



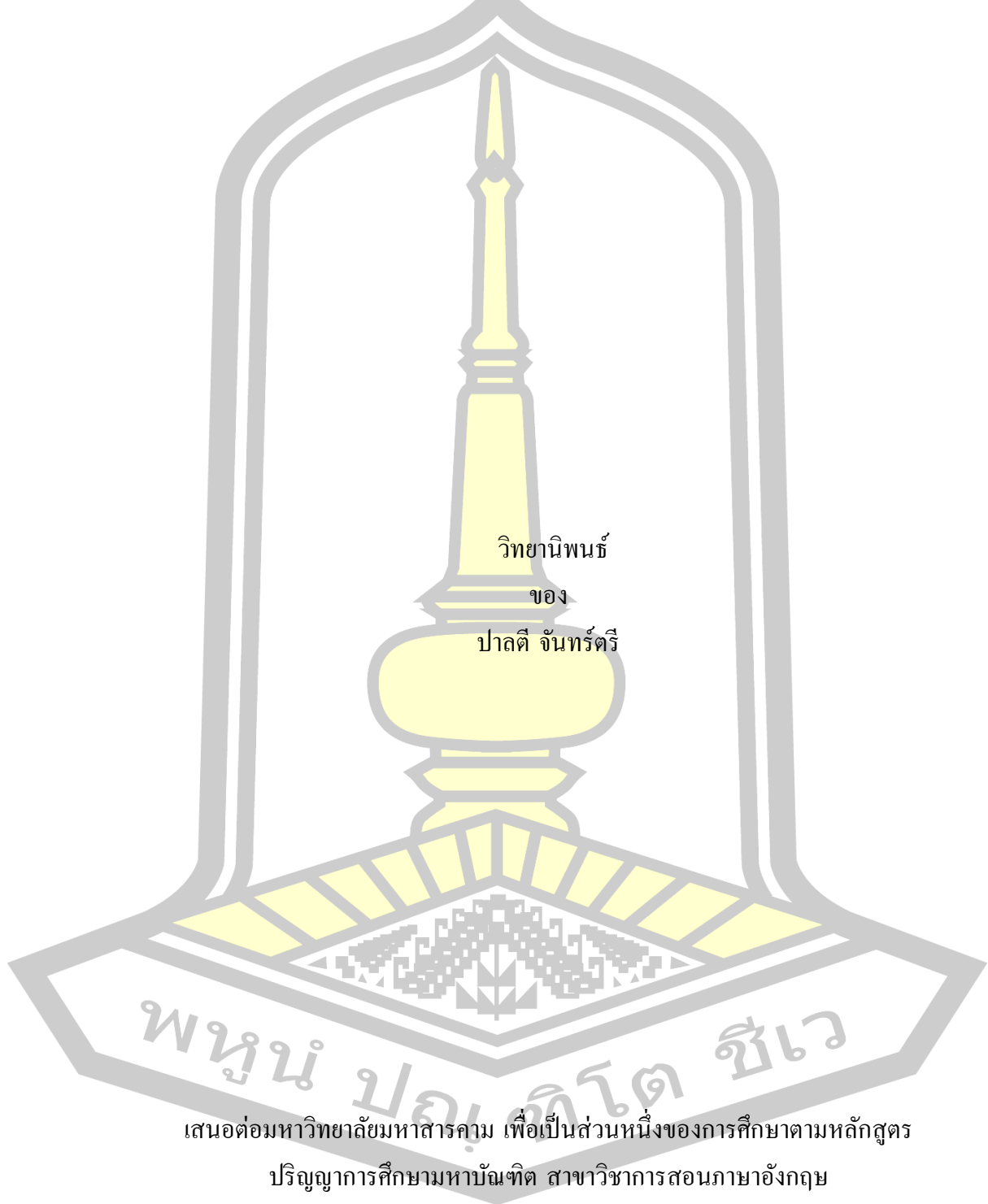
The Influence of Linguistic Insecurity on Thai EFL Teachers' Teaching Performance

Palatee Jantri

A Thesis Submitted in Partial Fulfillment of Requirements for  
degree of Master of Education in English Language Teaching  
August 2021

Copyright of Mahasarakham University

อิทธิพลของความไม่มั่นใจทางภาษาต่อความสามารถในการสอนของครูชาวไทยที่สอน  
ภาษาอังกฤษในฐานะภาษาต่างประเทศ

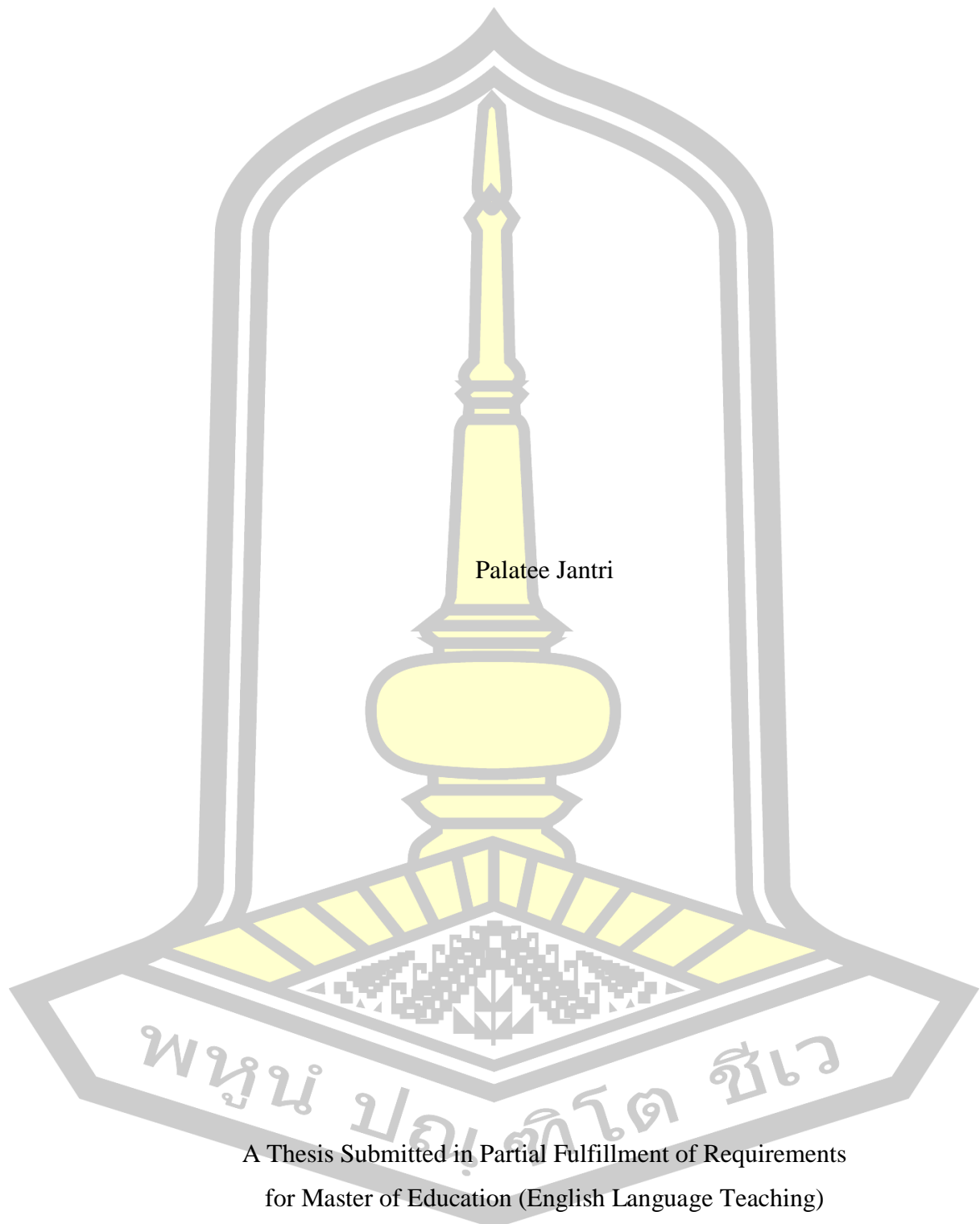


เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร  
ปริญญาการศึกษามหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษ

สิงหาคม 2564

ลิขสิทธิ์เป็นของมหาวิทยาลัยมหาสารคาม

The Influence of Linguistic Insecurity on Thai EFL Teachers' Teaching Performance



Palatee Jantri

A Thesis Submitted in Partial Fulfillment of Requirements  
for Master of Education (English Language Teaching)

August 2021

Copyright of Mahasarakham University



The examining committee has unanimously approved this Thesis, submitted by Miss Palatee Jantri , as a partial fulfillment of the requirements for the Master of Education English Language Teaching at Maharakham University

Examining Committee

Chairman

(Asst. Prof. Apisak Sukying , Ph.D.)

Advisor

( Pilanut Phusawisot , Ph.D.)

Committee

(Asst. Prof. Intisarn Chaiyasuk ,  
Ph.D.)

External Committee

(Asst. Prof. Saksit Saengboon ,  
Ph.D.)

Maharakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education English Language Teaching

(Assoc. Prof. Nittaya Wannakit , Ph.D.) (Assoc. Prof. Krit Chaimoon , Ph.D.)  
Dean of The Faculty of Humanities and Social Sciences      Dean of Graduate School

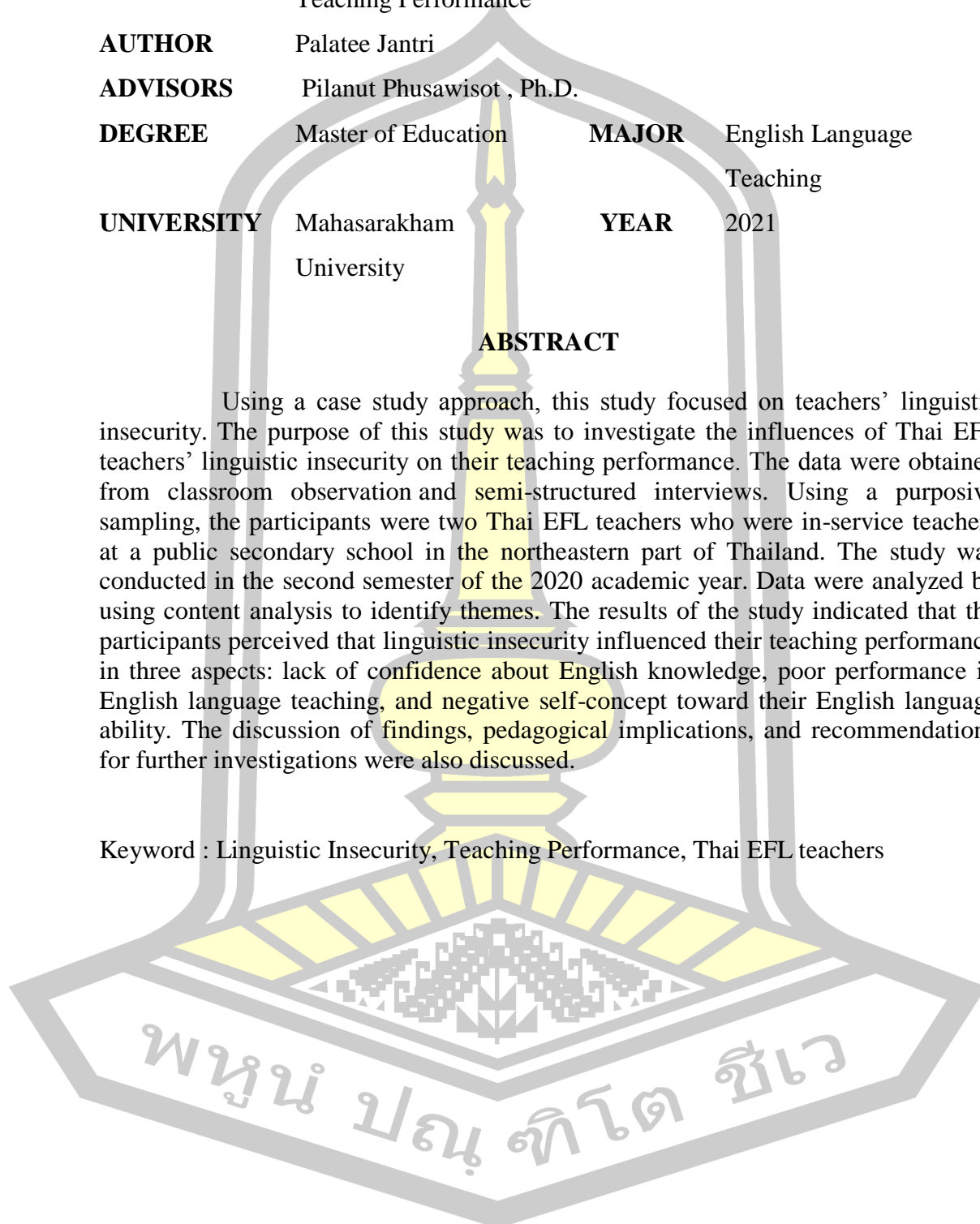
พหุบัณฑิต ชีวะ

|                   |   |              |                           |
|-------------------|---|--------------|---------------------------|
| <b>TITLE</b>      | The Influence of Linguistic Insecurity on Thai EFL Teachers' Teaching Performance |              |                           |
| <b>AUTHOR</b>     | Palatee Jantri  |              |                           |
| <b>ADVISORS</b>   | Pilanut Phusawisot , Ph.D.  |              |                           |
| <b>DEGREE</b>     | Master of Education   | <b>MAJOR</b> | English Language Teaching |
| <b>UNIVERSITY</b> | Maharakham University   | <b>YEAR</b>  | 2021                      |

### ABSTRACT

Using a case study approach, this study focused on teachers' linguistic insecurity. The purpose of this study was to investigate the influences of Thai EFL teachers' linguistic insecurity on their teaching performance. The data were obtained from classroom observation and semi-structured interviews. Using a purposive sampling, the participants were two Thai EFL teachers who were in-service teachers at a public secondary school in the northeastern part of Thailand. The study was conducted in the second semester of the 2020 academic year. Data were analyzed by using content analysis to identify themes. The results of the study indicated that the participants perceived that linguistic insecurity influenced their teaching performance in three aspects: lack of confidence about English knowledge, poor performance in English language teaching, and negative self-concept toward their English language ability. The discussion of findings, pedagogical implications, and recommendations for further investigations were also discussed.

Keyword : Linguistic Insecurity, Teaching Performance, Thai EFL teachers



## ACKNOWLEDGEMENTS

The completion of this study is one of the great events which I feel ever so proud of. It should be attributed not only to my hard work in the past two years, but also to the help and care I have got from a number of people. I would like to express my heartfelt gratitude to those great people.

First of all, I would like to express my sincere gratitude and appreciation to my thesis advisor, Dr. Pilanut Phusawisot for her guidance, understanding, and importantly her invaluable advice during my graduate studies. With her rich experience in research and great wisdom, she has helped me to complete this study step by step. Without her willing and generous help, I would have never succeeded in the completion of this study.

Certainly, my heartfelt gratitude goes to my parents, Supagit and Ing-on Jantri, for their unconditional love, support, and concern about my well-being as I sought my achievement. They are my largest motivation on my way to the completion of the study. I also would like to thank my sisters, Pawicha and Rawisara Jantri, for their emotional support and for always being there for me. Next, I owe my love and gratitude to my beloved boyfriend, Wayupong Molipun, for his love, patience, understanding, and support during my study. Without their love and support, this study would not have been possible.

I would like to express my special thanks to my friends who have been supporting and encouraging me during my study. I truly and completely appreciate them for everything they have done. It is really heartwarming to me. Special thanks go to Tawanshine Penthisarn for her warm friendship, consistent encouragement and sincere help in the past two years.

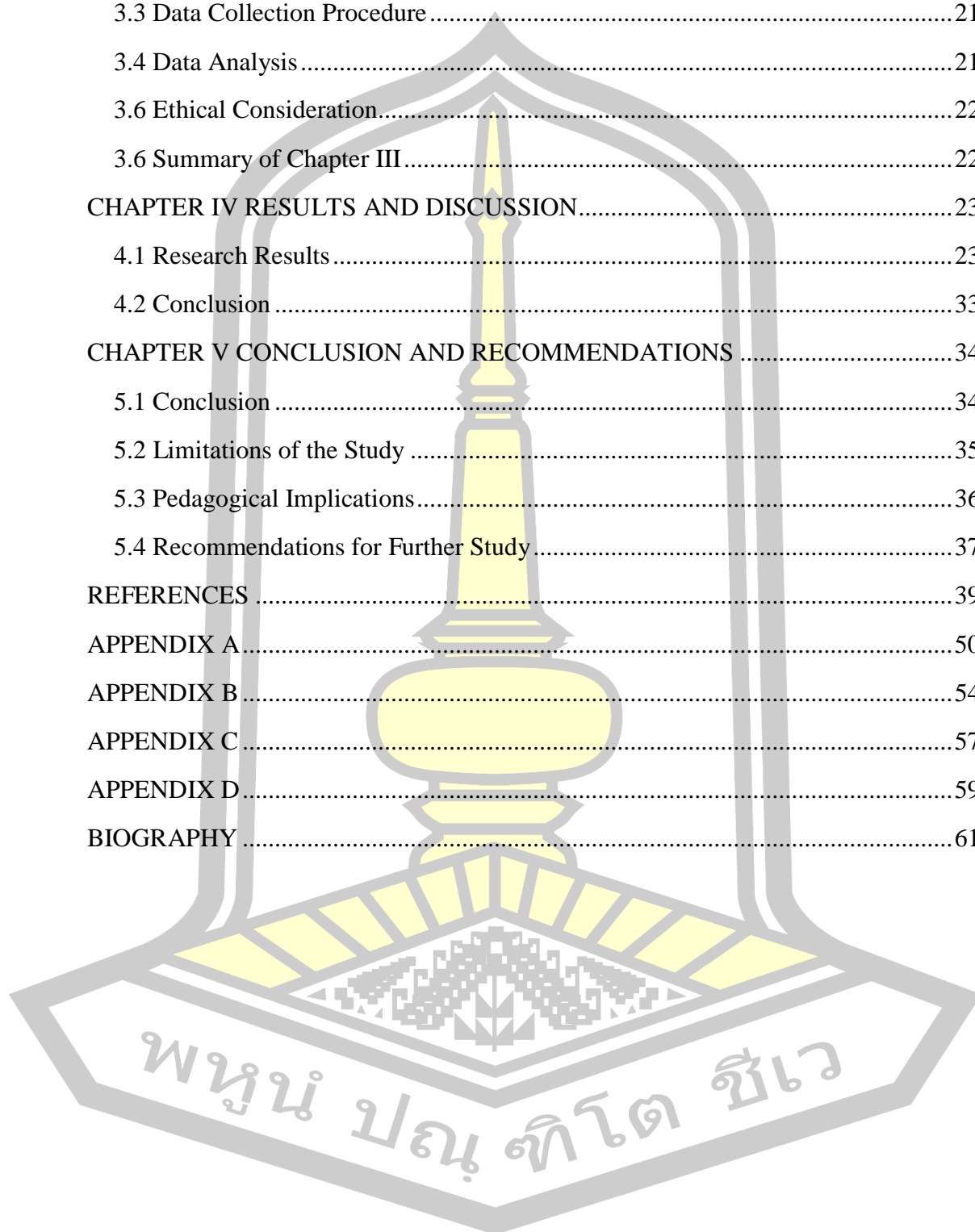
Last but not least, my sincere thanks go to all participants in this study for their devoted time and their willingness to provided me valuable information on their teaching experiences. Without their help and cooperation, this study would not have been possible.

