

Additionally, this study utilized a questionnaire-based approach, emphasizing quantitative data collection. Future research could benefit from incorporating qualitative methods, such as interviews or focus group discussions, to provide a more nuanced exploration of students' experiences and perspectives related to language anxiety.

Furthermore, the research concentrated on anxiety in English communication within a classroom setting. Future studies could explore the impact of extracurricular activities, language immersion programs, or online platforms on students' language anxiety, offering a more holistic view of their language learning experiences.

Lastly, considering the dynamic nature of language learning, longitudinal studies could be undertaken to track changes in language anxiety over time and assess the effectiveness of interventions. Addressing these limitations in future research endeavors would contribute to a more comprehensive and nuanced understanding of language anxiety among Thai EFL public high school students and inform targeted strategies for improvement in language education.

Recommendations stemming from this study propose a comprehensive approach. Language programs should integrate speaking opportunities within curricula, employing supportive pedagogies to boost students' confidence in verbal communication. Teachers should receive training to address language anxiety, ensuring they adopt strategies that mitigate stressors and promote a supportive atmosphere.

Additionally, interventions that target social dynamics, such as peer interactions, can significantly reduce language anxiety, requiring proactive measures within the learning environment to cultivate an inclusive space for linguistic growth.

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