AN INVESTIGATION OF FOREIGN LANGUAGE ANXIETY ON EFL VOCATIONAL HIGH SCHOOL STUDENTS IN CHINA

Approved: Susan Alborn-Yilek Date: April 22, 2010

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A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment of the

Requirement for the Degree

Masters of Science

in

Education

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by

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2010

Abstract

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This study aimed to explore foreign language (FL) anxiety experienced by vocational high school students in China. A total of 147 third-grade subjects participated in this study. The questionnaire of Foreign Language Classroom Anxiety Scale, Self-perceived Proficiency Scale, Motivation Scale, Anxiety towards In-Class Activity Questionnaire, and Anxiety towards Test Types Evaluation were used in the study. The data was analyzed with multiple research methods including descriptive analysis, correlation analysis, independent-samples t test analysis, and analysis of variance (ANOVA).

Statistical analysis of the data has yielded the following findings:

First, the results revealed that there existed different levels of FL anxiety in the students of vocational high schools in China. Twenty-one percent of the subjects showed high-level FL anxiety; 63% showed medium-level FL anxiety; 16% showed low-level FL anxiety. Among the four categories of Foreign Language Classroom Anxiety Scale, the most anxiety that the subjects experienced was communication apprehension.

Second, six personal sources (i.e., personality, communicative competence, English proficiency, motivation, self-perceived proficiency in English, and the amount of time spent in studying English after class) were found statistically to have significant correlation with students' FL anxiety levels, but three variables (i.e., gender, major, and residential region) showed no significant correlation with FL anxiety.

Third, this study indicated that classroom activities, teachers' behaviors and characteristics, and the types of tests were the main sources arousing vocational high school students' FL anxiety. Speaking-oriented activities provoked most FL anxiety, whereas cooperative activities caused less FL anxiety. Instructors' behaviors and characteristics that greatly lighten students' foreign language anxiety were the followings: being patient and friendly, having a sense of humor, understanding students, complimenting and encouraging students. Oral test with assessors grading was viewed as the most anxiety-producing evaluation. Time constraints might be one of the sources arousing students' test anxiety.

Finally, several pedagogical strategies were offered according to the findings in this study: (1) helping students build a healthy self-perceived proficiency in English, (2) using a

wider range of measurements in evaluating students, (3) arousing students' motivation in English learning, (4) creating a low-anxious classroom, and (5) changing teachers' role and beliefs.

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Chapter One: Introduction

Eighty percent of the learning difficulties are related to stress. Remove the stress and remove the difficulties (Stokes & Whiteside, 1984).

Background of the Study

Foreign language anxiety is regarded as one of the most crucial affective variables in second language acquisition. It is conceptualized as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz, Horwitz & Cope, 1986, p. 128).

Studies on foreign language anxiety began in the 1970s, with Scovel, MacIntyre, Gardner, Lambert, Horwitz, and Young being the representatives (Zhao, 2007). Researchers use a variety of methodologies to investigate the types, features, and effects of foreign language anxiety. Most studies have shown that a high level of anxiety negatively affects the acquisition of a foreign language (Aida, 1994; Gardner, 2008; Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1991b; Saito & Samimy, 1996). It may affect the three stages of cognitive processing (i.e., the input stage, the processing stage, and the output stage) in second language (L2) acquisition (Gardner & MacIntyre, 1991). As Krashen (1985) identified in his *Affective Filter Hypothesis*, high anxiety will filter out the language input so that it could not reach the Language Acquisition Device, a postulated organ of the brain which is responsible for language acquisition.

Currently, more and more researchers focus on exploring the strategies of minimizing foreign learning anxiety (Ariza, 1999; Kitano, 2001; Kristen, 2002; Nugent, 2000; Yan & Horwitz, 2008). In order to reduce foreign language anxiety, researchers have studied the sources of foreign language anxiety. So far, the studies have investigated the relationship between language anxiety and gender, self-esteem, tolerance of ambiguity, risk-taking, competitiveness,

social anxiety, test-taking, cultural shock, learner beliefs, and learning strategies (Horwitz, Horwitz & Cope, 1986; Young, 1991). Young (1991) listed six potential sources of FL anxiety: (1) personal and interpersonal anxieties, (2) individuals' beliefs about language learning, (3) teachers' beliefs about language teaching, (4) instructor-learner interactions, (5) classroom procedures, and (6) language testing.

Just like what is happening abroad, a considerable number of studies in China have been conducted and acknowledged the effects of anxiety on foreign language learning. Generally, however, only some empirical studies in China have touched on the sources of anxiety, and few of them have focused on the students who are attending vocational high schools. But the truth shows that most of the students in vocational high schools are unhappy foreign language learners. They often complain that they experience uncomfortable feelings like tension or fear when they report or role play in English class. These feelings impede their ability to perform successfully in English learning. So it is quite necessary to have an investigation on FL anxiety, identify its contributing factors, and develop useful strategies to control it.

The Purpose of the Study

The purpose of this study is to discover the general state of foreign language anxiety among vocational high school students in China and explore how teachers and students can cope with it and minimize its negative impact. Based on the study's purpose, this paper hopes to answer the following questions:

1. What is the general level of foreign language anxiety among vocational high school students?

2. What personal factors are related to foreign language anxiety of vocational high school students?

3. What instructional factors are related to foreign language anxiety?

4. What strategies could teachers and students use to reduce foreign language anxiety?

Significance of the Study

This study may have some implications on English teaching. First, this study may attract teachers' attention to the students' English learning anxiety and lead them to find more ways to reduce students' anxiety. Second, the results of this study intend to find out the potential sources on English language anxiety, which can help teachers adjust their instruction and cultivate an agreeable learning environment to deal with language anxiety. Finally, this study may contribute to further investigation in English teaching and learning in China.

Definition of Terms

To make clear the focus of the study, the following terms are defined.

Foreign language (FL) anxiety: Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Spielberger, 1983). Language anxiety is confined in the second-language-learning area.

EFL: EFL is an abbreviation for English as a foreign language. It refers to English learning by nonnative speakers living in a non-English-speaking country (Richards, Platt, & Platt, 1992).

Language proficiency: According to Richards, Platt and Platt (1992), language proficiency refers to the degree of skills with which a person can use a language, such as how well a person can read, write, speak, or understand language. In the study, the students' language proficiency refers to their English proficiency.

Communicative competence: The term, communicative competence is the "aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally with specific contexts" (Brown, 1994, p. 227).

Motivation: Motivation is " the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized, and (successfully or unsuccessfully) acted out" (Dörnyei & Ottó, 1998, p. 65).

Self-efficacy: Self-efficacy is a judgment of one's ability to organize and execute given types of performances (Bandura, 1997).