Palatee Jantri

## TABLE OF CONTENTS

|  | <b>Page</b> |
|--|-------------|
| ABSTRACT.....  | D           |
| ACKNOWLEDGEMENTS.....  | E           |
| TABLE OF CONTENTS.....   | F           |
| CHAPTER I INTRODUCTION.....  | 1           |
| 1.1 Background of the Study.....   | 1           |
| 1.2 Purposes of the Study.....   | 4           |
| 1.3 Scope of the Study.....  | 4           |
| 1.4 Significance of the Study.....                                       | 4           |
| 1.5 Definition of Terms.....   | 4           |
| 1.6 Structure of this Thesis.....  | 5           |
| CHAPTER II LITERATURE REVIEW.....  | 6           |
| 2.1 Linguistic Insecurity.....   | 6           |
| 2.1.1 Definition of Linguistic Insecurity.....                           | 6           |
| 2.1.2 Sources of Linguistic Insecurity.....                              | 7           |
| 2.1.3 Types of Linguistic Insecurity.....                                | 8           |
| 2.1.4 Most Common Effects of Linguistic Insecurity.....                  | 9           |
| 2.1.5 Linguistic Insecurity of Non-native English-speaking Teachers..... | 10          |
| 2.2 Speaking Skill.....  | 11          |
| 2.3 Teacher Teaching Performance.....                                    | 13          |
| 2.4 Previous Studies.....  | 14          |
| 2.5 Summary of Chapter II.....   | 16          |
| CHAPTER III METHODOLOGY.....   | 18          |
| 3.1 Participants and Setting.....  | 18          |
| 3.2 Research Instruments.....  | 20          |
| 3.2.1 Classroom Observations.....  | 20          |

|  |    |
|--|----|
| 3.2.2 Semi-structured Interview .....          | 20 |
| 3.3 Data Collection Procedure .....            | 21 |
| 3.4 Data Analysis .....                        | 21 |
| 3.6 Ethical Consideration .....                | 22 |
| 3.6 Summary of Chapter III .....               | 22 |
| CHAPTER IV RESULTS AND DISCUSSION .....        | 23 |
| 4.1 Research Results .....                     | 23 |
| 4.2 Conclusion .....                           | 33 |
| CHAPTER V CONCLUSION AND RECOMMENDATIONS ..... | 34 |
| 5.1 Conclusion .....                           | 34 |
| 5.2 Limitations of the Study .....             | 35 |
| 5.3 Pedagogical Implications .....             | 36 |
| 5.4 Recommendations for Further Study .....    | 37 |
| REFERENCES .....                               | 39 |
| APPENDIX A .....                               | 50 |
| APPENDIX B .....                               | 54 |
| APPENDIX C .....                               | 57 |
| APPENDIX D .....                               | 59 |
| BIOGRAPHY .....                                | 61 |





# CHAPTER I

## INTRODUCTION

This chapter includes the background of the study, purposes of the study, research question, scope of the study, the significance of the study, and the definition of terms.

### 1.1 Background of the Study

Due to the growing number of English language users all over the world, English has become the medium of communication used by many people from different parts of the world. This has led to a steady increase in the number of English language teachers and learners. Moreover, the proportion of non-native English speakers to natives has been steadily increasing with the rapid expansion of the use of English language as a lingua franca (Arva & Medgyes, 2000; Crystal, 2003; Graddol, 1999), and non-native speakers have become the majority of English language teachers globally (Canagarajah, 2005; Moussu & Llorca, 2008). Indeed, in the field of English language teaching (ELT), an increasing number of teachers are not native speakers of English (Muam, 2002); Braine (2010) mentioned that 80% of the English teachers worldwide are non-native speakers of the language. This trend has encouraged researchers to approach issues associated with non-native English-speaking teachers (Selvi, 2014).

Despite the increasing number of non-native English-speaking teachers, there is still a global bias against non-native English speakers, especially in ELT. In addition, some non-native speakers of a language face challenges in terms of socio-cultural and racial socioeconomic differences, including feelings of anxiety, self-consciousness, and lack of confidence. These factors can impact non-native speakers' self-perception, and a negative self-perception causes linguistic insecurity. In the case of language teachers, lack of self-confidence and linguistic insecurity can hinder the process of teaching and learning.

Many scholars in different contexts have reviewed the term "linguistic insecurity". Linguistic insecurity was first mentioned in 1972 by an American linguist, William Labov. Labov defined linguistic insecurity as the speaker's confidence in the perceived correctness of their use of a language. Later, Bucci and Baxter (1984)

described linguistic insecurity as the speaker's negative self-perception concerning their speech variety. This might occur when the speaker compares the characteristics of their speech, in terms of phonetic and syntactic characteristics, with the expected "accurate" form of the spoken language. Thus, the concept of correctness and inferiority have been identified as the core elements of linguistic insecurity. Baron (1976) also described linguistic insecurity as the feeling of many non-native English speakers who recognize their errors. More recently, Meyerhoff (2006) stated that linguistic insecurity is the feeling that speakers have with their language variety as being inferior or inadequate. Finally, Hall, Smith, and Wicaksono (2011) explained the concept of linguistic insecurity as the speaker's belief that their lack of language variety in terms of speech and writing makes them somehow inferior. Therefore, despite some differences in the core elements of linguistic insecurity, most scholars agree that the term "linguistic insecurity" represents the concept of negative self-perceptions of an individual's language and their use of the language. In other words, linguistic insecurity is situational anxiety, and self-consciousness felt when using one's language. This is different from foreign language anxiety, where the fuel of the anxiety is the acquisition of the language.

Several studies have been conducted in the field of linguistic insecurity in different contexts (Labov, 1966; Owens & Baker, 1984; Daftari, 2016). For example, in the social context, Labov (1966) assessed the linguistic insecurity of the lower middle class in 1960s New York City. It was found that lower-middle-class members were more likely to experience linguistic insecurity. Some significant causes of this linguistic insecurity were a broad range of stylistic variations, fluctuation in given stylistic contexts, conscious attempts at correctness, and negative attitudes towards their native speech pattern. In a gender context, Owens and Baker (1984) used the CILI (Canadian Index of Linguistic Insecurity) and ILI (Index of Linguistic Insecurity) to assess the linguistic insecurity of male and female participants. The findings showed that women's linguistic insecurity was higher than that of men in ILI and the CILI.

In an educational context, Daftari and Travil (2017) examine non-native English-speaking teachers' linguistic insecurity and investigate its influence on learners'

productive skills by using SPSS software. The results indicated that Turkish EFL teachers experienced a low level of linguistic insecurity in their classrooms. Lee et al. (2017) researched by focusing on non-native English-speaking teachers' anxieties and insecurities. They examine non-native English-speaking teachers' self-perceived English proficiency levels, anxieties, or insecurities due to the participants' perceptions of communicative limitations and their strategies to reduce those anxieties or inferiority feelings. The results reveal that the participants possessed positive self-perceptions about themselves. They also perceived their strengths and weaknesses as non-native English-speaking teachers and believed that they could teach English as efficiently as native English-speaking teachers. In another study, Foo and Tan (2018) researched by focusing on the two concepts which have never been discussed in conjunction: the relationship between linguistic insecurity and linguistic ownership. This paper set a condition to test for the presence of linguistic insecurity and the exercise of linguistic ownership in 287 Singaporeans through a survey examining their use of English and their perceptions of other speakers in the Singapore English-speaking community and Singapore English itself. The results reveal that Singaporeans are linguistically insecure yet exercise full ownership of the English language.

However, there is still a gap in the research on non-native English-speaking teachers' linguistic insecurity that derives from English language teaching (ELT). Several studies have been conducted on linguistic insecurity in countries where English is used as a first or second language. However, these studies have largely employed quantitative methods. Very little research has been carried out on linguistic insecurity experienced by English as a foreign language (EFL) teachers and how this linguistic insecurity influences their teaching performance. Moreover, in the Thai context, qualitative research is rarely used to study linguistic insecurity. Thus, the present study adopted a case study approach to investigate Thai EFL teachers' linguistic insecurity and how linguistic insecurity influences their language performance. The present study fills an important gap in the current literature by focusing on non-native English-speaking teachers' insecurities.

## 1.2 Purposes of the Study

The present study focused on teachers' linguistic insecurity. Specifically, it aimed to investigate the influence of Thai EFL teachers' linguistic insecurity on their teaching performance. The following research question is formulated to guide the study:

- How does the Thai EFL participants' perceived linguistic insecurity influence their teaching performances?

## 1.3 Scope of the Study

The present study focused on Thai EFL teachers' linguistic insecurity and its influence on their teaching performance. The participants of this study were two Thai EFL teachers who teach at a public secondary school in the northeastern part of Thailand. The duration of the study was three months, and the participants were selected via purposive sampling. In addition, a case study approach was used to collect data, including classroom observation and semi-structured interviews, to acquire in-depth information related to teachers' linguistic insecurity.

## 1.4 Significance of the Study

This study was intended to provide a clear description of linguistic insecurity. Moreover, this research contributed more understanding and knowledge about linguistic insecurity in the Thai EFL context. It was also intended to shed light on how linguistic insecurity influence teachers' teaching performance. Another contribution of this study is that the present study's findings can serve as a guideline for future efforts aimed at developing teachers' skills, especially in Thai EFL teachers' context to increase their self-confidence in their English language teaching.

## 1.5 Definition of Terms

- 1.5.1 *Linguistic insecurity* refers to the feelings of self-consciousness, lack of confidence, sense of unease, and discomfort experienced by Thai EFL teachers when using the English language in class.
- 1.5.2 *Teaching performance* refers to the process of Thai EFL teachers' actions in the English class. In this present study, teaching performance focuses on how teachers produce and convey specific language points such as vocabulary used, grammar used, and pronunciation when speaking.

## 1.6 Structure of this Thesis

This present study includes five chapters:

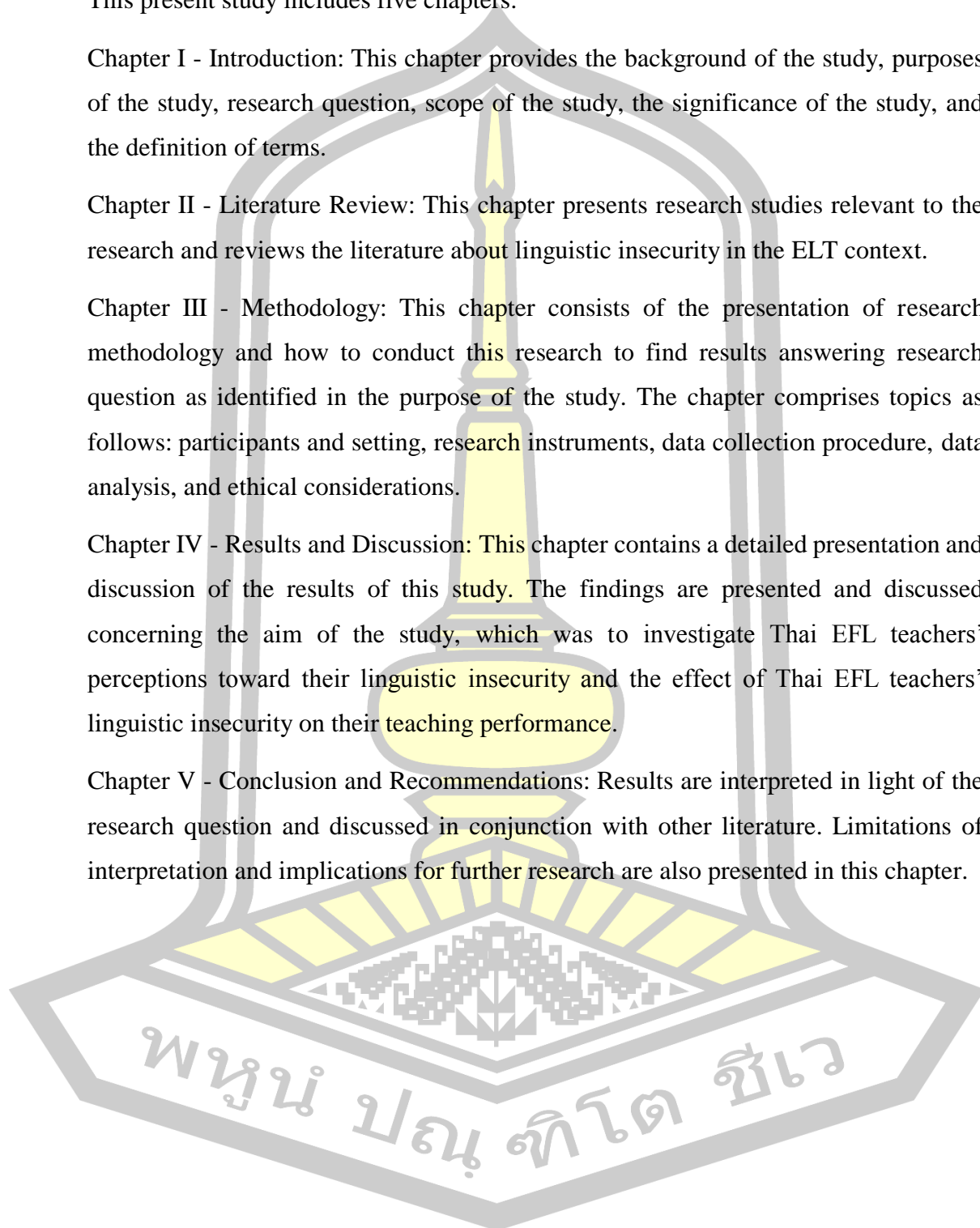
Chapter I - Introduction: This chapter provides the background of the study, purposes of the study, research question, scope of the study, the significance of the study, and the definition of terms.

Chapter II - Literature Review: This chapter presents research studies relevant to the research and reviews the literature about linguistic insecurity in the ELT context.

Chapter III - Methodology: This chapter consists of the presentation of research methodology and how to conduct this research to find results answering research question as identified in the purpose of the study. The chapter comprises topics as follows: participants and setting, research instruments, data collection procedure, data analysis, and ethical considerations.

Chapter IV - Results and Discussion: This chapter contains a detailed presentation and discussion of the results of this study. The findings are presented and discussed concerning the aim of the study, which was to investigate Thai EFL teachers' perceptions toward their linguistic insecurity and the effect of Thai EFL teachers' linguistic insecurity on their teaching performance.

Chapter V - Conclusion and Recommendations: Results are interpreted in light of the research question and discussed in conjunction with other literature. Limitations of interpretation and implications for further research are also presented in this chapter.



## **CHAPTER II**

### **LITERATURE REVIEW**

The present study focuses on teachers' linguistic insecurity in the Thai EFL context. The review of related literature aims to give a brief discussion on what is related to the focuses of this study. In this chapter, the researcher gathers literature reviews related to linguistic insecurity for various aspects to give a clear explanation and understand teachers' linguistic insecurity. This chapter comprises the topic of linguistic insecurity, teacher teaching performance, and previous researches.

#### **2.1 Linguistic Insecurity**

The main focus of the present research is to investigate the influences of linguistic insecurity on Thai EFL teachers' teaching performance. Therefore, the following section reviews the study conducted in linguistic insecurity, including definitions, sources, types, and common effects.

Linguistic insecurity can be described as a sense of unease, discomfort, or anxiety experienced when using or attempting to use one's first language or second language due to various environmental, perceptual, interpersonal, organizational, cultural, and social factors. In other words, linguistic insecurity refers to feelings of anxiety, self-consciousness, or lack of confidence in the speaker's language use. This anxiety comes from a speaker's belief that their use of language does not meet the standard of the native language.

##### **2.1.1 Definition of Linguistic Insecurity**

Linguistic insecurity is defined in various terms. The term linguistic insecurity was first clearly presented by linguist William Labov in his 1972 paper on the social stratification of the pronunciation of /r/. Labov (1972) describes linguistic insecurity as demonstrated by members of the lower middle class in their wider range of stylistic variation in speech, their fluctuation within a given stylistic context, their constant striving for correctness, and their strongly negative attitudes toward their native speech pattern. Then, Bucci and Baxter (1984) describe linguistic insecurity as the speakers' negative self-perception concerning the speech variety. It might happen when the speakers compare their phonetic and syntactic characteristics of speech with

an expected accurate form of the spoken language. This feeling of insecurity tends to be linked to a perception that one's accent, choice of words, and grammar fail to align with standardized language norms, leading to the fear of being discredited and deprived of identity as members of the community or society in which these norms circulate (Bretegnier & Ledegen, 2002). In other words, linguistic insecurity is based on the perception of a lack of correctness regarding one's speech rather than any objective deficiencies in a particular language variety. Francard (1993) explains linguistic insecurity as the linguistic awareness of speakers about the distance between their idiolect (or sociolect) and a language they recognize as legitimate because it belongs to the ruling class or the other communities.

As mentioned above, it can be concluded that the term "linguistic insecurity" describes as the speakers' negative self-perception concerning the speech variety. Moreover, in the present study, linguistic insecurity also refers to the feeling of not being good enough, having inadequate language skills, and lacking confidence that Thai EFL teachers have experienced.

### **2.1.2 Sources of Linguistic Insecurity**

The research in linguistic insecurity was conducted, focusing on the causes and manifestations of this phenomenon. However, the fact is that linguistic insecurity remains a complex and multiform reality, making it difficult to assess this phenomenon. Linguistic insecurity has situationally provoked the feeling of inadequacy regarding personal performance in specific contexts rather than a fixed attribute of an individual. This insecurity can lead to stylistic and phonetic shifts away from an affected speaker's default speech variety; these shifts may be performed consciously on the speaker's part or unconsciously by putting an effort to conform to the context-appropriate style of speech (Bucci and Baxter, 1984).