Delimitations of the Research

The research will be conducted in and through the Karrmann Library at the University of Wisconsin-Platteville, over ninety (90) days. Primary searches will be conducted via the Internet through EBSCO with Academic Search Elite and Wilson Index as the primary sources. Key search topics included "anxiety," "foreign language learning," and "EFL."

Method

The study used both a causal comparative research approach (t test and ANOVA) and a correlation research approach (Pearson correlation) as its research design. About 147 third-year vocational high school English majors and non-English majors in China participated in this investigation. They were required to answer a battery of questionnaires within 45 minutes. Six instruments were used in the present study, including Background Questionnaire, Foreign Language Classroom Anxiety Scales (FLCAS), Self-perceived Proficiency Scale, Motivation Scale, Foreign Language Anxiety towards In-Class Activity Questionnaire (ATIAQ), and

Anxiety towards Test Types Evaluation. All data analysis was performed with the system of Statistical Package for Social Science (SPSS 13.0).

Chapter Two: Review of Literature

This chapter is a literature review concerning the definition, classification, correlates, effects, and relative strategies of FL anxiety.

Definition of Foreign Language Anxiety

Anxiety is generally seen as a psychological concept and has been explored by researchers for years. It is an old but still vital topic discussed in psychology. Spielberger (1972) described it as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the automatic nervous system" (p. 482). FL anxiety is confined in the second-language-learning area. Gardner and Macintyre (1993) defined FL anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient" (p. 5). Ellis (1994) gave such a definition that "foreign language anxiety" is "a type of situation-specific anxiety associated with attempts to learn a second language and communicate in it" (p. 480). Horwitz, Horwitz and Cope (1986) defined language anxiety more specifically: "It is a distinct complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

Combining these definitions, we can acquire a better understanding about FL anxiety. FL anxiety belongs to a situation-specific anxiety; it is the fear or apprehension arising from the uniqueness of the language learning process; it is a complex of self-perception, beliefs, feelings, and behaviors related to classroom language learning.

Classification of Foreign Language Anxiety

Anxiety can be categorized into several types. According to the personality and situational perspective, anxiety can be classified into three types: trait anxiety, state anxiety and

situation-specific anxiety (MacIntyre & Gardner, 1991a). Trait anxiety is a stable predisposition and may be defined as an individual's tendency to be anxious in any situation (Spielberger, 1983). Trait anxiety may impair the working memory, weaken cognitive functioning, cause avoidance behaviors, and even induce other negative consequences (Eysenck, 1979). State anxiety is the apprehension responded at a certain moment in time, and it can be viewed as a combination of trait and situation-specific anxiety (Spielberger, 1983). Situation-specific anxiety denotes the kinds of anxiety provoked by a particular type of situation, for example, when taking tests (i.e., test anxiety), when solving mathematics problems (i.e., math anxiety), or when speaking a foreign language (i.e., language anxiety) (MacIntyre & Gardner, 1994). FL anxiety belongs to situation-specific anxiety (Horwitz, Horwitz & Cope, 1986).

In light of the effects, anxiety can be categorized into facilitating anxiety and debilitating anxiety (Alpert & Haber, 1960). Facilitating anxiety refers to the anxiety that "motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approval behavior. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behavior" (Scovel, 1978, p. 139). Some scholars (Brown, 1987; Schmeck, 1988) believe that FL anxiety could facilitate performance in some ways, such as keeping students alert. But most studies have shown that anxiety may produce negative effect on language achievement (Aida, 1994).

In terms of second-language-learning perspective, language anxiety can be subdivided into the following categories: communication apprehension, test anxiety, and fear of negative evaluation (Horwitz, Horwitz & Cope, 1986). Communication apprehension is defined as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey, 1984, p. 82). Test anxiety, namely apprehension in

academic evaluation, refers to a type of performance anxiety arising from the fear of failure, which occurs when a student is in an evaluative situation, such as a listening comprehension test, a written evaluation, or an oral assessment (Horwitz, Horwitz & Cope, 1986). Fear of negative evaluation, defined by Watson and Friend (1969), denotes "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 449).

Correlates of Foreign Language Anxiety

A number of studies (Horwitz, Horwitz & Cope, 1986; Young, 1991) have listed several correlates of anxiety. The possible correlates of FL anxiety can be categorized into two general groups: the correlates associated with learners and the correlates associated with instruction.

The correlates associated with learners. Learner's factors related to FL anxiety include learning beliefs, social anxiety, self-efficacy, language proficiency, learning strategies, gender, and personality trait.

Learning beliefs. Students' beliefs about language learning may be a major contributor to FL anxiety; when unrealistic beliefs and the reality of language learning conflict, students may experience frustrated and tense (Young, 1991). Oh (1996) investigated 195 Japanese language students at the University of Texas and indicated that negative or unrealistic beliefs may lead to decreased motivation, frustration and anxiety. Similarly, in Kunt's (1997) study of 882 Turkish-speaking students learning English in two universities in North Cyprus, the belief factor (self-efficacy in speaking) is significantly correlated with FL anxiety. The students who are confident about their English ability tend to have lower FL anxiety.

Social anxiety. Social anxiety is the apprehension aroused by social situations and the interaction with other people that can automatically bring on feelings of self-esteem, judgment,

evaluation, and scrutiny (American Psychiatric Association, 1994). Social anxiety consists of speech anxiety, shyness, stage fright, embarrassment, social-evaluative anxiety, and communication apprehension (Leary, 1983). Cheng, Horwitz and Shallert's (1999) study revealed that FL classroom anxiety and writing apprehension may relate to the avoidance of social exchanges and communication. People who suffer from communication apprehension are more reluctant to talk and participate in conversations, and more likely to avoid or withdraw from social situations (Aida, 1994). Communication apprehension may be one of the factors which can most easily provoke anxiety in ESL classroom (Oui, 2001).

Self-efficacy. Self-efficacy is a judgment of one's ability to organize and execute given types of performances; it plays a central role in the arousal of language anxiety (Bandura, 1997). Young (1991) found that learner's level of self-perception is highly related to language anxiety. Learners with low self-perception have high anxiety in the peers' interaction; they may be more sensitive about others' thought and evaluation. From Aida's (1994) survey, among the highly anxious language students, those with high self-perception of their speaking ability received higher final grades and oral skills scores than those with low self-perception of their speaking ability. So far, a number of studies have indicated a negative relationship between second language anxiety and self-efficacy or self-perceived competence (Cheng, Horwitz, & Schallert, 1999; Cheng, 2001; Maclntyre, Noels, & Clement 1997).

Language proficiency. Several studies have discovered the link between anxiety and proficiency (Aida, 1994; Gardner, 1985; Gardner, Tremblay & Masgoret, 1997). There are significant differences between high proficiency and low proficiency students in language anxiety; low proficiency students may have more anxiety than high proficiency students (Young, 1991). FL anxiety negatively correlates with performance in oral tests (Phillips, 1992), reading

comprehension (Saito, Horwitz & Garza, 1999), the production of vocabulary (Gardner, Moorcroft & MacIntyre, 1987), listening comprehension and short-term memory (MacIntyre & Gardner, 1991c), and writing proficiency (Cheng, Horwitz & Schallert, 1999). According to Horwitz, Horwitz and Cope (1986), learning language can cause a threat to self-esteem because students have to communicate and express their ideas by an unfamiliar way which is quite different with the way they usually use. Therefore, to the low proficiency learners, their self-esteem may be more vulnerable because they have more problems and frustrations in using foreign language. The resent review by Sparks and Ganschow (2007) showed that FL anxiety is closely linked to learners' native language skills. "Students with the highest levels of anxiety about foreign language learning may also have the lowest levels of native language skills, especially in reading and spelling'' (p. 277).

Learning strategies. Learners with good learning strategies may be more motivated and less anxious in learning foreign language (Warr & Downing, 2000). Mueller (1981) examined the interaction between learning strategies and anxiety, and summarized in his findings that high-anxious learners may lack of strategies in language learning; they encode information less well, attend to less environmental cues, process material less effectively, experience more cognitive interference, and lose working memory more easily. In contrast, low-anxious learners may use more learning strategies, especially cognitive strategies (e.g., rehearsal, organization, elaboration). Mueller suggested that the specific role of anxiety in relation to the use of learning strategies should be further examined.

Personality trait. Some studies showed that FL anxiety is partly related to an individual's personality (Dewaele, 2007; Dörnyei, 2005; Young, 1991). According to Gregersen and Horwitz's (2002) study, high-anxiety learners and perfectionists share some similar

characteristics which include higher standards for their English performance, a greater tendency towards procrastination, more worry over the opinions of others, and a higher level of concern over their errors. These characteristics may evoke learners' negative feelings and low sense of success in FL learning. Chu (2008) confirmed that shyness has a positive correlation with anxiety in FL classroom. He stated that FL anxiety, willingness to communicate, and shyness interact with one another and create an impact on Taiwanese students in their English study. Although a number of studies have already been undertaken examining the relationships between personality and anxiety, it is still not clear whether there is a relationship between them (Dewaele & Furnham, 1999).

Gender. A number of studies have shown the relationship between anxiety and gender, but the gender-related anxiety research has yielded conflicting results (Matsuda & Gobel, 2004). Spielberger (1983, as cited in Matsuda & Gobel, 2004) examined state anxiety in different conditions, and found that female students may have more stable emotions than male students when facing the highly stressful or relaxing circumstances. An investigation of FL anxiety in Japanese language classroom (Kitano, 2001) also showed that there was a correlation between anxiety and self-perception of oral skills in male college students; the anxiety level of male college students was higher because they perceived that their spoken proficiency was lower than that of others, whereas such a correlation was not found among female students. Some studies revealed that female students may have higher anxiety than male students. In Pappamihiel's (2002) study of English language anxiety of 178 Mexican immigrant students in the U.S., a significant gender difference on anxiety was found in mainstream classes; it showed that girls tended to be more anxious than boys in the language activities. Similarly, Abu-Rabia's (2004) and Clarck and Trafford's (1996) empirical studies found that female students gained higher

scores on the anxiety scale than male students. Clarck and Trafford explained the gender difference was due to female learners were more frank than male learners. “Females were more likely to report openly their feelings of anxiety, especially in a female environment” (as cited in Abu-Fabia, 2004, p. 719).

The correlates associated with instruction. Instructional factors related to FL anxiety include beliefs of instructor, classroom activities and methods, competitive environment, and the test-taking situation.

Beliefs of instructor. Many researchers (Kern, 1995; Horwitz, 1986; Cotterall, 1999; Wenden, 1987; Yang, 1999; Rifkin, 2000) hold the view that the beliefs of both learners and instructors are related to language anxiety. Teachers’ beliefs and expectations have a crucial effect on learners’ stress in language the classroom (Oxford, 1999). Language teachers who believe that they should be directive, authoritative, and correct students’ every error may arouse high language anxiety among language learners; on the contrary, teachers’ relaxed and positive error-correction attitude can greatly reduce language anxiety (Young, 1991). Abu-Rabia (2004) found that teachers’ understanding and support can effectively increase students’ self-confidence and relieve their FL anxiety. Teachers’ attitudes in the FL classroom indicate a significant prediction of FL anxiety.

Classroom activities and teaching methods. Koch and Terrell (1991) found that more than half of their subjects reported that oral practices and oral presentations in front of the class were the most anxiety-producing activities; oral tests and oral responses to teachers’ questions were also anxiety-producing. Similarly, in Young’s (1990) study of 135 beginning-level Spanish students at the University of Texas and 109 first- and second-year Spanish students in Austin high schools, speaking “on the spot” and “in front of the class” were rated as the most anxiety-

producing activities, whereas presenting a prepared dialog and speaking activities at seat were less anxious. Using oral activities which put the students on the spot and in front of peers without allowing prior preparation might course high anxiety for many students (Young, 1999). Besides, some classroom activities related with writing, reading or listening can also create fear and anxiety (Scarcella & Oxford, 1992).

Competitive environment. Some research has shown that competitiveness is one of the main sources of anxiety (Scarcella & Oxford, 1992). Bailey (1983, as cited in Ellis, 1994) investigated the diaries of 11 students and found that they would be anxious when they had to be compared themselves with others. From Kota's (2005) investigation of the Japanese ESL students, competitiveness may potentially lead to anxiety depending on some particular situations or contexts. The degree of anxiety aroused by competitiveness is also related with the learning style preferences of the student, the precise nature of the competition, and the demands and rewards of the environment (Oxford, 1992a).

Test-taking situation. Most researchers believe that the specific situations which cause the most anxiety for students are test-taking situations (Aida, 1994; David, 2008). Students in foreign language class may experience test anxious because tests and quizzes are frequent and difficult, and even the brightest and most prepared students may make errors (Horwitz, Horwitz & Cope, 1986). Students with test anxiety frequently experience cognitive interference and attention deficit in the task at hand (Aida, 1994). Oral tests may "provoke both test anxiety and oral communication anxiety simultaneously in susceptible students" (Horwitz, Horwitz & Cope, 1986, p. 127). From Haskin, Smith and Racine's (2003) study, in a FL Spanish class, 53 % of the seventh grade students reported that they experienced anxiety when they were taking a test or

quiz, and 80 % of the students regarded tests and quizzes as anxiety producers. They reported that tests or quizzes caused them anxiety and frustration.