Linguistic insecurity is related to the perception of speech styles in any community, and according to Labov (1966), it may vary based on socioeconomic class and gender. It is also especially pertinent in multilingual societies. Baron (1976), a linguist and cultural historian, stated that there are two possible sources of linguistic insecurity: (1) the notion of more or less prestigious dialects and (2) the exaggerated idea of correctness in a language. It might be additionally suggested that this American

linguistic insecurity comes historically from a third source, a feeling of cultural inferiority (or insecurity). A particular case is a belief that somehow American English is worse or less proper than British English. Indeed, one can frequently hear comments made by Americans indicating that they regard British English as a superior form of English.

Although the term linguistic insecurity might be perceived as somewhat inadequate to refer to a procedure of evaluation of linguistic prestige, it would be justified by the consequences it had among speakers. Thus, hypercorrection, doubt, nervousness, self-correction, erroneous perception of one's speech pattern, or an essential fluctuation between different speech styles have been associating with insecure individuals' language usage (Labov, 2006).

### **2.1.3 Types of Linguistic Insecurity**

In the 1990s, the studies on linguistic insecurity were expanded to multilingual environments, and the initial intralinguistic perspective became an interlinguistic one, including language contact situations (Bretegnier, Calvet, de Robillard, 1996). As a result, there was a proposal to include the notion of linguistic insecurity, consisting of the status of languages in contact, or the relations between languages and individual and group identities, within the social and language dynamics of language contact situations (Calvet 1999; 2006).

Calvet explained three different types of linguistic insecurity, which can appear separately or together:

- 1) the formal or Labovian insecurity, resulting from speakers' perception of the distance between their native language uses and those they consider most prestigious;
- 2) the statutory insecurity, the consequence of speakers' negative evaluation of the status of the language they use, compared to that of another language or variety; and
- 3) identity insecurity occurs when speakers use a language or a linguistic variety differently from that used by the community, identify themselves within, and are members of (Calvet 2006, 133-45).



As one can observe, the first type of linguistic insecurity (formal insecurity) is an intralinguistic phenomenon between social varieties within the same language. In contrast, statutory or identity linguistic insecurity is an interlinguistic phenomenon between clearly differentiated languages or linguistic varieties perceived by speakers.

#### **2.1.4 Most Common Effects of Linguistic Insecurity**

Linguistic insecurity can have a negative impact on the individual speaker's confidence or comfort in using the language. For example, it can lead to a feeling that using the language may inconvenience others or that the individual's use of the language is not consistent with established norms and principles. Another negative impact of linguistic insecurity is that it can discourage the use of a language, which can lead to an erosion of capacities, a loss of confidence in one's mastery of the language, and even a loss of one's sense of freedom to use it. While research has shown linguistic insecurity impacting teachers' instructional practices and decisions to access certain kinds of professional development (e.g., Wernicke, 2017), it also reproduces traditional monolingual models of language learning. It uses, notably for students who may themselves be aspiring to become English teachers in the future.

##### **Hypercorrection**

Linguistic insecurity leads to hypercorrection, for the insecure speaker has not internalized his newly acquired norms and has no automatically applied rule to let him know where to stop in his correction. In sociolinguistics, hypercorrection refers to the non-standard use of language that results from the over-application of a perceived rule of language-usage prescription (Winford, 1978). In other words, hypercorrection is the speakers' attempt to precise some non-standard forms by revising on other forms for which the rules they are using do not apply. Linguistic hypercorrection can occur when a real or imagined grammatical rule is applied in an inappropriate context so that an attempt to be corrected leads to an incorrect result.

According to Jespersen and Menner (1937), it does not occur when a speaker follows "a natural speech instinct". Moreover, hypercorrection can be found in many languages and wherever multiple languages are in contact. A common instance of hypercorrection in English introduced by Lynch (2008) is that the use of the personal pronouns "you and I" as a correction of "me and you" in situations in which the

accusative personal pronoun “me” is more appropriate. Although, the use of “you and I” is assumed as the more grammatically proper form in the mind of many English speakers, that rule becomes over-applied when a speaker wants to compensate for perceived linguistic deficiencies. For example, since students have often been warned against using “me” as a subject, some use “I” whenever the first-person singular is needed, even though it might be the object of the verb, as presented in the sentence “David allowed my husband and I to use his desk.” A speaker may avoid linguistic insecurity and perceived stigmatization by projecting a more educated or formal identity and emulating what is recognized as a more prestigious speech variety.

### **Shifting Registers**

Another effect related to linguistic insecurity is shifting registers. A register is defined as a variety of languages used for a particular purpose or in a particular communicative situation. For example, when the setting of speaking is official or in public, an English speaker may be more likely to follow prescriptive norms for formal usage than in a casual setting: for example, by pronouncing words ending with -ing with a velar nasal instead of an alveolar nasal (e.g., “walking”, not “walkin”). Additionally, they instead choose words that are considered more formal (such as father vs. dad or child vs. kid) and refrain from using words considered non-standard, such as ain’t.

A register shift cannot always be accounted for by documenting the individual phonological differences in speech from one’s default speech variety to the newly registered speech variety. Instead, it may include a difference in the overall “tenor” of speech and how a speaker is distinguished from his/her interlocutors who are more experienced in interacting in that register. Furthermore, having to navigate in a linguistic register markedly different from one’s speech variety can be a catalyst for hypercorrection and other behavioral effects of linguistic insecurity that can further contribute to a sense of communicative inadequacy if the speaker feels he is not convincingly interacting in that linguistic register (Huspek, 1986).

### **2.1.5 Linguistic Insecurity of Non-native English-speaking Teachers**

Linguistic insecurity is often associated with one’s pronunciation, accent, choice of words, and grammar. In non-native teachers, this feeling of insecurity tends to happen

when teaching grammar, vocabulary, and pronunciation. Individuals may have preferences about teaching particular skills or components. Still, non-native teachers feel insecure when teaching special skills or elements if they feel linguistically insecure about that part. The emphasis on native-speaking teachers' correctness, whatever its source, seems to affect arousing feelings of linguistic insecurity among non-native speaking teachers. For non-native teachers of English, it means their acceptance of the negative stereotyping of their English by the native-speaking community, regardless of the kind of English spoken between its native speakers, is not appropriate to most non-native speaking communities (Jenkins, 2004).

According to Gagliardi and Maley (2010), almost 98% of Italian foreign language teachers are native Italian speakers who often describe their linguistic insecurity in the foreign language they teach as a significant professional weakness affecting their professional identity development. As non-natives, they experience the uneasiness of teaching a language associating with a culture that is rarely exposed to by them. It is not only the case with Italian foreign language teachers, but also with teachers in other countries. Most of the foreign language teachers in each country seem to be native speakers of that country, and the feeling of linguistic insecurity is familiar to all non-native teachers of foreign languages. Medgyes (1992) points out that non-native English-speaking teachers usually feel insecure about using language under their responsibility to teach. Due to this feeling, they are inclined to adopt two kinds of attitudes: pessimistic or aggressive. Both feelings are limit and can disturb the teaching process. To investigate the feeling of linguistic insecurity was the researcher's initial motivation to conduct this present study.

## **2.2 Speaking Skill**

Speaking is one of the language skills in everyday life used for communication. It is defined as an interactive process of constructing meaning that involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking is a productive oral skill usually performed by two or more people. Fulcher (2003, p. 23) defines speaking as "the verbal use of language to communicate with others." The information can be shared using verbal and non-

verbal communication in various contexts in which it occurs based on the participants themselves, the collective experiences, the physical environment, and the purpose for speaking. As Chaney (2002) states, speaking is a process of interaction between two or more people by developing and sharing ideas through verbal and non-verbal symbols in various contexts.

Brown (2007) states that the ability to speak focuses on two things, namely: the language form and function. The form of language will focus on how to use language that matches the pattern, structure, vocabulary, and language elements. Then, the language function will focus on how to use language elements and purpose. Similarly, Hammer (2001) states that the ability to speak fluently assumes not only the features of knowledge (e.g., speech, expressive, lexical and grammatical as well as language negation) but also skills for processing information (e.g., language processing, interacting with information processing and others). In addition, speaking can also be defined as a productive skill. It is the ability to communicate and express their ideas, thoughts, feelings, and needs in order to make sense.

Speaking in a foreign language can be influenced by psychological aspects that are: anxiety and self-confidence. When the learners have high feelings of anxiety, worry, fear, and less confidence in a foreign language class, they may have difficulty increasing their ability and acquiring language. Tsiplakides (2009) stated that speaking anxiety is a common phenomenon in learning English as a foreign language. English learners are more anxious in speaking foreign language because they have no ability and less practice in speaking English in class. In this study, speaking is defined operationally as Thai EFL teachers' ability to express themselves orally, coherently, fluently, and appropriately in EFL context to serve interactional purposes on grammar, vocabulary, and pronunciation where participants can express and use the right words in the correct sequence of utterance and produce clear pronunciation. In other words, they are required to show mastery of the following sub competence:

Linguistic competence: This includes the following skills:

- Using intelligible pronunciation.
- Following grammatical rules accurately.

- Using relevant, adequate, and appropriate range of vocabulary.

### **2.3 Teacher Teaching Performance**

Teacher teaching performance is another factor focused on in this present study. It refers to teachers' actions in the class regarding how teachers produce and convey specific language points such as vocabulary used, grammar used, and pronunciation when speaking. Since the assessment of teacher teaching performance is measurable by looking at teacher's competencies. Thus, this section was also gathering the literature review of teacher's competencies instead. Competencies focus on what and how the teachers must do to engage in the essential elements of teaching. It is also a combination of knowledge, ability, and experience that perfectly allows individuals to perform a task. The ability of a person to show a system that is related to the function in achieving performance goals is also known as competencies (Boyatzis, 1982). The term competence is often called a group of related knowledge skills and attitudes that affect one's duties, are closely related to job performance, and are measured according to certain standards.

Based on Iceberg Competency Model (Spencer & Spencer, 1993), the elements of competency are knowledge, skills, attitudes, personalities, and values. The three main things that need to be considered in determining the learning outcomes to be achieved by students are knowledge (cognitive), skills (psychomotor domain), and attitude (affective domain). The components contained in an assessment of competence are knowledge, attitudes, and skills (Carraciao & Englander, 2004). Iceberg's model said knowledge and skills developed and more easily identified than personality attitude, which is difficult to be identified, modified, and molded (Mestry, & Grobler, 2004). However, the attitude of personality is the most important factor and should be taken into account before determining the level of competence of a teacher than having the knowledge and skills needed in options education. In this study, Iceberg's model was employed as the element of teachers' competency in order to assess teacher teaching performance. Therefore, it can be concluded that teacher competence in teaching practice is a combination of knowledge, skills, and attitudes in effectively carrying out the practice of teaching practice.

## 2.4 Previous Studies

The research was conducted to review any connections with linguistic insecurity which have been accomplished in the past. As a result, a number of research studies have been carried out in foreign countries concerning linguistics insecurity in various contexts. The range of past research studies' years is between 1966 to 2019.

Labov (1966) performed a linguistic survey in 1960s New York City. He interpreted the linguistic insecurity of the lower middle class. The finding suggested that the lower-middle-class members have the most significant tendency toward linguistic insecurity. He also summarises the evidence that some significant causes of linguistic insecurity involve a broad range of stylistic variations, fluctuation in given stylistic contexts, conscious attempting for correctness, and negative attitude towards their native speech pattern.

Owens and Baker's (1984) researched 80 participants; 42 were female participants. They used the CILI (Canadian Index of Linguistic Insecurity) and ILI (Index of Linguistic Insecurity) test to complete the research. After the test, the finding indicates that women's linguistically insecure tend to be higher than men in both the ILI and the CILI. These findings are consistent with Labov's original New York study and lead to Owens and Baker's conclusion that women display more linguistic insecurity than men.

Another research study concerning linguistic insecurity done by Martinez & Petrucci (2004) on "linguistic insecurity among heritage language learners" looks at linguistic insecurity among heritage language students at the University of Texas. The purpose of the study was to identify different levels of linguistic insecurity among 145 students categorized as developmental and non-developmental learners enrolled in Spanish for Heritage Learners 113. To measure the linguistic insecurity of the students in the Spanish for Heritage Learners I courses, the researcher constructed a multi-part questionnaire. The findings indicated that the developmental learners were more confident in both their speaking and writing skills in Spanish than the non-developmental learners. However, this study is further limited in the explicit collection of linguistic self-confidence data.

Gagliardi and Maley (2010), almost 98% of Italian foreign language teachers are native Italian speakers who often describe their linguistic insecurity in the foreign language they teach as the significant professional weakness affecting their professional identity development. As non-natives, they experience the uneasiness of teaching a language associating with a culture that is rarely exposed to by them. It is not only the case with Italian foreign language teachers, but also with teachers in other countries.

To explore more about linguistic insecurity, Cho (2015) examines the socially constructed nature of significant linguistic insecurity with regard to the English language in Korean society as informed by neoliberalism. It explores how linguistic insecurity and linguistic perfectionism build upon each other. Participants are English-Korean translators and interpreters who spent extended periods of their youth abroad in English immersion contexts. The findings reveal that in contrast to the commonly held beliefs that returnees are competent and confident speakers of English, they suffer from anxieties related to unrealistically high “native-like” expectations of their English back home.

In terms of education, Daftari (2016) examined the linguistic insecurity of non-native English-speaking teachers (NNESTs) and investigated its influence on learners’ productive skills. The participants were eighteen teachers from different countries, primarily Asian, and they all work in a language institute in Ankara, Turkey. The learners who participated in this work were 300 intermediate, upper-intermediate and advanced English learners. The data related to teachers’ linguistic insecurity were gathered by questionnaires, semi-structured interviews, and proficiency tests. The findings illustrated some aspects of linguistic insecurity of Turkish EFL teachers and its possible sources. The result also revealed that there is no significant relationship between gender and linguistic insecurity. In other words, experienced teachers feel less linguistic insecurity than novice non-native English-speaking teachers. Furthermore, in the case of learners’ productive skills, no significant relationship was found between non-native English-speaking teachers’ linguistic insecurity and the learners’ writing and speaking scores.

Lee et al. 1. (2017) conducted the research by focusing on non-native English-speaking teachers' anxieties and insecurities. They examine non-native English-speaking teachers' self-perceived English proficiency levels, anxieties, or insecurities due to the participants' perceptions of communicative limitations and the strategies they use to reduce those anxieties or inferiority feelings. The results reveal that the participants possessed positive self-perceptions about themselves. They also perceived their strengths and weaknesses as non-native English-speaking teachers and believed that they could teach English as efficiently as native English-speaking teachers.

In another research study done by Tan (2019) was conducted the research by focusing on the two concepts which have never been discussed in conjunction: the relationship between linguistic insecurity and linguistic ownership. This paper set a condition to test for the presence of linguistic insecurity and the exercise of linguistic ownership in 287 Singaporeans through a survey examining their use of English and their perceptions of other speakers in the Singapore English-speaking community and Singapore English itself. The results reveal that Singaporeans are linguistically insecure yet exercise full ownership of the English language.

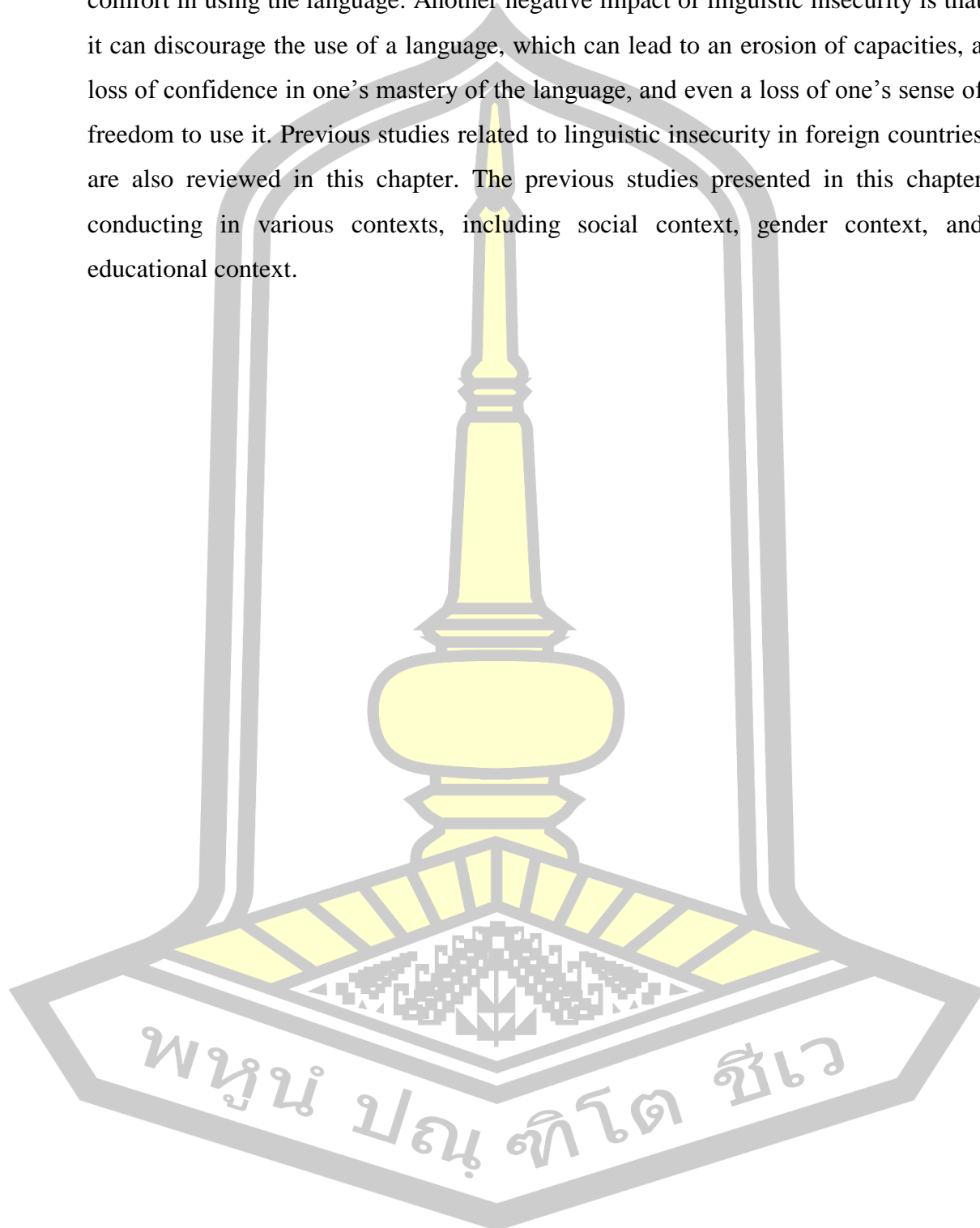
Based on the previous studies presented above, there are a number of research study conducted in any connections with linguistic insecurity: for example, linguistic insecurity in the social context, in the education context, and in gender context. The findings of each previous study indicated different results, like in gender context; women display more linguistic insecurity than men.