The Effect of Anxiety on Foreign Language Learning

Due to the inadequacy in experimental research at early stage, the studies on FL anxiety revealed ambiguous results. "For a time it was believed that anxiety might have both a facilitating and debilitating effect on L2 acquisition; subsequent research has indicated, however, that any effects that are obtained tend to be" (Gardner, 2008, p. 37). Empirical studies have found that anxiety has potential negative effects on second language acquisition. Using the FLCAS, Horwitz, Horwitz and Cope (1986) found that the language grades that the students expected in their first class and that they received in their actual final exams negatively correlated with FL anxiety. The findings of MacIntyre and Gardner (1989) also showed that there was significant negative correlation between language anxiety and performance on a vocabulary learning task. In a study by Aida (1994), a significant negative correlation existed between FLCAS scores and final grades among American second-year Japanese students. Saito and Samimy's (1996) study confirmed that anxiety might negatively relate to the achievement of language learners at three levels (beginning, intermediate, and advanced). Similarly, in a study of Canadian university learners of French, Coulomb (2000, as cited in Horwitz, 2001) found a somewhat smaller, but significant, negative correlation between FLCAS scores and final grades in eleven French classes ranging from beginning to advanced. In one study by MacIntyre, Noels, and Clement (1997), the relationship between anxiety and student's self-rating of their language proficiency was found to be negative. Anxiety tend to be associated with "deficits in listening comprehension, impaired vocabulary learning, reduced word production, low scores on standardized tests, low grades in language courses or a combination of these factors" (Gardner,

Tremblay & Masgoret, 1997, p. 345). MacIntyre and Gardner (1991a, 1991b, 1994) used a series of laboratory studies to verify Tobias' (1986) model of the effects of anxiety on learning. According to Tobias' model, anxiety could interfere with learning at three stages: input, processing and output (see *Figure 1*). The findings of MacIntyre and Gardner (1994) indicated that high levels of FL anxiety were correlated to low language performances at both the input and output stages. They concluded that "the potential effects of language anxiety on cognitive processing in the second language appear pervasive and may be quite subtle." (p. 301). "Language learning is a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious students" (MacIntyre, 1995, p. 96). In conclusion, no matter the research results might be, language anxiety does affect L2 acquisition, and the negative side seems more frequently to appear.

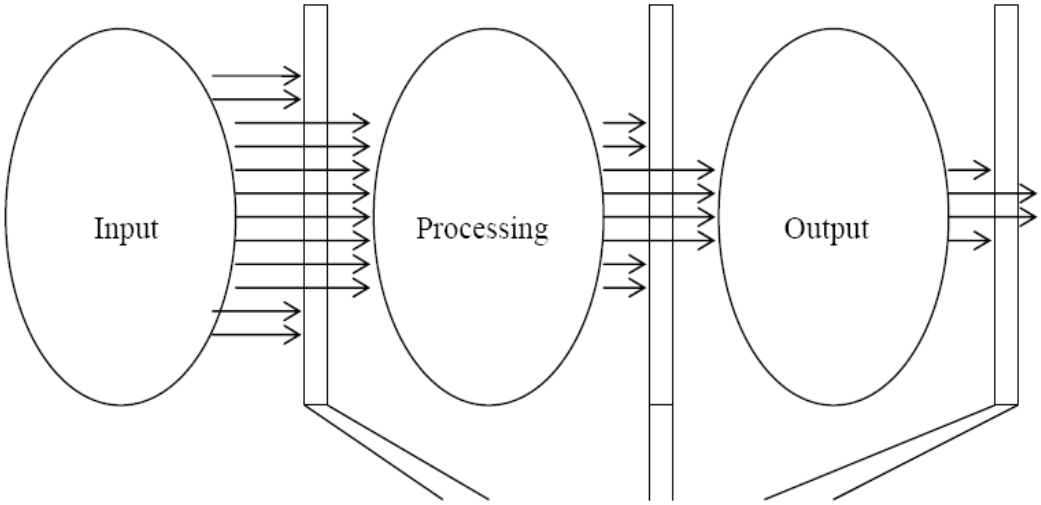

Figure 1. Tobias' model of the effects of anxiety on learning from instruction. Adapted from "Language Anxiety: A Review of the Research for Language Teachers" by MacIntyre, P. D. In Young D. J. (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* (p. 35). New York: McGraw-Hill. Copyright 1999 by McGraw-Hill.

Strategies to Reduce Foreign Language Anxiety

According to the research on language anxiety, a comfortable learning environment, proper practice with the language, a supportive teacher, collaborative study, the use of good foreign language study skills, and computer-mediated approaches will benefit to reducing the second language students' anxiety.

A comfortable learning environment. Researchers recognize that a secure and relaxed environment is crucial to FL learners. Caine and Caine (1994) emphasized that a language learning environment where learners feel non-stressed is a prerequisite. Teachers should create a state of "relaxed alertness" (p. 95) , for in a non-threatened environment learners can become flexible and effective to process new information, and their brain will not "downshift" (p. 95) or shut down because of panic. Friedman (1985, as cited in Holbrook, 1987) described a healthy classroom as one which includes building a relaxed and comfortable environment in the classroom, helping students develop friendship at the start of semester, allowing students to speak on seats rather than in front of the class, employing drama or role-play activities, presenting students with speaking activities in a proper sequence, and permitting students to choose a partner with whom they feel most comfortable.

Proper practice. In the language classroom, it is more advisable for learners to "take moderate but intelligent risks, such as guessing meanings based on background knowledge and speaking up despite the possibility of making occasional mistakes, rather than taking no risks at all or taking extreme, uninformed risks" (Oxford, 1992b, p. 38). In order to relieve students' pressure from competition and comparison, students of similar levels can be grouped together and offer them appropriate materials for their level of language competence (Yan & Horwitz, 2008). The activities and practice for overcoming anxiety and improving presentation skills

include the followings: informally questioning students concerning curricular topics about which they are knowledgeable, reading speech transcripts and listening to master (native) speakers, playing charades, and presenting speeches without eye contact such as role play (Holbrook, 1987). Kitano (2001) suggested that teachers should structure their classroom practices that students will not be forced to be competitive and that individual differences in performance will not be too noticeable. For example, before individual work, teachers can let students completely comprehend the work and practice it enough in groups.

A supportive teacher. The reactions of the teachers to their students' answers have a great effect on students' feelings of success; teachers should listen to and respond carefully to students' questions, lead students to answers and understandings rather than tell students correct answers directly, offer extra help, encourage students, and give attention to how well they are learning (Kristen, 2002). Horwitz, Horwitz and Cope (1986) explained that some error correction may be necessary; what should be paid more attention to is the manner of error correction-when, how often, and most importantly, how errors are corrected. "The selection of error correction techniques should be based on instructional philosophy and on reducing defensive reactions in students" (p. 131). Gardner (1985, as cited in MacIntyre, Noels & Clement, 1997) proposed that teachers should encourage students to evaluate their own performance in a positive and optimistic way, which can help to enhance their motivation and effort in language learning, and further improve their learning outcomes. Kitano (2001) suggested that teachers should pay close attention to the learners who are not performing well in language class because these learners may have a low self-perception of ability and feel anxious in the classroom. Teachers should identify these students and provide them with necessary help, for example, giving them extra instruction, and training their language skills from the early stages of their FL study.