## **2.5 Summary of Chapter II**

Linguistic insecurity is the anxiety of speakers who usually feel that their use of language does not conform to standard English principles. It can be described as a sense of unease, discomfort, or anxiety experienced when using or attempting to use one's first language or a second language due to various environmental, perceptual, interpersonal, organizational, cultural, and social factors. In the present study, linguistic insecurity also refers to not being good enough, having inadequate language skills, and lacking confidence experienced by Thai EFL teachers. This chapter provides an insight into linguistic insecurity including, definitions, sources, types, and



common effects. Linguistic insecurity can hurt the individual speaker's confidence or comfort in using the language. Another negative impact of linguistic insecurity is that it can discourage the use of a language, which can lead to an erosion of capacities, a loss of confidence in one's mastery of the language, and even a loss of one's sense of freedom to use it. Previous studies related to linguistic insecurity in foreign countries are also reviewed in this chapter. The previous studies presented in this chapter conducting in various contexts, including social context, gender context, and educational context.



## **CHAPTER III**

### **METHODOLOGY**

The present study aimed to explore Thai EFL teachers' linguistic insecurity and its influence on teachers' teaching performances. A case study approach was used to gain a deeper understanding of Thai EFL teachers' linguistic insecurity in the Thai EFL context. It starts with a detailed description of the participants and the setting. This chapter also presents the method used during this study's conduct, including research instruments, data collection procedure, and data analysis. Finally, ethical considerations are discussed.

#### **3.1 Participants and Setting**

##### **Participants**

The participants were two Thai EFL teachers who work as English teachers. These two Thai EFL teachers are selected because they are likely to generate valuable data for this research. In addition, both participants are in-service teachers with more than five years of EFL teaching experience. All the English teachers from the selected secondary school in northeastern Thailand were asked to answer the Index of Linguistic Insecurity (ILI) questionnaires. In order to have a deeper understanding of the teachers' linguistic insecurity, two high-linguistic insecurity teachers were selected as the participants according to their scores in the questionnaires. The two Thai EFL teachers identify themselves as Thai EFL teachers who do not feel confident when teaching, feel stressed when teaching vocabulary, grammatical, and pronunciation sections, and believe they need to improve their English.

These two Thai EFL teachers (Teacher A and Teacher B) were the best fit to participate in the study for three reasons: (1) the participants teach at the secondary level, (2) the participants got high scores in the linguistic insecurity questionnaires, and (3) their willingness to contribute to the research. In addition, the two teachers were both qualified, with more than five years of EFL teaching experience. Therefore, the participants were asked to voice their opinions about how Thai EFL teachers' linguistic insecurity influences their teaching performances. Brief information of the participants is provided in detail in the following sections.

Teacher A: The first participant, “Teacher A”, is a female teacher. She has over eight years of EFL teaching experience. Teacher A held Bachelor’s degrees in English and Master’s degrees in Education. Now, she is teaching at the upper-secondary level. Her main subjects are English for Communication and English Listening and Speaking.

Teacher B: The second participant, “Teacher B”, is also a female teacher with nine years of experience in teaching EFL. Teacher A held Bachelor’s degree in Education. Teacher B is teaching for twelve years at a selected secondary school in the northeastern part of Thailand. Her main subjects are General English and English for Specific Purpose for the upper-secondary level.

### **Setting**

The researcher used purposive sampling to select the school. The present study was conducted in a secondary school in the northeastern part of Thailand. Qualitative research was purposively conducted in natural settings in order to ensure that as little as possible of the phenomenon to be studied is altered (Streubert & Carpenter, 1999). This school is a well-known secondary school in the northeastern region of Thailand. The school was founded 50 years ago. It is a large school with approximately 4,000 students as at the year 2020. There are various kinds of programs to foster students’ expertise. At the time of the study, there were 16 classrooms for the lower-secondary level, including the Enrichment Science Classroom (ESC), English Program (EP), and regular classrooms. The upper-secondary level consisted of 21 classrooms, including the Enrichment Program of Science, Mathematics, Technology and Environment (SMTE), Mathematics and Science program, Mathematics and English program, and English and Chinese program. In the foreign language building, all classrooms are equipped with various kinds of IT equipment: visualizer, LCD projector, microphone, a PC with internet access, and free wi-fi.

The total number of teachers in this school is around 250. The study was conducted in the foreign language department of this secondary school. There were 30 teachers in foreign language departments teaching Chinese and English. Amongst the 24 English teachers were asked to answer the index of linguistic insecurity questionnaire.

## **3.2 Research Instruments**

In order to address answers to the research question, the following two research instruments were used: classroom observation and semi-structured interviews. These instruments are described in detail in the following sections.

### **3.2.1 Classroom Observations**

Classroom observations were used to investigate Thai EFL teachers' perceptions of their linguistic insecurity while teaching in a classroom. The observations were carried out over four weeks. Each participant was observed three times. Field-note-taking was used during the observations. Specifically, this field-note-taking included notes about the teachers' use of English in the classroom and how linguistic insecurity influences teachers' teaching performances. The duration of the recording for each session was 50 minutes. After each teaching observation, the researcher conducted an informal 5-10-minutes interview with the participants based on their classroom activities in order to understand their linguistic insecurity.

### **3.2.2 Semi-structured Interview**

After observing both the participants, the researcher conducted semi-structured interviews. Semi-structured interviews were conducted with the two participants to collect in-depth qualitative data. According to Cohen and Manion (1994), interviews are a helpful tool to understand the factors governing behavior. Specifically, the semi-structured interviews were used to gain additional data on the participants' perceptions of their linguistic insecurity that were not reflected in the classroom observations and journals. The interviews were tape-recorded and later analyzed by the researcher. Both participants were separately interviewed by the researcher in the Thai language. However, the researcher often followed up the semi-structured questions with questions such as, "Why?" and "Can you tell me more?" This was the researcher's way to get a deeper meaning and richer understanding of the participant's experiences. Interviews were transcribed within a couple of days of occurrence, after which participants were able to review, verify and modify their comments. Finally, the scripts were sent to both participants for member checking. Subsequently, the transcripts were read twice by the researchers and categorized into themes. Each theme was then supported by direct verbatim to provide an audit trail.

### **3.3 Data Collection Procedure**

All of the data for the present study were collected during the 2020 academic year. After obtaining permission from the public secondary school, the classroom observations began. In classroom observation, the researcher observed the teachers' use of English in their speaking classes. After classroom observations, semi-structured interviews were conducted. The questions in the semi-structured interviews were based on the issues identified during the classroom observation and were structured in such a way as to understand the teachers' linguistic insecurity better. The interviews were conducted in Thai and lasted between 30 and 60 minutes. The interviews were recorded - with the consent of the participants - and then transcribed into themes.

### **3.4 Data Analysis**

After conducting the semi-structured interviews, the recorded interviews were transcribed and then coded to understand the participants' perspectives. Finally, the transcripts were analyzed using content analysis. The coding procedure began with careful reading of the data in order to identify recurring themes and sub-themes. After coding and transcribing, the data were categorized into themes for further content analysis.

The quality of qualitative research was established by trustworthiness. This study maintained trustworthiness via member checking. Johnson and Christensen (2008) identify that research has to have the accuracy or credibility of data, findings, and interpretation through some strategies. Thus, to ensure the trustworthiness of the qualitative data, this study applied the triangulation method. As Creswell (2008, p.266) stated, "Qualitative data requires triangulating among different data sources to enhance the study's accuracy. Triangulation is the process of corroborating evidence from different individuals (e.g., principal and a student), type of data (e.g., observation fields notes and interviews), or method of data collection (e.g., documents and interview) in descriptions and themes in qualitative research." To ensure the trustworthiness and credibility of data collection and interpretation, the following technique was used: member checking. This technique involved some participants in the research helping to check the accuracy of the data and findings (Creswell, 2012).

### **3.6 Ethical Consideration**

Ethics is the discipline that deals with what is right and wrong within a moral framework that is built on obligation and duty (Nation, 1997, p. 92). While conducting this study, the researcher ensured informed consent from all participants. They were also advised that they were under no obligation to answer any questions they may not have felt comfortable with. Participants were given advanced notice prior to the interview, a broad outline of the subject to be discussed, an indication of the type of information required of the participant, the reasons why the research was being carried out, and how the information they provided would be used. Before the commencement of each interview, the participants were told of the length of time involved in the interview, and sufficient time was allowed before and after the interview for the participant to ask any questions relating to the research topic. All participants signed a consent form stating that they were willing to participate in the interview; confidentiality and anonymity were ensured throughout the process.

### **3.6 Summary of Chapter III**

This study employed a qualitative approach, particularly a case study. A qualitative approach was selected in order to give rich elaboration and an understanding of phenomena. The case study was chosen for this study because this study was done on a small scale and would not attempt to make any generalizations. This qualitative study was conducted to explore teachers' linguistic insecurity and how it affects their teaching performance in the Thai EFL context. A case study approach was used to gain an in-depth understanding of Thai EFL teachers' linguistic insecurity. The data for the current study were collected by using classroom observation and semi-structured interviews. The data were analyzed using transcription and coding for content analysis. This chapter also describes the procedures conducted in the study, including participants, setting, research instruments, data procedure, and data analysis.

## CHAPTER IV

### RESULTS AND DISCUSSION

This chapter provides results collected from the data collection. It draws upon the main themes and presents the results that arose from classroom observation, the researcher's journal, semi-structured interviews, and subsequent data analysis. The key themes that emerged following data analysis of Thai EFL teachers' perceptions toward linguistic insecurity were: limited vocabulary knowledge, lack of grammar knowledge, and poor pronunciation. The findings also found themes related to the effects of linguistic insecurity on teachers' teaching performance—namely, a lack of confidence about English knowledge, poor performance in English language teaching, and negative self-concept of their English ability. The primary research question guided this study:

How does the Thai EFL participants' perceived linguistic insecurity influence their teaching performances?

#### 4.1 Research Results

In order to elicit a more transparent understanding regarding the participants' linguistic insecurity, classroom observation and semi-structured interviews were conducted alongside recording in the researcher's note-taking. In the semi-structured interviews, the participants reported experiencing insecurities when using English in classrooms as well as feelings of uneasiness and worry when using English in class.

Research Question: How does the Thai EFL participants' perceived linguistic insecurity influence their teaching performances?

The purpose of this research aims to investigate the influence of Thai EFL teachers' linguistic insecurity on their teaching performances. In order to answer this research question posed in this study, classroom observation and semi-structured interviews were conducted to investigate the influences of linguistic insecurity on Thai EFL teachers' teaching performance. During the semi-structured interviews and classroom observation, the participants revealed the influences of linguistic insecurity that obstruct their teaching performance. After the data were collected and analyzed to identify the effects of linguistic insecurity contributing to Thai EFL teachers' teaching

performance, three primary themes were identified: 1) lack of confidence about English knowledge, 2) poor performance of English language teaching, and 3) negative self-concept. These emerging themes demonstrated the main influences of linguistic insecurity on Thai EFL teachers' teaching performance.

### **Lack of Confidence about English Knowledge**

Lack of confidence about English knowledge when teaching and using English was stated as the primary influence of linguistic insecurity, which affected teaching performance. During the data collection process, the participants reported feeling nervous and overwhelmed when communicating in English due to their lack of confidence about English knowledge. They mentioned that this lack of confidence obstructs their teaching performance. Both participants reported that they are not confident in their language knowledge. The participants also stated that a lack of confidence in their English knowledge is the leading cause of their decreased teaching performance. This lack of self-confidence threatens the teachers with the belief that they are not good English speakers.

To understand why both teachers lack of confidence in English knowledge, the data were gained from two sources: classroom observations and semi-structured interviews. Below are the sections from the interviews that support the themes of anxiety or a sense of insecurity due to their lack of confidence about English knowledge:

#### **Teacher A**

##### **from the Semi-structured Interviews**

*"I was not confident, and I felt insecure. Especially in an advanced class, a few students had high proficiency in speaking English. I felt so anxious and nervous when I could not think of appropriate words to answer their unexpected questions, although I thought I had prepared for the class well. The problem that I am facing, in particular, is that I know only a little vocabulary. I do not have appropriate words to express my ideas. I remembered well when I was going blank in front of my students because I cannot answer my students' questions in English. That situation left me*



*confused and worried. Sometimes, I get very anxious when not prepared to speak, and I feel nervous when I misuse a word. Actually, I know what I am going to say, but I cannot think of the words. Due to linguistic insecurity, I often like to use simple words to explain the lesson. Almost every time I teach grammar sessions, I always had the feeling of linguistic insecurity before and during the class. I am not sure about my grammar knowledge, even if I have taught and learned grammar more than 100 times. I still was not confident and felt insecure. I can remember a few and simple pieces of vocabulary. In the last two weeks, in the English class of Grade 12, I had to teach them about passive voice in the English class without thorough preparation due to my personal situation. I was so nervous during the whole class. I skipped some parts that I am unsure about and assigned my students to research and do the presentation about this topic instead of teaching them. Moreover, when other teachers observe my class, I feel very stressed. I am concerned that I will pronounce or used some wrong words. As I teach at the secondary level, most of the lessons are very difficult for me. Sometimes I think I have enough training to deal with any teaching problem. In the class, I try to be confident and not be overwhelmed, even though some students are more fluent in speaking English than me. Recently, I just learned the correct pronunciation of the words 'sword,' 'athlete,' and 'error.'"*

**from Classroom observation**

*Class 1*

Teacher A started by asking some questions about the lesson of the last session. Then, she tried to speak English while giving instructions, asking questions, explaining words' meaning, and replying to students' questions. During Teacher A's teaching, she assigned students to read the passage in the textbook. Then, one student asked Teacher A to explain the meaning of the word "statutory." Teacher A looked at the textbook in her hand and said, "Umm, I allow you to find the meaning from your dictionary application." However, she did not answer the student's question.

*Class 2*

During Teacher A's teaching in this class, she used English to talk with her students. Then, when she explained the instructions, Teacher A switched to explanations in Thai. At first, Teacher A tried to explain in English, but she stammered and used many hesitation words such as um, er, and uh. Finally, before the time was up, Teacher A gave students the homework by saying, "Today's homework are found a short English passage in the online newspapers then แปลเป็นภาษาไทย."

### *Class 3*

Teacher A started introducing the lesson by saying, "Today, I will talk about..." Then, during the teaching, Teacher A asked the whole class, "Have you ever see about this topic?" After that, one of the students asked Teacher A to explain the rule of third conditional, to which Teacher A replied to the student, "It is your homework, you have to find the answer and tell me, next class."

## **Teacher B**

### **from the Semi-structured Interviews**

*"I sometimes think that my English knowledge is not good enough. And that may influence me, making me unconfident when I talk to my students. I felt like this insecurity hampered my teaching performance to produce output smoothly. When I teach grammar, I always assign my students to read about the rule or concepts of the lesson before coming to class. It can ease my feeling of anxiety. I tend to avoid teaching some difficult parts. It also reduces words production. I often explain the lesson in short sentences because I cannot think of the appropriate words. I am not sure if the words, sentences, and pronunciation I used in the class are correct. I did not feel confident because I had a sense of linguistic insecurity in my mind. I also felt nervous when I could not respond to my students' questions immediately. I could not give instructions clearly. Sometimes, while teaching, I have the feeling of uncertainty about the correct expressions and grammar to use. I sometimes could not give the right meaning immediately. I have to search on a dictionary*

*application on my cellphone. I felt rather uncomfortable when I did not know the meaning of a word in the textbook. Moreover, I often said some words of hesitation like umm. I just felt that my English knowledge is not enough. I preview the lesson before the class; otherwise, I get stressed in the classroom. In the first year of teaching, I felt very self-conscious about speaking the English language in front of students, especially in the special English class. I was afraid that students would notice when I am mispronouncing or using the wrong grammar. Moreover, I realize that I often use the wrong grammatical structure. I think that I cannot speak with the grammar correctly. I often produce sentences with wrong grammar. Sometimes, I mix up tenses. I end up using the past tense when I should be using the future tense. Another situation occurred when I teach about synonyms. I have prepared a list of vocabulary items and their synonyms. Then, one of my students asks me a word that I am not prepared to teach. At that moment, I felt nervous and do not know the synonym of that word. I told my student that ‘umm, let me think about it.’ I have to search again on the Internet. Sometimes I am self-conscious when I am not using the right word.”*

#### **from Classroom Observation**

##### *Class 2*

In Teacher B’s teaching class, one student asked Teacher B, “how can we say the sentence มีผู้บุกรุกป่าในทางตอนเหนือของประเทศไทย in English?” At that time, Teacher B picked her phone up and walked outside the class. Then, she returned and gave the student an answer.

According to the findings, linguistic insecurity influences teachers’ lack of confidence about English knowledge while teaching English. The finding presents a relatively common experience of language teachers, where teachers do not successfully use English in classroom communicative situations. The incomplete mastery of the target language can be provoking and lead to communication apprehension (Gregersen and Horwitz, 2002). Likewise, the lack of confidence in English knowledge can make learners uncomfortable (Williams and Andrade, 2008). The lack of confidence also

leaves teachers doubting their ability to succeed, making them hesitant to use English. Murdoch states a similar opinion (2003, “a teacher’s confidence was most dependent on his or her degree of language competence” (p. 258).

Moreover, Murray (2006) states that self-confidence is a firm belief. If a person is convinced of something, he/she is not worried about the outcome, as he/she simply takes it for granted that it will go well. Thus, self-confidence is a belief that someone has in his/her ability to succeed in a task, based on whether he/she was able to do that task in the past.

As the findings obtained from the study show, lack of confidence about English knowledge occupies an important place in the reasons for linguistic insecurity—a remarkable share, as both participants indicated that not being confident in their English knowledge put them in a terrible situation. They spent much time searching and preparing the lesson. Moreover, both participants also mentioned another situation that they cannot express their ideas in English. A similar opinion is stated by Bretegnier & Ledegen (2002) that this feeling of insecurity tends to be linked to a perception that one’s accent, choice of words, and grammar fail to align with standardized language norms, leading to the fear of being discredited and deprived of identity as members of the community. Furthermore, both participants mentioned that lack of confidence in English knowledge made them believe that they could not teach English as efficiently as native English-speaking teachers. From this mentioned, it is opposed to the previous study conducted by Lee et al. 1. (2017) revealed that the participants possessed positive self-perceptions about themselves. They also perceived their strengths and weaknesses as non-native English-speaking teachers and believed they could teach English as efficiently as native English-speaking teachers.

### **Poor Performance in English Language Teaching**

During the semi-interviews, the participants mentioned that another influence of linguistic insecurity was poor performance in their English language teaching. As teachers, the participants are demanded to be a suitable model to provide knowledge and give explicit instruction. However, the participants stated that linguistic insecurity hampered their ability to teach. Furthermore, they stated that linguistic insecurity also disturbed them most when speaking in front of students. It can therefore be said that

poor performance in English language teaching is another theme that emerges from the content analysis. Furthermore, the possibility of mispronouncing a word seems to provoke anxiety in teachers as well. To support this claim, the data collected from the research instruments are shown below:

### **Teacher A**

#### **from the Semi-structured Interviews**

*“Actually, my serious element in language teaching is pronunciation. I am concerned about my accent. Some native teachers who work here told me that I speak English with a Thai accent. When I am teaching, the feeling of insecurity affects my pronunciation teaching regarding my poor pronunciation. I was not confident to give my student an example to pronounce the word. I often use the online dictionary to show my students how to pronounce the words. One day, while teaching, I mispronounced the word ‘promise’ as ‘prɔmai,’ and one student immediately corrected me by saying ‘I think this word should be pronounced as “prɔmis.”’ Then I got so embarrassed and insecure about my pronunciation. I cannot answer the questions raised by students. Sometimes, I admit to my students honestly and tell them that I will check after class and let them know in the next class. Another situation that shows my poor performance in English language teaching occurred while I was teaching grammar lessons for a special English program. One student asked me to tell the class what is the difference between and how to use ‘who’ and ‘whom’ correctly in the sentence. At that moment, I am a bit insecure because I did not know the difference between ‘who’ and ‘whom.’ Then I told the class that I will print out and distribute the sheet of this topic rule next time.*

### **Teacher B**

#### **from the Semi-structured Interviews**

*“Due to my linguistic insecurity, I was not confident to show my students how to pronounce each word. I am often concerned and worried about my accent because some of my co-working teachers told me that I speak English with a*

*Thai accent. When I made a mistake in pronunciation, some students were picking me up by saying, 'Teacher, could you please pronounce it again? I think you are wrong in pronouncing that word.' This situation increases the sense of linguistic insecurity. I felt like I was being judged by my students and worried about if my students looked down on me because of this situation. Last semester, I can remember I tried to give my student the example of how to pronounce the words 'will' in a short form: she'll, I'll, We'll, and so forth. I could not give a clear example, and then my students asked me to clarify the correct pronunciation. It was a bit difficult to understand in terms of intonations. Another situation to confirm my claim is when my students asked me to give examples of the sentences regarding the grammar rule that I had taught them. I was blank for a minute and said, 'let me think.' I prefer to use other media to help me to explain the lesson in order to conceal my linguistic insecurity."*

According to the interview excerpts above, all participants mentioned that they could not perform the teaching well as expected due to their sense of linguistic insecurity. Furthermore, the participants revealed that linguistic insecurity also obstructs their English language teaching as they have to use other media such as an online dictionary and YouTube to help them explain the lesson during the class. The interview results yielded an interesting finding that teachers' linguistic insecurity can influence teaching performance as the participants are always concerned about maintaining a correct and fluent accent. In this regard, this may be one of the first studies investigating the effect of linguistic insecurity on EFL teachers' teaching performance, as the researcher could not find any similar studies in the literature dealing with EFL teachers' teaching experience. Apart from the effect of linguistic insecurity leading to participants' poor performance in English language teaching, the interviews also revealed that the participants' feelings of insecurity as well as other anxieties, including fear of making mistakes and having a bad accent, can lead to linguistic insecurity to develop into foreign language anxiety.

### **Negative Self-concept**

Negative self-concept toward the ability to use English language was another effect of linguistic insecurity that led to more unsatisfactory teaching performance. During the data collection process, the participants reported they have a negative self-concept regarding their abilities to use English and their abilities in teaching English. The participants also added that their negative self-concept has occurred since they noted that they as a teacher have linguistic insecurity. As a result, it sometimes reduced their teaching performance below their expectations. Additionally, the theme of negative self-concept was clearly explained in the following interview excerpts:

#### **Teacher A**

##### **from the Semi-structured Interviews**

*“I feel like my English skills are inadequate. I often compare myself with other teachers. I think that other teachers have good English skills and perfect teaching performance. The most serious concern is my thought that my English teaching is insufficient as I cannot perform well in English teaching class. I am incapable of giving clear instructions to my students by using English only. I was concerned about my accent, my grammar knowledge, and my vocabulary knowledge. I am even not able to give my students examples to pronounce the word because I realize that my accent is so terrible, and it is not even similar to the native accent. I prefer to use both Thai and English in the teaching process, even if the course requires teachers to interact with students in English only. I do this because I do not trust my skills. Sometimes, even if well-prepared for the in-detail lesson step by step, I am still not able to perform an impressive lesson. In other words, I am incapable of making my students understand the lesson.”*

#### **Teacher B**

##### **from the Semi-structured Interviews**

*“I sometimes thought that my English teaching skills are not good enough. I am often awestruck when I realize that I forget to preview the lesson. I always had the feeling of linguistic insecurity before and during the class. I honestly*

*say that I am an unqualified English teacher. I am not sure about my skills, even if I am familiar with each English lesson. I spent a lot of time preparing each lesson. I am unable to teach without preparing the lesson. Last month, one of my students asked me to check her self-introduction script for a university interview, and I immediately told student to get the feedback the next day. Even if it is a short and simple script, I cannot give feedback instantly. I have to check it in-depth. Sometimes, I think that my English ability is inadequate. It can be said that I cannot teach or use it without thorough preparation.”*

From what the participants say in the extracts above, although the interview excerpts exposed that the participant of this study has a negative self-concept on the abilities to use English and the abilities to teach English. The participants also mentioned that their negative self-concept directly affects their teaching performance. This opinion is consistent with the studies conducted by Tonelson (1981), Burns (1982), and Tabassum (2014). These studies showed that teachers' positive self-concept contributes significantly toward their teaching performance as well as their students' achievement in learning. Both participants also indicated uneasiness about their abilities in teaching English led to decreased confidence in using English and significant anxiety.

Both participants also indicated uneasiness about their abilities in teaching English led to decreased confidence in using English and significant anxiety. A similar opinion is stated by Wernicke (2017) that linguistic insecurity impacts teachers' instructional practices and decisions to access certain kinds of professional development, and it also reproduces traditional monolingual models of language learning and use, notably for students who may themselves be aspiring to become English teachers in the future. In addition, it is also similar to the opinion of Bucci and Baxter (1984) that linguistic insecurity is the speakers' negative self-perception concerning the speech variety. For example, it might happen when the speakers compare their phonetic and syntactic characteristics of speech with characteristics of an expected accurate form of the spoken language.



## 4.2 Conclusion

This qualitative study examines teachers' linguistic insecurity and how it affects their teaching performance in a Thai EFL. A case study approach is used to gain an in-depth understanding of Thai EFL teachers' linguistic insecurity. In order to elicit a more transparent understanding regarding the participants' linguistic insecurity, classroom observation and semi-structured interviews were conducted alongside the use of the researcher's note-taking. In addition, the findings found three themes related to the influence of linguistic insecurity on their teaching performance: a lack of confidence about English knowledge, poor performance in English language teaching, and negative self-concept toward their English ability.



## CHAPTER V

### CONCLUSION AND RECOMMENDATIONS

This chapter summarizes the findings from the previous chapter, which are presented in the conclusion. The limitations of the study are also included. In addition, the chapter also provides some suggestions for the readers related to the matter as well as for further study in the field.

#### 5.1 Conclusion

Based on the research findings discussed in the previous chapter, the researcher is able to conclude that the present study attempted to propose the influences of linguistic insecurity on teachers' teaching performance. This present study provided understandings of Thai EFL teachers' linguistic insecurity through the perception of the Thai EFL teachers in the northeastern part of Thailand. It is well-defined that linguistic insecurity exists and is perceived by Thai EFL teachers. Therefore, the purposes of the present research study were to investigate the influence of linguistic insecurity on their teaching performance. The results from the data collection procedure revealed three influences of linguistic insecurity on Thai EFL teachers' teaching performance: lack of confidence about English knowledge, poor performance in English language teaching, and negative self-concept toward their English ability.

Linguistic insecurity has been found to have negative effects on the well-being of the teachers as well as on the quality of instruction inside the foreign language classroom. All research participants acknowledged that they feel insecure while speaking English in class. The participants even expressed that they feel unprofessional when they believe they cannot speak English well and maintained that they try to skip situations that show their incapability in English. The understanding of Thai EFL teachers' linguistic insecurity gained from the present study can be used as a guideline to decrease the feeling and the effects of linguistic insecurity on teachers' teaching performance when speaking. Language teachers must be aware of linguistic insecurity's existence. As presented in this study, the semi-structured interviews and classroom observation provided valuable insights from Thai EFL teachers'

perspectives based on their teaching experience and their use of English in authentic communicative situations.

## **5.2 Limitations of the Study**

The findings of the present study helped further our understanding of teacher linguistic insecurity. However, there are limitations that this study encountered, and which should be kept in mind when working with its findings and should also be addressed in future research on linguistic insecurity and foreign language teaching anxiety.

Although this study was fruitful in producing evidence about teacher linguistic insecurity, several limitations must be noted. Firstly, the study included only two Thai EFL teachers as participants. It is certainly possible that other teachers in the same or different contexts could have different reactions. However, there were significant similarities between the two Thai EFL teachers, and the comments reported in this study will not be surprising to researchers and teacher educators familiar with the literature on linguistic insecurity and foreign language anxiety. Furthermore, the teachers were asked to voice their self-perceptions regarding speaking ability. However, it is essential to bear in mind that as self-perceptions data may be biased, such data have a limited validity.

This study was a case study, and the results were not intended to be generalized. This study focused on Thai EFL teachers' experiences of linguistic insecurity regarding speaking anxiety. Indeed, the participants were selected from secondary schools in northeastern Thailand. Future studies may wish to include a larger number of participants in the same or different contexts. The effects of teacher language anxiety on teaching specific language skills such as reading, writing, speaking, or listening could also be examined. As elaborated upon in chapter four, in the present study, a teacher's diary could not be utilized as a research tool; however, future studies may opt to employ a teacher's diary with anxious or insecure teachers to investigate the effects teachers' linguistic insecurity, or foreign language anxiety may have on pedagogical performance and preferences.

### 5.3 Pedagogical Implications

In this part, the researcher elaborates on the pedagogical implications of the research based on their reflections. In the present study, lack of confidence in English knowledge, poor performance in English language teaching, and negative self-concept were the main influences of linguistic insecurity on Thai EFL teachers' teaching performance. These influences are related to teachers and teaching performance. Both teachers in this study believe that linguistic insecurity might be one of the issues which hinder teachers' teaching progress in their classroom. It is consistent with the opinion stated by Wernicke (2017) that linguistic insecurity can impact teachers' instructional practices and decisions to access certain kinds of professional development.

Firstly, the study has implications for EFL learners and EFL teachers who are learning and teaching English as a foreign language as they should be aware of the feeling of insecurity that may arise in language teaching performance. The present study's findings suggest that teachers need to be aware of the causes that lead to linguistic insecurity. An exhaustive list of the influences of linguistic insecurity has been presented in this study. Teachers should especially be aware of such influences, namely lack of confidence about English knowledge, poor performance in English language teaching, and negative self-concept. These kinds of influence of linguistic insecurity are directly affecting teachers' teaching performance, as mentioned in the research studies conducted by Tonelson (1981), Burns (1982), and Tabassum (2014).

Secondly, teachers should consider creating an anxiety-free environment in the classroom in order to improve teaching performance. As has been proven by this study, if not dealt with, linguistic insecurity could have a long-term negative impact on both teaching and learning. They should be ready to acknowledge any feelings of linguistic insecurity they might be experiencing. However, anxiety is a sensitive issue, and many individuals might find it difficult to talk about it. This is especially the case for in-service foreign language teachers, who might see it as a loss of face given. As linguistic insecurity can have a negative impact on the individual speaker's confidence that it can discourage the use of a language, which can lead to an erosion

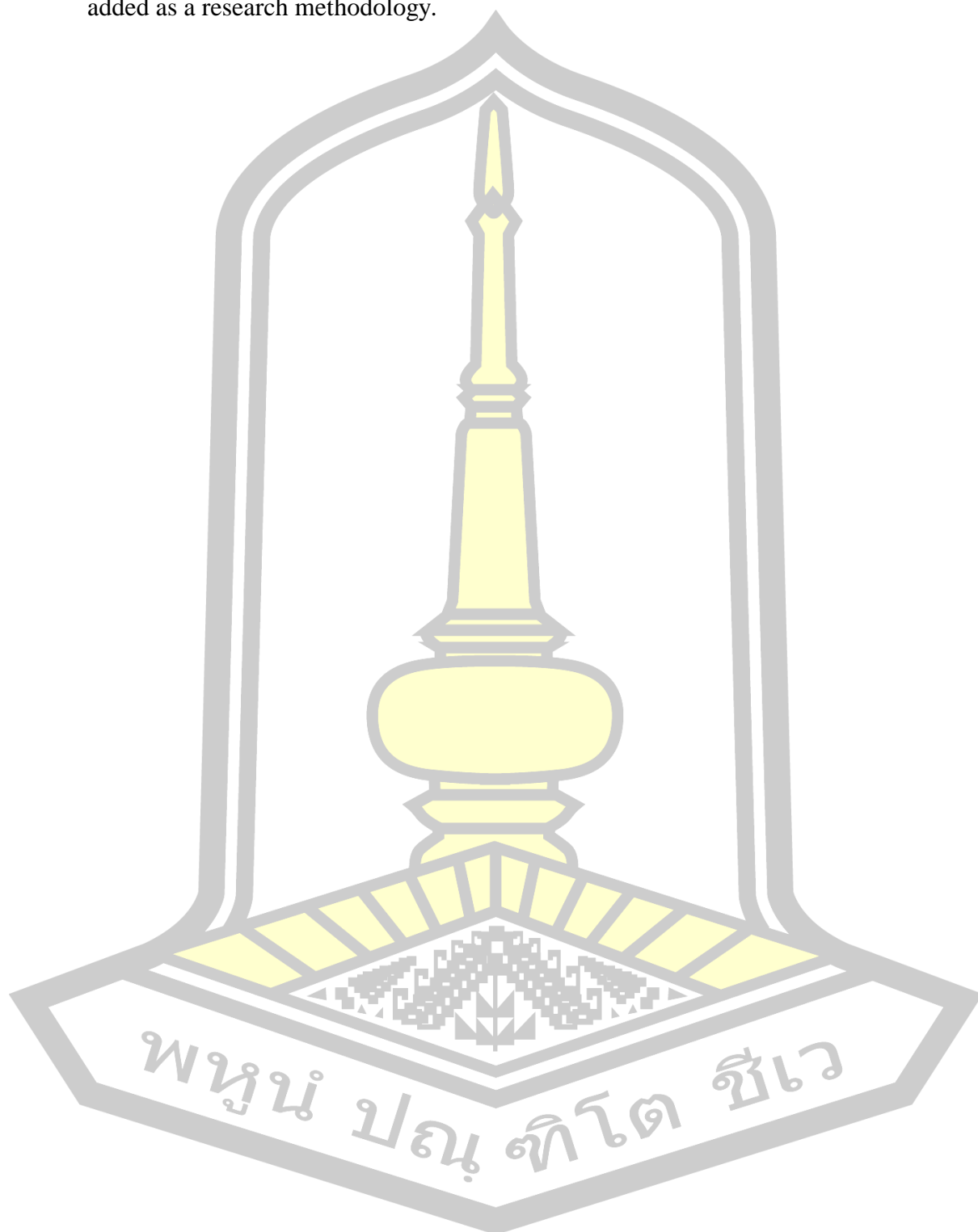
of capacities, a loss of confidence in one's mastery of the language, and even a loss of one's sense of freedom to use it. (Wernicke, 2017)

Finally, another pedagogical implication is professional development. It is an important element of ongoing education and support, especially among Thai EFL teachers. Unfortunately, these professional development opportunities have tended to be centered on pedagogical strategies that relegated teachers to an exclusive position as language learners, rather than allowing for a combination of linguistic and cultural. In order to facilitate these types of learning opportunities, an emerging emphasis is being placed on offering extended workshops to in-service teachers that attend to language development and effective interaction within professional contexts, in conjunction with intercultural learning and decolonizing and inclusive teaching practices that respond to new or redesigned school curricula. Linguistic insecurity also reproduces traditional monolingual models of language learning and use, notably for students who may be aspiring to become English teachers in the future. (Wernicke, 2017) Therefore, teacher training programs should also recognize the phenomenon of linguistic insecurity and should ensure that they sensitize EFL learners and EFL teachers to the potential ways it could impact them.