Collaborative study. Students will be more anxious and nervous when speaking in front of the whole class, while the anxiety level will be reduced in cooperative groups because the number of listeners is small and they may be more friendly and helpful (Schlenker & Leary, 1982). In cooperative classrooms, students learn to rely on each other and thus have the security of knowing that they will have several opportunities to rehearse a contribution before they are asked to share it with the larger class (Holt, 1994). Yan and Horwitz (2008) emphasized that class activities should be designed to encourage cooperation instead of competition, and adequate time for pair or group discussion could be allowed before oral responses are required. A study of Oxford (1994) found that cooperative learning can not only lower anxiety in the language classroom, but also increase learners' motivation.

Good foreign language learning strategies. In order to reduce students' anxiety, students must be instructed in techniques or strategies of learning a FL, such as devices for memorization mnemonics, silent rehearsal, and paraphrasing (Nugent, 2000). According to Chamot and Kupper (1989, as cited in Oxford, 1994), some learning strategies are relevant to particular language skills; for example, listening comprehension relies on the strategies of elaboration, inferencing, selective attention, and self-monitoring; speaking requires strategies like risk-taking, paraphrasing, circumlocution, self-monitoring, and self-evaluation; reading comprehension bases on the strategies such as reading aloud, guessing, deduction, and summarizing; writing benefits from the strategies of planning, self-monitoring, deduction, and substitution. Teachers should provide this wide range of learning strategies for students. Lessard-Clouston (1997) pointed out that aiming at training students in using language learning strategies, teachers should be familiar with students' interests, motivations, learning styles, and what strategies they use in language learning. Teachers can receive this information through

observing students' behavior in class, or using questionnaire at the beginning of a course; in addition, teachers should study their own teaching method, overall classroom style, and analyze their lesson plans; when teaching the course, teachers should provide learners more training in learning strategy implicitly, explicitly, or both.

Computer-mediated approach. A study of Meunier (1998) found that 87% of learners reported to experience low FL anxiety in online discussions, one of the computer-mediated communication (CMC) methods. Both the studies of Beauvois (1998) and Warschauer (1996) revealed that students who participated less in the oral classroom could become active contributors in the electronic setting. Teachers can implement asynchronous CMC (e.g., email exchanges, online discussion boards) as well as synchronous CMC (e.g., chat, MOOs, instant messengers) to build an anxiety-free setting, which enables learners to express themselves more openly at their own pace (Arnold, 2007). In recent years, studies (Beauvois, 1998; Dubreil, 2006; Freiermuth, 1998; Kern, 1995; Warschauer, 1996; Wright, 2003) have indicated that CMC may decrease FL communication apprehension because it can create a social and communicative space where FL learners feel less inhibited and apprehension.

In conclusion, anxiety, as one of the major factor influencing the FL acquisition, has been attracting a large number of scholars' attention. Though a wealth of fruits have been achieved in this field, the results of the studies are still mixed and confusing. Moreover, studies concentrate more on theoretically illustrating the problem than on exploring specific ways to avoid it. Thus, future studies of language anxiety should employ more systematic and efficient methods to examine the factors, effects, and strategies associated with language learning and FL anxiety.

Chapter Three: Methodology

This chapter describes the methodology used to investigate the anxiety of EFL students in a vocational high school in Guangzhou, the city of China. First, the research design is presented. Then the participants selected for this study are described. Third, the measures used in this study to assess each variable are discussed. Finally, the data collection procedures are addressed.

Research Design

The study will use descriptive statistics, causal comparative research approach (t test and ANOVA), and correlation research approach (Pearson correlation) as the research design.

Participants

A total of 147 vocational high school students participated in the investigation. They represented both English and non-English majors. A battery of instruments written in Chinese, their first language, was administered over a period of 45 minutes. The general information about these participants is summarized in Table 1. In order to protect participants' privacy, their responses to the questionnaires were collected anonymously.

Table1

General Information about Survey Respondents

	Years of learning English					Gender		Major		Region	
	3	4	5	6	>6	Male	Female	English	Non-E	Rural	Urban
n	1	7	1	21	116	20	127	53	94	61	86
%	0.68	4.76	0.68	14.29	78.91	13.61	86.39	36.05	63.95	41.50	58.50

Note. Non-E=Non-English.

Instrument

Six instruments were used in the present study: (1) Background Questionnaire, (2) Foreign language classroom anxiety scales (FLCAS), (3) Self-perceived Proficiency Scale, (4) Motivation Scale, (5) Foreign Language Anxiety towards In-Class Activity Questionnaire (ATIAQ), and (6) Anxiety towards Test Types Evaluation.

Background Questionnaire (see Appendix A). The Background Questionnaire was designed to acquire the subjects' background information and English learning experience. The information intended to gain students' gender, major, region, length of time studying English, time spent in studying English weekly, communicative competence and personality

Foreign language classroom anxiety scales (see Appendix B). The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, Horwitz and Cope (1986), with 33 items uses a 5-point Likert scale ranging from "strongly disagree" (1 point) to "strongly agree" (5 points). Items were designed to survey four factors related to anxiety and learning a foreign language: Communication apprehension (items 1, 4, 9, 12, 14, 15, 18, 24, 27, 29, 30, and 32), Test anxiety (items 8, 10, 21), Fear of negative evaluation (items 2, 3, 7, 13, 19, 20, 22, 23, 31, and 33), and Negative attitudes towards the English class (items 5, 6, 11, 16, 17, 25, 26, and 28). Items 2, 5, 8, 11, 14, 18, 22, 28, and 32 are key-reversed, i.e., negatively worded. The total scale scores range from 33 to 165. The higher the score, the higher the level of FL anxiety. The scale of FLCAS has shown internal reliability achieving an alpha coefficient of .93 and test-retest reliability, yielding $r = .83$ ($p < .001$) (Horwitz, Horwitz & Cope, 1986).

Self-perceived Proficiency Scale (see Appendix C). The Self-perceived Proficiency Scale (Chen, 2006) concerns learners' perception of their English proficiency. Four items of the Self-perceived Proficiency Scale relates to learners' speaking, listening, reading, and writing

competence and one was about their overall FL proficiency. It's a 5-point Likert scale. From Chen's (2006) research, the pilot study showed that the Cronbach alpha coefficient of the scale was .89.