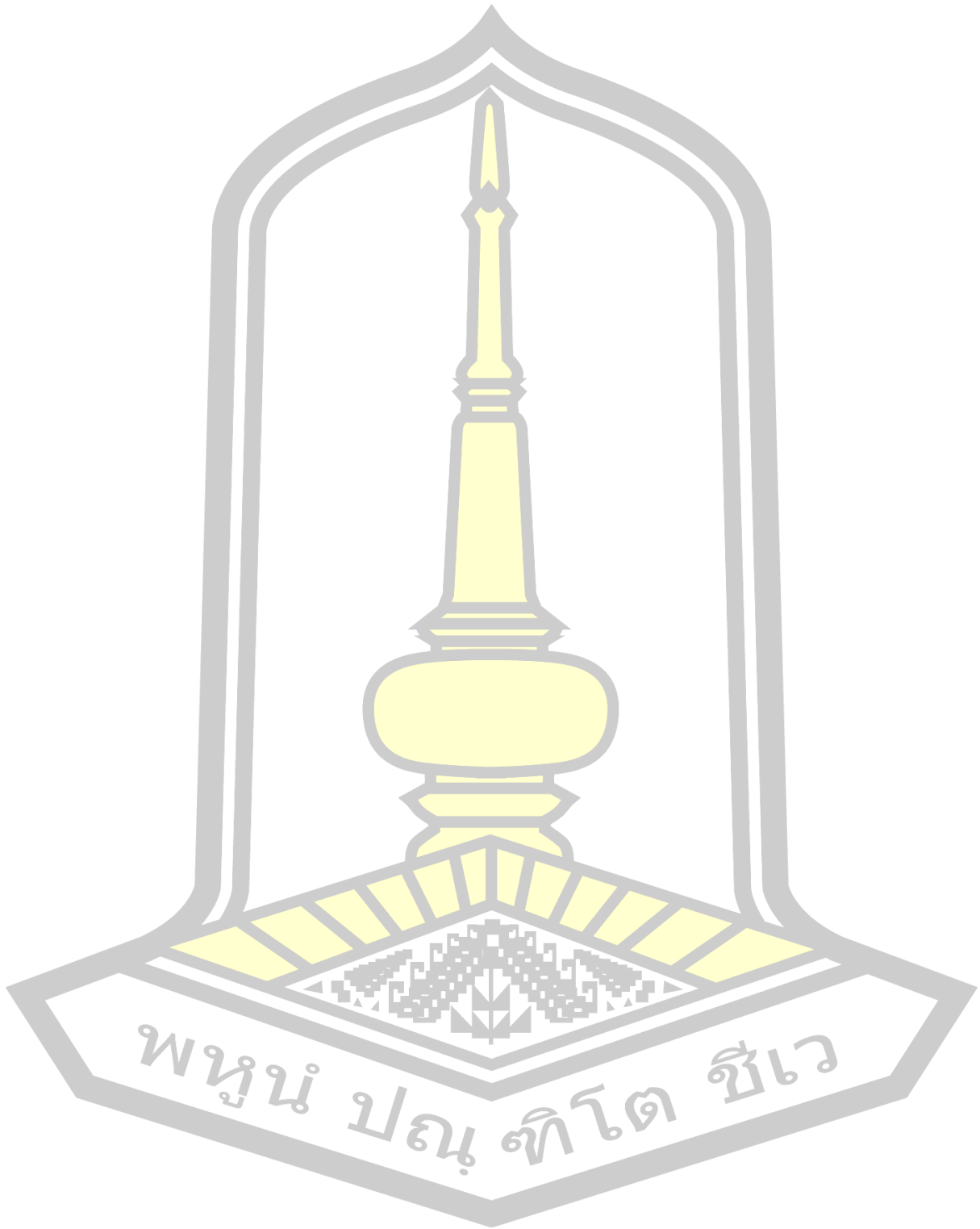
#### **5.4 Recommendations for Further Study**

The findings of this study were based on the data from only two Thai EFL teachers from the selected secondary school in the northeastern part of Thailand. To confirm the results, this research should be replicated with more teachers at different secondary schools and different educational levels in various academic disciplines. This study focused on investigating the influences of Thai EFL teachers' linguistic insecurity on teaching performance. Further research should also take account of other aspects such as the influences of linguistic insecurity on English skills. In addition, research on the effects of linguistic insecurity among Thai EFL teachers and strategies to cope with linguistic insecurity would be interesting. Studies on Thai EFL teachers' linguistic insecurity are needed to raise awareness and gain further insight into EFL teachers' linguistic insecurity. Moreover, in order to get a deeper understanding of teachers' linguistic insecurity and assess classroom issues and teaching realities that

cannot be identified through direct research observation, teachers' diaries should be added as a research methodology.



**REFERENCES**



## References

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of the Japanese. *Modern Language Journal*, 78(2), 155-168.
- Allard, R. & Landry, R. (1998). *French in New Brunswick*. In J. Edwards (ed.). *Languages in Canada* (p. 202-225). Cambridge, UK: Cambridge University Press.
- Aslrasouli, M., & Vahid, M. S. P. (2014). An investigation of teaching anxiety among novice and experienced Iranian EFL teachers across gender. *Procedia-Social and Behavioral Sciences*, 98, 304-313
- Bailey, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. W. Seliger & M. H. Long (Eds.), *Classroom oriented research* (pp. 67–103). Rowley, MA: Newbury House.
- Balestra, A., Martínez, G. A., & Moyna, M. I. (2008). *Recovering the U.S. Hispanic linguistic heritage: Sociohistorical approaches to Spanish in the United States*. Houston, Texas: Arte Público Press.
- Baron, D. E. (1976). *Linguistic Insecurity: The Effect of Attitudes toward Language on Language Production*. *Flowers of Evil*. Retrieved from <http://eric.ed.gov/PDFS/ED137817.pdf>.
- Bekleyen, N. (2004). Foreign language anxiety. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 13(2), 27-39.
- Brown, H. D. (1994). *Principles of language and Teaching* Englewood Cliffs.
- Brown, H.D. (2000). *Principle of Language Learning and Teaching* (4th Ed.). Pearson Education: Longman.
- Bucci, W., & Baxter, M. (1984). Problems in linguistic insecurity in multicultural speech contexts. *Annals of the New York Academy of Sciences*, 433, 185–200. Retrieved from <https://doi.org/10.1111/j.1749-6632.1984.tb14767.x>



- Canessa, L. (2004). *A study of non-native foreign language teachers and their feelings of foreign language teaching anxiety* (Unpublished Master's Thesis). The University of Texas, Austin.
- Canilao, M. L. E. N. (2020). Foregrounding Philippine Englishes in fostering linguistic equality. *Asian Englishes*, 22(2), 195-215.
- Chang, G.B.Y. (1996). A study of anxiety in Chinese EFL learners. *Teaching and Research*, 18, 68-90.
- Chang-Cheng, J. (2005). The relationship of foreign language anxiety of oral performance achievement, teacher characteristics and in-class activities. Unpublished M.A. Thesis, Ming Chun University, Taipei City.
- Cheng, Y. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals*, 35(6), 647-656.
- Cheng, Y., Horwitz, E., & Schallert, D. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49, 417-446.
- Cho, J. (2015). Sleepless in Seoul: Neoliberalism, English fever, and linguistic insecurity among Korean interpreters. *Multilingual*, 34(5), 687-710.
- Cubukcu, F. (2007). Foreign Language Anxiety. *Iranian Journal of Language Studies*, 1(2), 133-142.
- Daftari, G. E. (2016). A study of linguistic insecurity among Turkish teachers of English. *International Journal of English Language Education*, 4(2), 117-130.
- Daly, J., & Wilson, D. A. (1983). Writing apprehension, self-esteem and personality. *Research in the Teaching of English*, 17, 327-342.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Foo, A. L., & Tan, Y. Y. (2019). Linguistic insecurity and the linguistic ownership of English among Singaporean Chinese. *World Englishes*, 38(4), 606-629.

- Gagliardi, C. & Maley, A. (2010). *EIL, ELF, Global English: Teaching and Learning Issues*. Bern: Peter Lang.
- Ganschow, L., Sparks, R., Anderson, R., Javorshy, J., Skinner, S., & Patton, J. (1994). Differences in language performance among high-, average-, and low-anxious college foreign language learners. *The Modern Language Journal*, 78(1), 41-55.
- Gardner, R. C., Lalonde, R. N., Moorcroft, R., & Evers, F. T. (1987). Second language attrition: The role of motivation and use. *Journal of Language and Social Psychology*, 6, 29-47.
- Goshi, M. (2005). Foreign Language classroom Anxiety: How Should the Classroom Teacher Deal with it? *Journal of the School of Marine Science and Technology*, 3(2), 61-66.
- Gregersen, T. S. (2005). Non verbal cues: Clues to the detection of foreign language anxiety. *Foreign Language Annals*, 38, 388-400.
- Hall, C. J., Smith, P. H., & Wicaksono, R. (2015). *Mapping applied linguistics: A guide for students and practitioners*. New York: Routledge.
- Heng, C. S., Abdullah, A. N., & Yusof, N. B. (2012). Investigating the construct of anxiety in relation to speaking skills among ESL tertiary learners. 3L: *The Southeast Asian Journal of English Language Studies*, 18(3), 155-166.
- Horwitz, M. B, Horwitz, E. K., & Cope, J. A. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70(2), 125-132.
- Horwitz, E. K. (1996). Even teacher get the blues: Recognizing and alleviating non-native teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29(3), 365-372.
- Horwitz, E. K. (2001). Language Anxiety and Achievement. *Annual Review of Applied Linguistics*, 21, 112-126.
- Huspek, M. R. (1986). Linguistic variation, context, and meaning: A case of in'variation in North American workers' speech. *Language in Society*, 15(2), 149-163.

- Inthakanok, I. (2009-2011). Speaking anxiety of a group of Thai EFL university students: Its sources and coping strategies. *Journal of Education Silpakorn University, 1-2*, 82–101.
- İpek, H. (2006). *Foreign language teaching anxiety* (Unpublished PhD Dissertation). Anadolu University, Turkey.
- Jaramillo Urrutia, L., & Medina Gutiérrez, A. S. (2011). Adolescents' awareness of environmental care: experiences when writing short descriptive texts in English. *Profile Issues in Teachers Professional Development, 13*(1), 11-30.
- Jenkins, J. (2004). ELF at the gate: the position of English as a Lingua Franca. In *Proceedings of the 38th IATEFL International Conference* (pp. 33 - 42). IATEFL.
- Kibbee, D. A. (2003). Language policy and linguistic theory. *Languages in a globalising world*, 47-57.
- Kim, S. Y., & Kim, J. H. (2004). When the learner becomes a teacher: Foreign language teaching anxiety as an occupational hazard. *English Teaching, 56*(1), 165-186.
- Klanrit, P., & Sroinam, R. (2012). EFL teacher's anxiety in using English in teaching in the language classroom. *International Journal of Social Science and Humanity, 2*(6), 493-496.
- Kleinmann, H. H. (1977). Avoidance behavior in adult second language acquisition. *Language Learning, 27*, 93-107.
- Kongchan, C., & Singhasiri, W. (2008). Teachers' anxiety about using L2 in EFL classrooms. *Proceedings of the 16th Annual Korea TESOL International Conference: Responding to a Changing World. Seoul, Korea. 25 – 26 Oct. 2008.* p. 145– 149.
- Kota, O. (2005). Language anxiety from the teacher's perspective: Interviews with seven experienced ESL/EFL teachers. *Journal of Language Learning, 3*(1), 230-249.

- Labov, W. (1966). *The social stratification of English in New York City*. Washington D.C.: Center for Applied Linguistics.
- Labov, W. (1972). *Sociolinguistic patterns*. Philadelphia, PA: University of Pennsylvania Press.
- Labov, W. (1990). The intersection of sex and social class in the course of linguistic change. *Language Variation and Change*, 2(2), 205-254. Retrieved from doi:10.1017/S0954394500000338
- Labov, W. (2001). *Principles of Linguistic Change, Social Factors*. Oxford, UK: Blackwell.
- Labov, W. (2006). *The social stratification of English in New York City*. Cambridge: Cambridge University Press.
- Levine, G. S. (2003). Student and instructor beliefs and attitudes about target language use, first language use, and anxiety: Report of a questionnaire survey. *Modern Language Journal*, 87(3), 343-364.
- Liu, M. (2007). Anxiety in oral English classrooms: A case study in China. *Indonesian Journal of English Language Teaching*, 3(1), 119-137.
- Liu, M. (2009). *Reticence and anxiety in oral English lessons*. Bern: Peter Lang.
- Lund, R. J. (1991). A comparison of second language reading and listening comprehension. *Modern Language Journal*, 73, 32-40.
- Lynch, A. (2008). The linguistic similarities of Spanish heritage and second language learners. *Foreign Language Annals*, 41(2), 252-381.
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language learning*, 39, 251-275.
- MacIntyre, P. D., & Gardner, R. C. (1994). The subtle effects of language anxiety on cognitive processing in the second language learning. *Language learning*, 44(2), 283-305.

- MacIntyre, P. D., Noels, K. A. & Clement, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language Learning*, 47(2), 265-287.
- Mahmoodzadeh, M. (2012). Investigating foreign language speaking anxiety within the EFL learner's interlanguage system: The case of Iranian learners. *Journal of Language Teaching and Research*, 3(3), 466.
- Marwan, A. (2007). Investigating students' foreign language anxiety. *Malaysian Journal of ELT Research*, 3, 37-55.
- Matsuda, S., & Gobel, P. (2001). Quiet apprehension: Reading and classroom anxieties. *JALT Journal*, 23, 227-247.
- Martinez, G. A., & Petrucci, P. R. (2004). Institutional dimensions of cultural bias on the Texas-Mexico border: Linguistic insecurity among heritage language learners. *Critical Inquiry in Language Studies: An International Journal*, 1(2), 89-104.
- Maum, R. (2002). Nonnative-English-Speaking Teachers in the English Teaching Profession. ERIC Digest. Retrieved from <https://files.eric.ed.gov/fulltext/ED470982.pdf>
- McCroskey, J. C. (1987). Willingness to communicate. In J. C. McCroskey & J. A. Daly (Eds.) *Personality and interpersonal communication* (p. 129-156). Thousand Oaks, CA: Sage.
- Medgyes, P. (1992). Native or non-native: Who's worth more?. *ELT Journal*, 46(4), 340-349. Retrieved from <http://doi.org/10.1093/elt/46.4.340>
- Medgyes, P. (1994). *The Non-Native Teacher*. London: Macmillan.
- Medgyes, P. (2001). When the teacher is a non-native speaker. *Teaching English as a second or foreign language*, 3, 429-442.
- Menner, R. J. (1937). Hypercorrect Forms in American English. *American Speech*, 12(3), 167-178.
- Merç, A. (2011). Sources of foreign language student teacher anxiety: A qualitative inquiry. *Turkish Online Journal of Qualitative Inquiry*, 2(4), 80-94.

- Meyerhoff, M. (2018). *Introducing sociolinguistics*. Milton: Routledge.
- Milroy, J., & Milroy, L. (2002). *Authority in language: Investigating Standard English (3<sup>rd</sup> ed.)*. Abingdon: Taylor & Francis.
- Mosaddaq, D., & Barahmeh, Y. (2016). A study of sources of EFL student teachers' anxiety during their practicum experience. *European Journal of Research and Reflection in Educational Studies*, 4(1), 16-25.
- Na, Z. (2007). A Study of High School Students' English Learning Anxiety. *Iranian EFL Journal*, 9(3), 22-34.
- Nazara, S. (2011). Students' perception on EFL speaking skill development. *Journal of English Teaching*, 1(1), 28-43.
- Numrich, C. (1996). On becoming a language teacher: Insights from diary studies. *TESOL Quarterly*, 30(1), 131-151.
- Onwuegbuzie, A. J., Bailey, P., Christine, E., & Daley C. E. (1999). Factors associated with foreign language anxiety. *Applied sociolinguistics*, 20(2), 218-239.
- Owens, T. W., & Baker, P. M. (1984). Linguistic insecurity in Winnipeg: Validation of a Canadian index of linguistic insecurity. *Language in Society*, 13(3), 337-350. Retrieved from <https://doi.org/10.1017/S0047404500010538>
- Öztürk, G. (2012). *Foreign language speaking anxiety and learner motivation: A case study at a Turkish state university* (Unpublished master's thesis). Middle East Technical University, Turkey.
- Öztürk, G., & Gürbüz, N. (2013). The impact of gender on foreign language speaking anxiety and motivation. *Procedia-Social and Behavioral Sciences*, 70, 654-665.
- Pappamihel, N. E. (2002). English as a second language students and English language anxiety: Issues in the mainstream classroom. *Proquest Education Journal*, 36(3), 327-355.
- Philips, E. M. (1991). Anxiety and oral competence: Classroom dilemma. *French Review*, 65, 1-13.

- Preston, D. R. (2013). Linguistic insecurity forty years later. *Journal of English Linguistics*, 41(4), 304–331.
- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with anxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 101-108). Englewood Cliffs, NJ: Prentice Hall.
- Sadighi, F., Sahragard, R., & Jafari, S.M. (2009). Listening Comprehension and Foreign Language Classroom Anxiety among Iranian EFL learners. *Iranian EFL Journal*, 3(7), 137-152.
- Saito, Y., & Samimy, K. K. (1996). Foreign language anxiety and language performance: A study of learner anxiety in beginning, intermediate, and advanced-level college students of Japanese. *Foreign Language Annals*, 29(2), 239-251.
- Saito, Y., Horwitz, E. K., & Garza, T. J. (1999). Foreign language reading anxiety. *The Modern Language Journal*, 83(2), 202-218.
- Saltan, F. (2003). *EFL speaking anxiety: How do students and teachers perceive it?* (Unpublished Master's Thesis). Middle East Technical University, Turkey.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28, 129-142.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10, 209-231.
- Sellers, V. D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals*, 33, 512–520.
- Shillingford-Butler, M. A., Patel, S. H., & Ngazimbi, E. E. (2012). The role of the professional school counselor in reducing teacher anxiety. *Ideas and Research You Can Use: VISTAS 2012*.
- Spielberger, C. D. (1983). *Manual for the State Trait Anxiety Inventory*. California: Consulting Psychologists Press.