Motivation Scale (see Appendix D). The Motivation Scale (Chen, 2006) measures language learners' motivation around three dimensions: motivation intensity, desire to learn the target language, and attitudes towards learning the target language. The scale with 11 items is adapted from Gardner's (1985) Attitude /Motivation Test Battery (AMBT). Chen (2006) abridged and adjusted some items of AMBT in order to fit the specific learning context and socio-cultural context of China. The Cronbach's alpha coefficient of the motivation scale was .91. To prevent respondents from choosing only one side of the rating scale, five out of the 11 items were negatively worded.

Anxiety towards In-Class Activity Questionnaire (see Appendix E). The Anxiety towards In-Class Activity Questionnaire (ATIAQ) was designed by Young (1990). This Chinese version of ATIAQ used in the present study was adapted by Chen (2002). The original questionnaire consists of three sections. For the purpose of this study, only section 2 and 3 were adopted. In section 2 of the questionnaire, students were asked to identify their level of anxiety in the face of 20 different in-class activities, using a 5-point Likert scale ranging from Very Relaxed (1 point) to Very Anxious (5 points). The higher scores represent higher levels of anxiety. The Chinese ATIAQ (section 2) has shown an alpha coefficient of .89 (n = 102) in Chen's pilot study. The section 3 of the questionnaire contains two open questions: (1) What behaviors and characteristics does your instructor have which tend to increase your anxiety in foreign language class? (2) What behaviors and characteristics does your instructor have which

tend to reduce your anxiety in foreign language class? Twenty-two possible responses were provided for participants to select according to their actual experience.

Anxiety towards Test Types Evaluation (see Appendix F). The evaluation developed by the researcher concerns learners' anxiety level around the various types that they take. Using a 4-point Likert scale, participants rated their anxiety levels towards the following test types: listening comprehension, reading test (time limited), reading test (no time limited), writing test (time limited), writing test (no time limited), oral test (in which the assessor scores), oral test (by tape recorder or computer), and grammar test.

Procedure

The data for this study were collected at Guangzhou Financial School during the second term of 2009. The questionnaire was conducted during the regularly scheduled language classes. To assure that all the procedures for the five classes of students were standardized and identical, the researcher conducted all the administrations. In the survey, students were asked to complete the questionnaires in 45 min.

Chapter Four: Results and Discussions

The present chapter aims to analyze the results of the investigation and to answer the research questions as proposed in the previous chapter (chapter one). Based on the research questions, this chapter is categorized into three sections: (1) analysis of the results of FLCAS, (2) analysis of anxiety among students at different personal factors, and (3) analysis of the relationship between anxiety and instructional factors.

Analysis of the Results of FLCAS Anxiety Scale

Results of FLCAS. The present study showed that the mean of anxiety scores for the entire group of 147 subjects was 98.23 and the standard deviation was 20.31. The scores ranged from 50 to 161. Compared with the previous studies, the subjects' scores of this study were slightly higher than the results of Horwitz, Horwitz and Cope's (1986) (*M*=94.5, *SD*=21.41), Aida's (1994) (*M*=96.7, *SD*=22.10), and Qin's (2006) (*M*=95.33, *SD*=18.92). Table 2 provided a summary of the FLCAS scores of the present study and the former ones.

Table 2

Descriptive Statistics of FLCAS Scores

	N	*Min*	*Max*	*M*	*SD*
The present study	147	50	161	98.23	20.31
Horwitz et al. (1986)	108	45	147	94.50	21.40
Aida (1994)	96	47	146	96.70	22.10
Qin(2006)	301	51	140	95.33	18.92

Oxford (1990) subdivided three frequency scales of the FLCAS scores: high (mean score 3.5-4.4), medium (mean score 2.5-3.4) and low (mean score 1.0-2.4). Based on Oxford's frequency scales, the subjects were divided into three anxiety groups: high anxiety level, medium anxiety level, and low anxiety level (see Table 2).

Table 3

English Anxiety Level of Subjects

	n	Percentage	Scores (total)
High anxiety level	31	21%	115-161
Medium anxiety level	92	63%	83-114
Low anxiety level	24	16%	50-82

Table 3 indicated that 21% of students felt highly anxious with the score ranging from 115 to 161; 63% of the students had anxious feelings at a medium level with the score ranging from 83 to 114; 16% of students belonged to low anxiety level group with the score ranging from 50 to 82.

Four FL anxiety categories of FLCAS. From Table 4, it can be noted that the mean score of the items for communication apprehension was 3.05(*SD*=.61), for fear of negative evaluation, 3.01 (*SD*=.71), for test anxiety, 2.97(*SD*=.61), and for negative attitudes towards the English class was 2.94 (*SD*=.87). Clearly, among these four categories, communication apprehension was reported in the highest level, and fear of negative evaluation was the second one. Test anxiety and negative attitudes towards the English class were relatively lower than the former two. This finding indicated that communication apprehension provoked the highest anxiety for the subjects. Communication requires the speakers to master not only language skills concerning vocabulary, pronunciation, accent, and grammatical rules, but also a background

knowledge about the target language and personal communicative skills including expressive skills, listening skills, and nonverbal skills (i.e., body language). Therefore, compared with other dimensions of language anxiety, communication apprehension takes the first place.

Table 4

Different Categories of Anxiety on Questionnaire FLCAS

Rank	Types	FLCAS Scores (each item)	
		M	*SD*
1	Communication apprehension	3.05	.61
2	Fear of negative evaluation	3.01	.71
3	Test anxiety	2.97	.61
4	Negative attitudes towards the English class	2.94	.87

Analysis of FLCAS items. After analyzing the frequency of the students' responses of each item, this researcher found that more than 40% of students reported agreeing and strongly agreeing in eight FLCAS items (item 30, 10, 9, 27, 6, 23, 20, and 24), and disagreeing and strongly disagreeing in the four reverse FLCAS items (item 2, 14, 18, and 32). The result indicated that students suffered from a much higher level of anxiety on these items (i.e., 30, 10, 9, 27, 6, 23, 20, 24, 2, 14, 18, and 32). Table 5 demonstrates the twelve items, which began with the one with the highest frequency.

According to the twelve items, this researcher can categorize five factors which may most easily provoke students' FL anxiety. The factors include the followings: (1) unfamiliarity with rules of language (item 30), (2) test anxiety (item 10), (3) oral work in English class

(item 14, 9, 27, 20), (4) lack of self-confidence (item 18, 32, 24, 23), (5) fear of negative evaluation (item 2), and (6) lack of learning interests (item 6).

Table 5

Percentage of 12 Items on Choosing 4 and 5

Items	% Strongly agree & agree
Item 30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	71.75%
Item 10. I worry about the consequences of failing my foreign language class.	59.43%
Item 14. I would not be nervous speaking the foreign language with native speakers. (Reverse)	57.55%
Item 9. I start to panic when I have to speak without preparation in language class.	56.60%
Item 27. I get nervous and confused when I am speaking in my language class.	54.72%
Item 6. During language class, I find myself thinking about things that have nothing to do with the course.	54.70%
Item 18. I feel confident when I speak in foreign language class. (Reverse)	53.77%
Item 23. I always feel that the other students speak the foreign language better than I do.	50.94%
Item 2. I don't worry about making mistakes in languages class. (Reverse)	48.11%
Item 32. I would probably feel comfortable around native speakers of the	47.17%

foreign language. (Reverse)	
Item 20. I can feel my heart pounding when I'm going to be called on in language class.	45.28%
Items 24. I feel very self-conscious about speaking the foreign language in front of other students.	43.40%

Analysis of Anxiety at Different Personal Factors

Gender, major, and region. SPSS offered us a clear comparison of the mean scores and standard deviations of the overall FLCAS in terms of gender, majors and regions. The results in Table 6 indicated that there was no significant difference in the anxiety level in terms of gender, major and region (t=1.09, 1.92, 1.15, P>0.05). Although no clearly distinction in FL anxiety was found between males and females, rural and urban backgrounds, we can see that the FLCAS scores of male students and rural students were relatively higher than those of female students and urban students. Since the research was somewhat limited in the sense that it restricted its participants to only one vocational high school, and moreover the samples was in a certain number, it is necessary to have a further exploration on the relationship between anxiety and gender and region need in the future.

Table 6

t Test of FL Anxiety Level for Gender, Major, Region

	N	FLCAS Scores		*t*	*sig.*
		M	*SD*		
Gender					
Male	20	102.85	22.83	1.09	.27
Female	127	97.50	19.89		

Major					
English Majors	53	98.66	20.59	1.92	.84
Non-language Majors	94	97.98	19.98		
Region					
Rural area	61	100.52	20.38	1.15	.25
Urban area	86	96.60	20.22		

English achievement. Of all the 147 respondents, high level of English achievement accounted for 24% (36 students), average level, 42% (62 students), and low level, 33% (49 students). Table 7 listed the FLCAS scores of the three levels. As illustrated in the table, the top achievement learners had the lowest FLCAS scores (*M*= 85.22, *SD*=18.96), and the average achievement learners had the moderate FLCAS scores (*M*= 97.30, *SD*=14.75), while the low achievement learners had the highest FLCAS scores (*M*= 113.13, *SD*=17.21). One-way ANOVA showed that there was significant difference among the anxiety of the three levels (See Table 8). There was a negative relationship between FL anxiety and English achievement. That is to say, highly anxious students were more likely to receive lower grades than students having a low level of anxiety.

Table 7

FL Anxiety Level for Different English Achievements

English Achievement	*n*	Percentage	FLCAS Scores	
			M	*SD*
High	36	24%	113.13	17.21
Average	62	42%	97.30	14.75
Low	49	33%	85.22	18.96

Table 8

ANOVA of FL Anxiety level for Different English Achievement

	Sum of Squares	*df*	Mean Square	*F*	*sig.*
Between Groups	18545.31	2	9272.66	32.03	.000
Within Groups	41684.83	144	289.48		
Total	60230.14	146			

Personality. Based on Krashen's (1981) belief that an outgoing personality may contribute to foreign language learning, this study investigated the subjects' personality by the background questionnaire. In the questionnaire, 40 (27%) students considered themselves to be extroverts or lean towards extroverts, 82 (56%) took themselves as ones between introvert and extrovert, and 25(17%) believed themselves to be introverts or lean towards introverts (see Table 9). One-way ANOVA (see Table 10) revealed that significant differences existed among the three groups. The results in Table 11 indicated significant difference between extroverted and introverted students. To be concrete, the mean FLCAS scores of the introverted were higher than those of the extroverted. That may imply that personality does interconnect with language anxiety. Introverts are more anxious in learning English than extroverts.

Table 9.

FL Anxiety Level for Different Personality

Personality	*n*	Percentage	FLCAS Scores	
			M	*SD*
Extrovert or lean towards extrovert	40	27%	84.02	16.01
Between introversive and extroversive	82	56%	104.34	18.25
Introvert or lean towards introvert	25	17%	100.92	22.27

Table 10.

ANOVA of FL Anxiety Level for Different Personality

	Sum of Squares	*df*	Mean Square	*F*	*sig.*
Between Groups	11314.88	2	5657.44	16.65	.000
Within Groups	48915.25	144	339.69		
Total	60230.14	146			

Table 11.

Homogeneous Subsets of FL Anxiety Level for Different Personality

	Personality types	*n*	1	2
Student-Newman-Keuls	Extrovert or lean towards extrovert	40	84.02	
	Introvert or lean towards extrovert	25		100.92
	Between introversive and extroversive	82		104.34
	sig.		1.00	.41
Duncan	Extrovert or lean towards extrovert	40	84.02	
	Introvert or lean towards extrovert	25		100.92
	Between introversive and extroversive	82		104.34
	sig.		1.00	.41

Communicative competence. In order to identify whether communicative competence has significant effect on the students' FL anxiety, a background questionnaire (see Appendix A) was included on the basis of previous studies by MacIntyre and Gardner (1989). The results in Table 12 demonstrated that there was a significant difference among the three groups: good communicative group, average communicative group and poor communicative group, as far as

their English anxiety levels were concerned. The mean score (FLCAS) of subjects with good communicative competence (*M*= 82.64, *SD*=16.20) was much lower than that of subjects with average and poor communicative competence (*M*= 102.19, 103.12; *SD*=18.19, 23.27). One-way ANOVA revealed that significant differences existed among good, average, and poor communicative competence groups (see Table 13). The result further indicated that communicative competence is one of the main factors that influence the FL anxiety level. Students with few interpersonal abilities or communicative skills may has social anxiety, and thus easily become anxious when they communicate with others.

Table 12

FL Anxiety Level for Different Communicative Competence

Communicative competence	*n*	Percentage	FLCAS Scores	
			M	*SD*
Good	31	21%	82.64	16.20
Average	91	62%	102.19	18.19
Poor	25	17%	103.12	23.27

Table 13

ANOVA of Anxiety Level for Communicative Competence

	Sum of Squares	*df*	Mean Square	*F*	*sig.*
Between Groups	9559.96	2	4779.98	13.58	.000
Within Groups	50670.18	144	351.87		
Total	60230.14	146			

Self-perceived proficiency. According to the students' self-evaluation on their own English proficiency, subjects with high anxiety seemed to believe that they themselves had a low proficiency and were not satisfied with their English performance. They got the lowest scores on the Self-perceived Proficiency Scale (*M*=8.96, *SD*=3.78) (See Table 14). While those with low anxiety seemed to have high self-efficacy beliefs towards English learning and they got the highest scores on the Self-perceived Proficiency Scale (*M*=16.91, *SD*=3.28). The result of one-way ANOVA showed that there were clear differences in self-perceived proficiency scores among the three groups (i.e., low-anxiety, moderate-anxiety, and high-anxiety groups) (see Table 15 and Table 16).This finding indicated that learners with high self-perceived proficiency may deal with their anxiety better than learners with low self-perceived proficiency. Low self-perceived proficiency can easily produce FL anxiety because students doubt their abilities to complete the learning task and fear of failure. This result is consistent with other research about relationship between self-perceived proficiency and foreign language anxiety (Aida, 1994, Kitano, 2001).