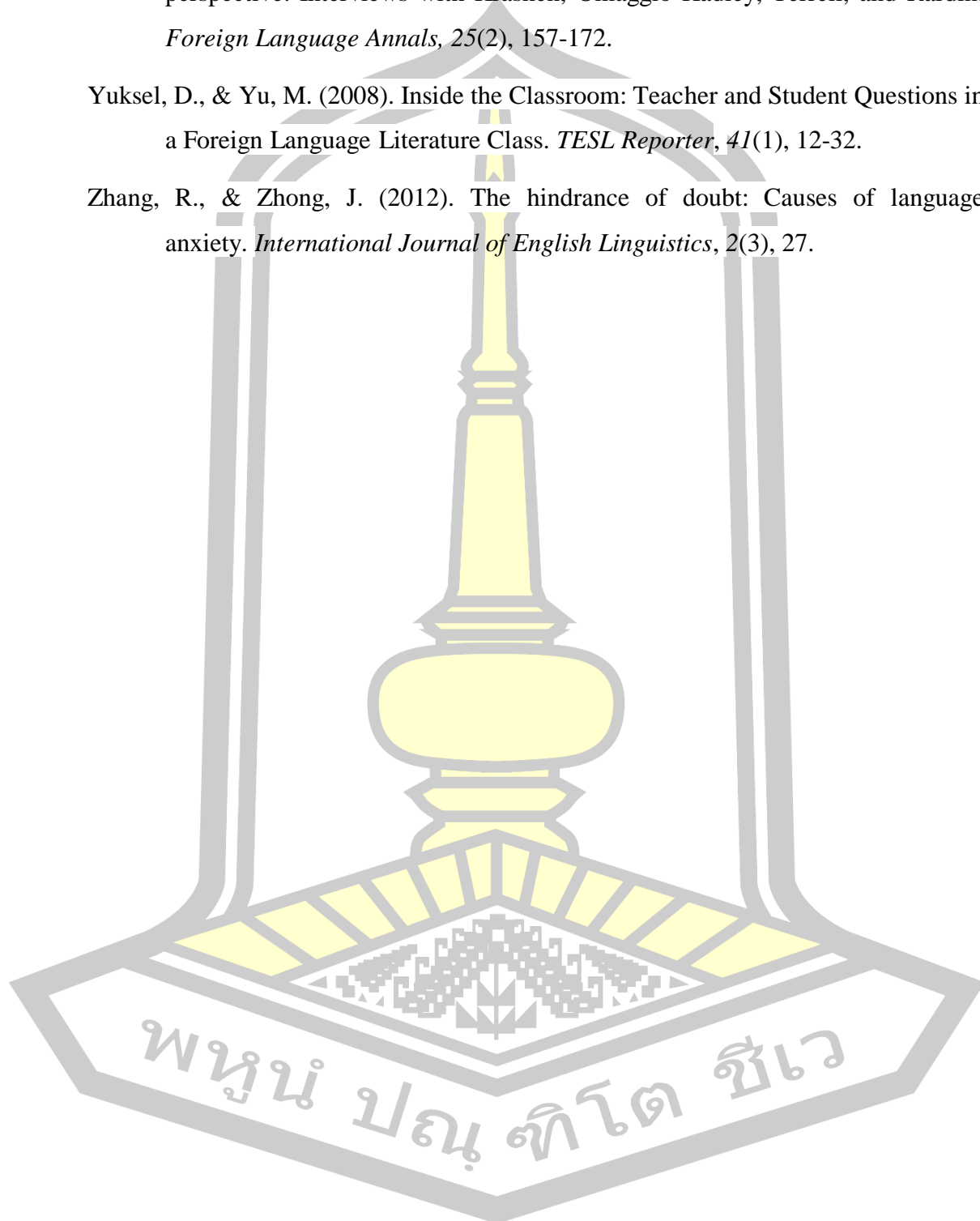
- Spielmann, G., & Radnofsky, M. L. (2001). Learning language under tension: New directions from a qualitative study. *The Modern Language Journal*, 85(2), 259-278.
- Tanveer, M. (2007). *Investigations of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language* (Unpublished Master's Thesis). University of Glasgow, Scotland.
- Tarone, E. (1983). On the variability of interlanguage systems. *Applied Linguistics*, 4, 142-163.
- Tseng, C. (2005). *Taiwanese English teachers' language anxiety: A comparison study between elementary school and high school teachers* (Unpublished Master's Thesis). The University of Texas, Austin.
- Tum, D. O. (2010). *A study of non-native teachers' and student teachers' feelings of foreign language teaching anxiety* (Unpublished Master's Thesis). The University of Texas, Austin.
- Tum, D. O. (2012). Feelings of language anxiety amongst non-native student teachers. *Procedia Social and Behavioral Sciences*, 47, 2055-2059.
- Williams, L. S. (1991). The effects of a comprehensive teaching assistant training program on teaching anxiety and effectiveness. *Research in Higher Education*, 32(5), 585-598.
- Winford, D. (1978). Phonological hypercorrection in the process of decreolization: the case of Trinidadian English. *Journal of Linguistics*, 14(2), 277-291.
- Winford, D. (1978). *Grammatical hypercorrection and the notion of "system" in creole language studies*.
- Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23(6), 539-553.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does the language anxiety research suggest? *Modern Language Journal*, 75, 425-439.

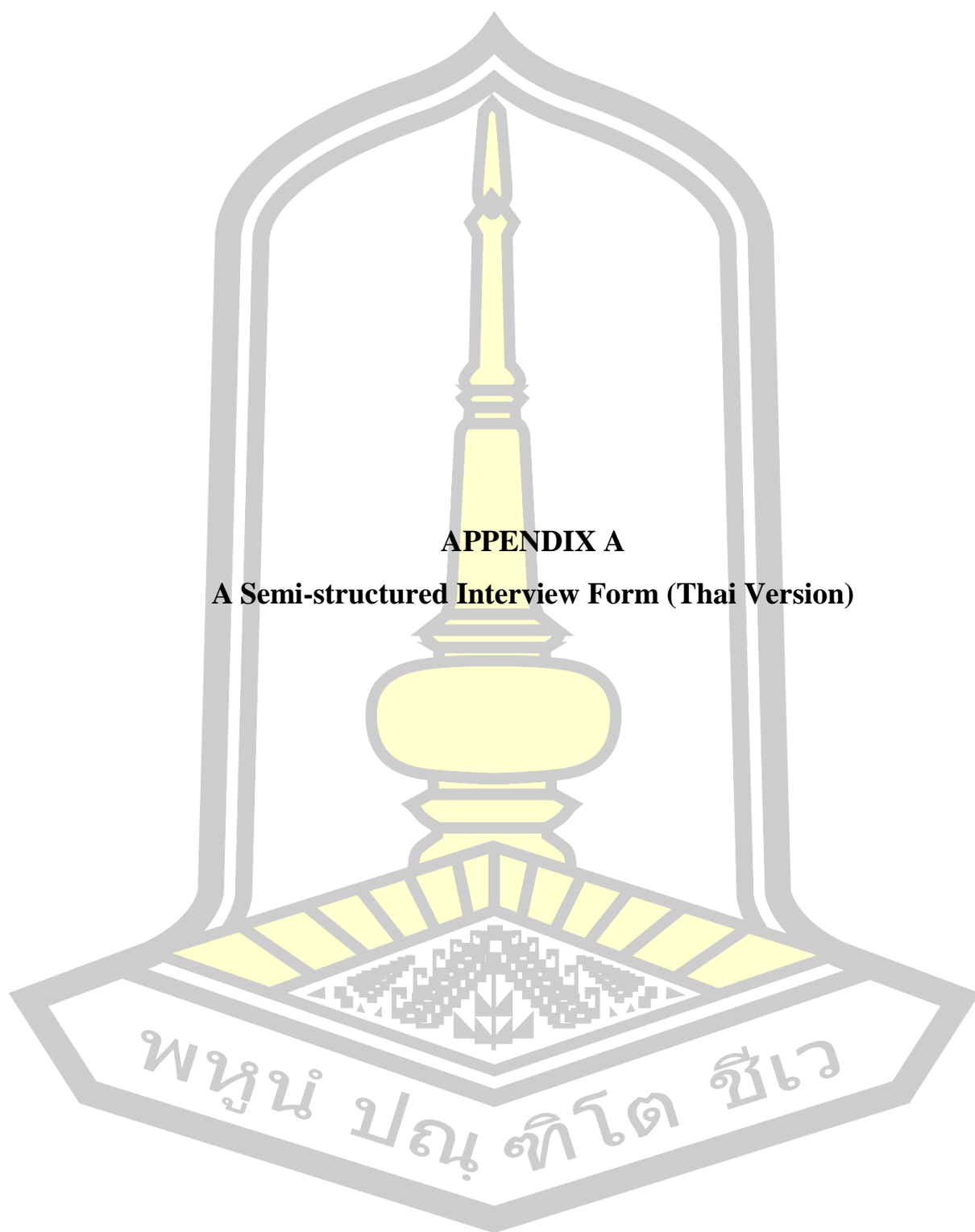


Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25(2), 157-172.

Yuksel, D., & Yu, M. (2008). Inside the Classroom: Teacher and Student Questions in a Foreign Language Literature Class. *TESL Reporter*, 41(1), 12-32.

Zhang, R., & Zhong, J. (2012). The hindrance of doubt: Causes of language anxiety. *International Journal of English Linguistics*, 2(3), 27.





**APPENDIX A**  
**A Semi-structured Interview Form (Thai Version)**

## แบบสัมภาษณ์เพื่อการวิจัยแบบกึ่งโครงสร้าง

เรื่อง การศึกษาความไม่มั่นใจทางภาษาของครูชาวไทยที่สอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

ชื่อผู้วิจัย : นางสาวปาลดี จันทร์ตรี

**คำชี้แจง** แบบสัมภาษณ์นี้ใช้สัมภาษณ์กลุ่มตัวอย่างที่เป็นครูชาวไทยที่สอนภาษาอังกฤษในฐานะภาษาต่างประเทศในโรงเรียนมัธยมแห่งหนึ่งที่ตั้งอยู่ทางภาคตะวันออกเฉียงเหนือของประเทศไทย เพื่อศึกษาความไม่มั่นใจทางภาษาของครูชาวไทยที่สอนภาษาอังกฤษ ทางผู้วิจัยขอยืนยันและรับรองว่าข้อมูลดังกล่าวจะเป็นความลับและจะไม่ถูกเผยแพร่ในช่องทางใด ๆ อันส่งผลกระทบต่อชื่อเสียงผู้ตอบและตัวตนของผู้สัมภาษณ์จะไม่ถูกเปิดเผยไม่ว่ากรณีใด ๆ ก็ตาม

วันเดือนปี ที่สัมภาษณ์ : .....  
 เริ่มการสัมภาษณ์ เวลา.....น. จบการสัมภาษณ์ เวลา.....น

### ตอนที่ 1 ข้อมูลเกี่ยวกับผู้สัมภาษณ์

ประสบการณ์ทางการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ.....

.....

.....

.....

ประสบการณ์ในการได้รับการอบรมทั้งในประเทศและต่างประเทศ.....

.....

.....

บริษัททั่วไปของโรงเรียน.....

.....

.....

.....

พูน บณฺ์ ตีโต ชีเว

## ตอนที่ 2 ประเด็นในการสัมภาษณ์

1. คุณช่วยเล่าความรู้สึกของท่านขณะที่ทำการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ

.....

.....

.....

2. ท่านเคยรู้สึกกังวลกับคำถามเกี่ยวกับไวยากรณ์ คำศัพท์หรือการออกเสียงที่นักเรียนถามในชั้นเรียนหรือไม่?

.....

.....

.....

3. อะไรทำให้คุณรู้สึกกังวลหรือไม่มั่นใจในการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ?

.....

.....

.....

4. คุณแสดงความไม่มั่นคงทางภาษาในห้องเรียนอย่างไร?

.....

.....

.....

5. คุณมักจะรู้สึกกังวลเมื่อมีการถูกรุ้ท่านอื่นสังเกตการสอนหรือไม่? ถ้าใช่เพราะอะไร?

.....

.....

.....

6. ในการจัดการเรียนการสอน ท่านคิดว่าทักษะใดที่คุณถนัดมากกว่ากัน?

.....

.....

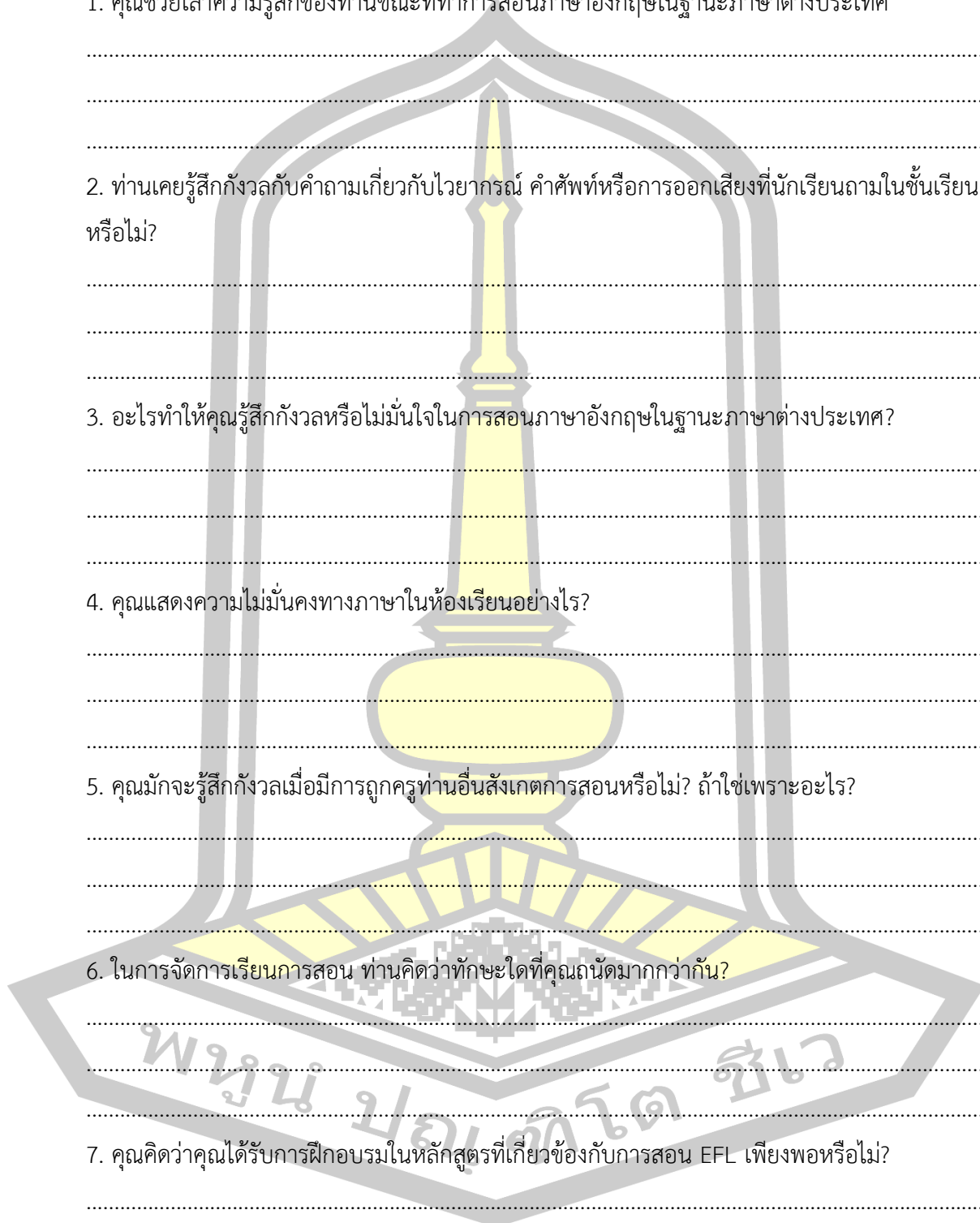
.....

7. คุณคิดว่าคุณได้รับการฝึกอบรมในหลักสูตรที่เกี่ยวข้องกับการสอน EFL เพียงพอหรือไม่?

.....

.....

.....



8. คุณคิดว่าคุณสามารถตอบสนองความต้องการของผู้เรียนได้ทุกประเภทหรือไม่? และผู้เรียนกลุ่มใดที่คุณรู้สึกสบายใจในทำการสอนมากกว่ากัน?

.....

.....

.....

9. ในความคิดของคุณ คุณคิดว่านักเรียนให้ความสนใจกับบทเรียนของคุณหรือไม่?

.....

.....

.....

10. คุณคิดว่าความไม่มั่นใจทางภาษาส่งผลต่อประสิทธิภาพของการสอนคุณหรือไม่?

.....

.....

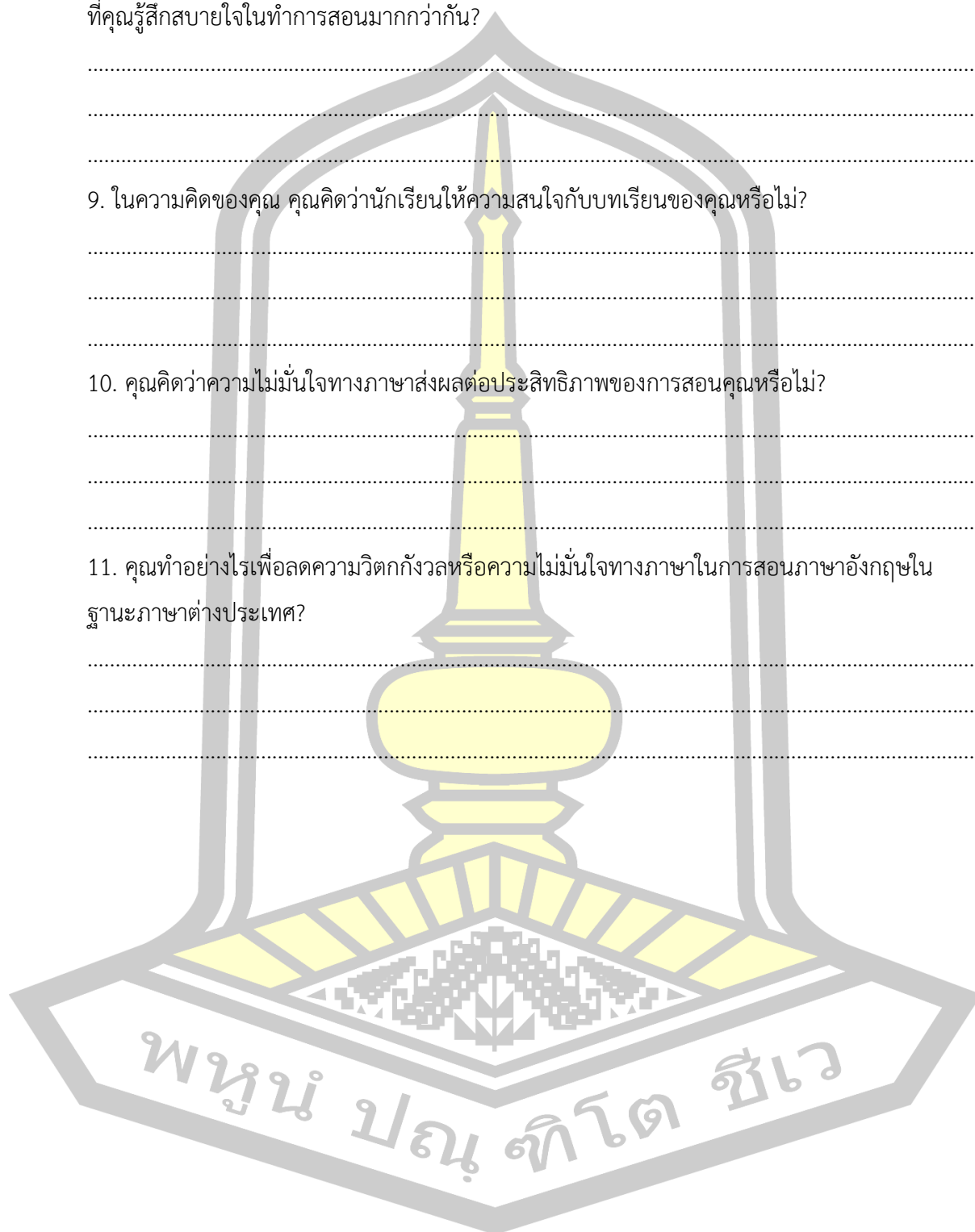
.....

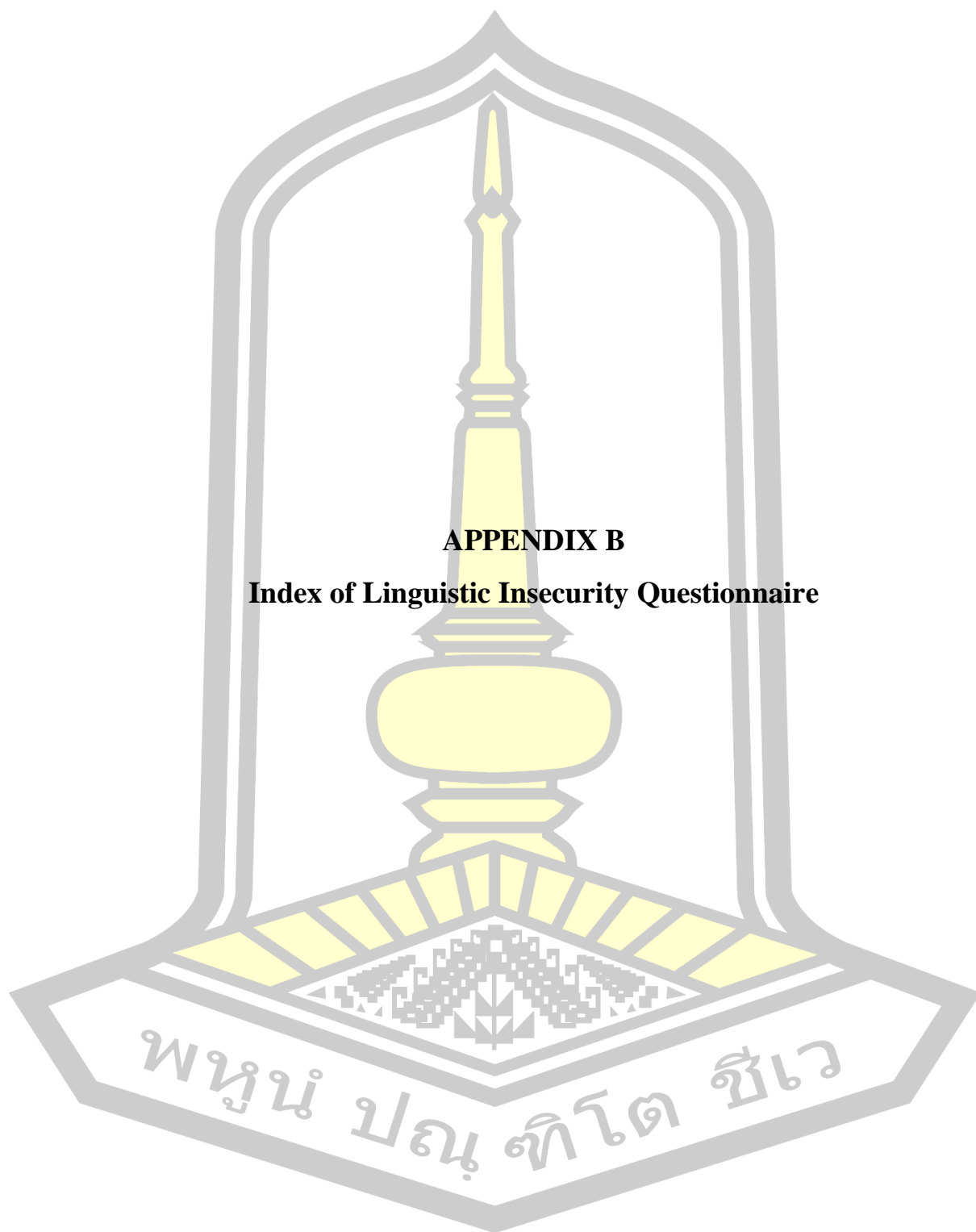
11. คุณทำอย่างไรเพื่อลดความวิตกกังวลหรือความไม่มั่นใจทางภาษาในการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ?

.....

.....

.....





**APPENDIX B**  
**Index of Linguistic Insecurity Questionnaire**

### Index of Linguistic Insecurity Questionnaire

Dear Respondent,

I am conducting a research study in which I will be investigating Thai EFL teachers' perceptions toward their linguistic insecurity and the effect of linguistic insecurity on Thai EFL teachers' teaching performance. The information gathered from this study will be used only for my study and all the information will remain anonymous.

Thank you,  
Palatee Jantri

Name (optional) : .....

Gender :  Male  Female

Age : .....

How long have you been teaching English? : .....

Which other languages do you use when teaching English (if any)? : .....

1. What is the qualifications do you hold?

.....  
 .....  
 .....

2. In the last 2 years, have you attended any in-service training or workshop related to your ELT?

Yes, please specify.....

No

พหุบัณฑิต ชีวะ

3. Please respond to the following questions by placing a check mark (√) in the answer box that most closely matches your everyday. Note that each choice includes a percentage.

A always (99%)

B almost (87%)

C usually (75%)

D half the time (50%)

E sometimes (25%)

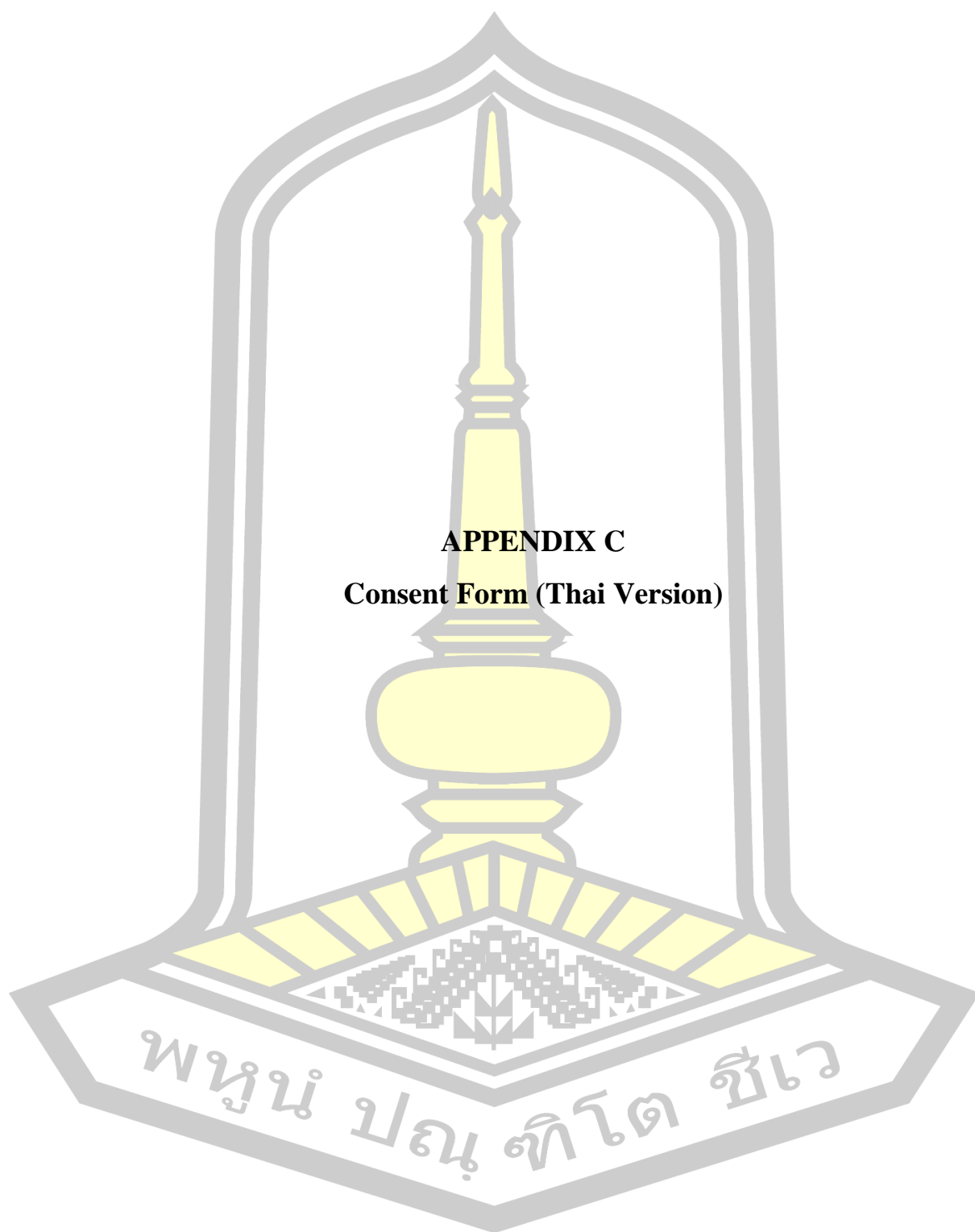
F rarely (12%)

G never (1%).

If you have no ideas, leave it blank.

|    | Items   | A | B | C | D | E | F | G |
|----|---|---|---|---|---|---|---|---|
| 1  | I lose information when I listen to a conversation between some native English speakers.  |   |   |   |   |   |   |   |
| 2  | I feel uncomfortable when talking to a native English speaker.  |   |   |   |   |   |   |   |
| 3  | I spend less time than expected on speaking sections from textbook, because I feel I may lack enough vocabulary to meet students' demand.           |   |   |   |   |   |   |   |
| 4  | I feel stressed when teaching the pronunciation sections.   |   |   |   |   |   |   |   |
| 5  | I feel difficulties in correcting students' writing papers.   |   |   |   |   |   |   |   |
| 6  | I think students lose trust in me when I can't find English equivalent of a word.   |   |   |   |   |   |   |   |
| 7  | I believe that selecting an English nickname and pretending to be a native English teacher is a good idea because students will trust in me better. |   |   |   |   |   |   |   |
| 8  | I feel more comfortable with junior students than seniors.  |   |   |   |   |   |   |   |
| 9  | I believe that I need more improvement with my English.   |   |   |   |   |   |   |   |
| 10 | I do not feel confident when I teach.   |   |   |   |   |   |   |   |
| 11 | There is so much I do not know about grammar. I am terrified that my students ask me questions.   |   |   |   |   |   |   |   |
| 12 | I would like to have more opportunities to improve my linguistic competence.  |   |   |   |   |   |   |   |
| 13 | I appreciate attending teacher training courses.  |   |   |   |   |   |   |   |





แบบแสดงความยินยอมให้ทำการวิจัยจากอาสาสมัคร  
(สำหรับอาสาสมัครอายุ 18 ปีขึ้นไป)

ข้าพเจ้า (นาง/นางสาว/นาย) ..... นามสกุล ..... อายุ ..... ปี  
บ้านเลขที่ ..... หมู่ที่ ..... ตำบล ..... อำเภอ ..... จังหวัด .....

ได้อ่านคำชี้แจง/รับฟังคำอธิบายจาก นางสาวปาลดี จันทรตรี เกี่ยวกับการเป็นอาสาสมัครในโครงการวิจัยเรื่อง “การศึกษาความไม่มั่นใจทางภาษาของครูชาวไทยที่สอนภาษาอังกฤษในฐานะภาษาต่างประเทศ” โดยข้อความที่อธิบายประกอบด้วย รายละเอียดทั้งหมดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัย, รายละเอียดของขั้นตอนต่าง ๆ ที่ข้าพเจ้าต้องปฏิบัติและได้รับการปฏิบัติ, ประโยชน์ที่ข้าพเจ้าจะได้รับจากการวิจัย และความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตราย โดยได้อ่าน/รับฟังคำอธิบายข้อความในเอกสารชี้แจงสำหรับอาสาสมัครที่ให้สังเกตการสอน ให้สัมภาษณ์และให้จดบันทึกหลังสอนโดยตลอด อีกทั้งยังได้รับคำอธิบายและการตอบข้อสงสัยจากผู้วิจัยเป็นที่เรียบร้อยแล้ว

ตลอดจนการรับรองจากผู้วิจัยที่จะเก็บรักษาข้อมูลของข้าพเจ้าไว้เป็นความลับ และไม่ระบุชื่อหรือข้อมูลส่วนตัวเป็นรายบุคคลต่อสาธารณชน โดยผลการวิจัยจะนำเสนอในลักษณะภาพรวมที่เป็นการสรุปผลการวิจัยเพื่อประโยชน์ทางวิชาการเท่านั้น

“ในการเข้าร่วมเป็นอาสาสมัครของโครงการวิจัยครั้งนี้ ข้าพเจ้าเข้าร่วมด้วยความสมัครใจ” และข้าพเจ้าสามารถถอนตัวจากการศึกษานี้เมื่อใดก็ได้ ถ้าข้าพเจ้าปรารถนา โดยจะไม่มีผลกระทบและไม่เสียสิทธิ์ใด ๆ ที่ข้าพเจ้าจะได้รับต่อไปในอนาคต

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงอาสาสมัคร และแบบแสดงความยินยอมนี้โดยตลอดแล้วจึงลงลายมือชื่อไว้ ณ ที่นี้

ลงชื่อ.....อาสาสมัคร  
(.....)

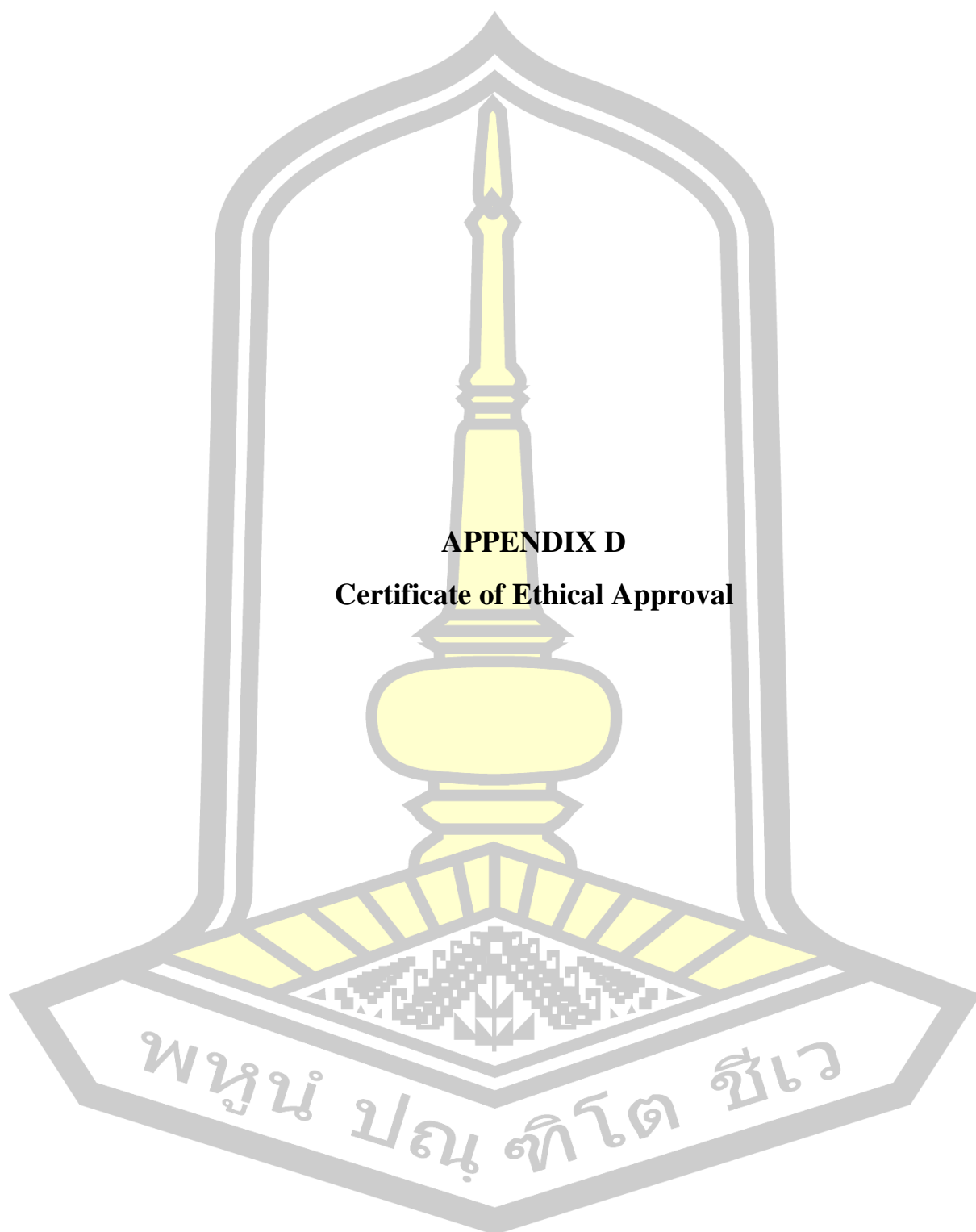
วันที่.....

ลงชื่อ.....พยาน  
(.....)

วันที่.....

ลงชื่อ.....ผู้ขอความยินยอม  
(.....)

วันที่.....



**APPENDIX D**  
**Certificate of Ethical Approval**



MAHASARAKHAM UNIVERSITY ETHICS COMMITTEE FOR  
RESEARCH INVOLVING HUMAN SUBJECTS

Certificate of Approval

Approval number: 120-127/2021

Title : An Investigation of Linguistic Insecurity of Thai EFL Teachers.

Principal Investigator : Miss Palatee Jantri

Responsible Department : Faculty of Humanities and Social Sciences

Research site : Yasothon Province and Ubon Ratchathani Province

Review Method : Exemption Review

Date of Manufacture : 9 April 2021

expire : 8 April 2022

This research application has been reviewed and approved by the Ethics Committee for Research Involving Human Subjects, Mahasarakham University, Thailand. Approval is dependent on local ethical approval having been received. Any subsequent changes to the consent form must be re-submitted to the Committee.

*Ratree S.*

(Asst. Prof. Ratree Sawangjit)

Chairman

Approval is granted subject to the following conditions: (see back of this Certificate)

## BIOGRAPHY

|                       |  |
|-----------------------|--|
| <b>NAME</b>           | Palatee Jantri   |
| <b>DATE OF BIRTH</b>  | February 15, 1994  |
| <b>PLACE OF BIRTH</b> | Ubon Ratchathani   |
| <b>ADDRESS</b>        | 59/1 Moo 6, Khamyai Sub-district, Mueang District,<br>Ubon Ratchathani Province, 34000   |
| <b>POSITION</b>       | Teacher  |
| <b>PLACE OF WORK</b>  | Baan Kudsatian School, Loeng Nok Tha District,<br>Yasothon Province  |
| <b>EDUCATION</b>      | Master of Education in English Language Teaching,<br>Mahasarakham University (2021)<br>Graduate Diploma in Teaching Profession, Ubon<br>Ratchathani Rajabhat University (2018)<br>Bachelor of Arts in English and Communication, Ubon<br>Ratchathani University (2016)<br>Benchama Maharat School (2011) |