Table 14

Self-perceived Proficiency Level among Three Anxiety Groups

Anxiety Groups	*n*	Self-perceived proficiency	
		M	*SD*
Low	24	16.91	3.28
Moderate	92	12.47	3.20
High	31	8.96	3.78
Total	147	12.46	4.11

Table 15

ANOVA of Self-perceived Proficiency Level among Three Anxiety Groups

	Sum of Squares	*df*	Mean Square	*F*	*sig.*
Between Groups	854.79	2	427.39	38.23	.001
Within Groups	1609.76	144	11.18		
Total	2464.54	146			

Table 16

Homogeneous Subsets of Self-perceived Proficiency Level among Three Anxiety Groups

	Anxiety Groups	*n*	1	2	3
Student-	High	31	8.96		
Newman-Keuls	Moderate	92		12.47	
	Low	24			16.91
	sig.		1.00	1.00	1.00
Duncan	High	31	8.96		
	Moderate	92		12.47	
	Low	24			16.91
	sig.		1.00	1.00	1.00

Motivation. An analysis of the data from the motivation scale revealed that the participants responded with a medium degree of overall motivation in English learning. The result in Table 17 indicated that among the three anxiety groups, the low-anxiety group had the

highest mean of motivation scores (*M*=39.16, *SD*=11.21), while the high-anxiety group had the lowest mean of motivation scores (*M*=31.09, *SD*=6.44), which was lower than the medium range. The results in Table 18 and Table 19 showed that there was a significant difference in motivational level between the high-anxiety group and the low-anxiety group. The high-anxiety learners had less interest and lower motivation for English learning than the low-anxiety learners. Higher motivation was associated with lower anxiety. There was a bidirectional relationship between foreign language anxiety and motivation.

Table 17

Motivation Level among Three Anxiety Groups

		Motivation Scores	
Anxiety Groups	*n*	*M*	*SD*
Low	24	39.16	11.21
Moderate	92	35.71	6.91
High	31	31.09	6.44
Total	147	35.30	8.03

Table 18

ANOVA of Motivation Level among Three Anxiety Groups

	Sum of Squares	*df*	Mean Square	*F*	*sig.*
Between Groups	922.53	2	461.27	7.83	.001
Within Groups	8482.70	144	58.91		
Total	9405.22	146			

Table 19

Homogeneous Subsets of Motivation Level among Three Anxiety Groups

	Anxiety Groups	*n*	1	2
Student-Newman-Keuls	High	31	31.09	
	Moderate	92		35.71
	Low	24		39.16
	sig.		1.00	.06
Duncan	High	31	31.09	
	Moderate	92		35.71
	Low	24		39.16
	sig.		1.00	.06

Time Spent in Studying English. In the background questionnaire, the subjects were requested to report how much time they spent in learning English after class each week. Table 20 showed their responds that 80 students (54%) spend 0-2 hours, 46 students (31 %) 2 to 3 hours, and 21 students (14%) more than 3 hours in studying English after class a week. On the whole, the students in this study did not take much time to study English weekly after class. The results in Table 20 imply some differences among students with long studying time and short studying time in English, as far as their English anxiety levels were concerned. One-way ANOVA helped distinguish the differences in FLCAS and its four categories (i.e., communication apprehension, test anxiety, fear of negative evaluation, and negative attitude towards English classroom) among the three groups with different learning hours (0-2 hours, 2-3 hours and more than 3 hours). The result indicated that significant differences exist among the three groups in communication apprehension, negative attitude

towards English classroom, and overall anxiety (see Table 21). That indicated that the students who spent more time studying English were usually less anxious than the students who spent little time in studying English. FL anxiety might be lightened by increasing learning time in English.

Table 20

FL Anxiety level among Three Groups of Different Time Spent in Studying English

Learning hours	n	C1		C2		C3		C4		C5	
		M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*
0< hours≤ 2	80	34.28	8.17	23.90	6.02	21.64	7.43	22.98	3.94	102.80	20.94
2< hours≤3	46	30.54	7.15	22.33	8.22	19.26	3.81	19.41	3.72	91.54	19.04
Hours>3	21	33.76	6.87	22.48	5.45	19.81	4.06	19.48	4.46	95.52	16.39

Note: C1=communication apprehension; C2=text anxiety; C3=fear of negative evaluation; C4=negative attitude to English classroom; C5=Overall anxiety.

Table 21

ANOVA of FL Anxiety Level among Three Groups of Different Time Spent in Studying English

		Sum of Squares	*df*	Mean Square	*F*	*sig.*
Communication apprehension	Between Groups	419.66	2	210	3.55	.031
	Within Groups	8513.2	144	59.10		
	Total	8932.8	146			
Test anxiety	Between Groups	85.331	2	42.70	0.95	.391
	Within Groups	6496.5	144	45.10		
	Total	6581.9	146			

Fear of negative evaluation	Between Groups	181.57	2	90.80	2.44	.091
	Within Groups	5348.6	144	37.10		
	Total	5530.2	146			
Negative attitude towards English Classroom	Between Groups	457.55	2	229	14.7	.000
	Within Groups	2246.3	144	15.60		
	Total	2703.9	146			
Overall anxiety	Between Groups	3872.1	2	1936	4.95	.008
	Within Groups	56358	144	391		
	Total	60230	146			

Pearson's correlation between anxiety and personal factors. In order to explore the relationship between FL anxiety and personal factors, Pearson product-moment correlation coefficient was performed. The result of the correlation analysis revealed that there were correlations, both negative and positive, between FL anxiety and the six variables (i.e., English achievement, personality, communicative competence, self-perceived proficiency, motivation, and time spent in studying English) (see Table 22). As shown in Table 22, six significant correlations were found in this study, which were good predictors of the foreign language anxiety. First, English achievement, self-perceived proficiency, motivation, and time spent in studying English were found to have obvious negative correlations with FL anxiety. (*r*=. -.55, -.56, -.30, *P*=.000, *r*=-.19, *P*<.05). Second, communicative competence and personality

were found to have positive significant correlation with FL anxiety (r=.33, .33, p=.000). The finding implies that students tend to do better in dealing with the FL anxiety and have lower level of FL anxiety if they have good English achievement, high self-perceived proficiency, strong learning motivation, good communicative competence, extroverted personality, or more time spent in studying English.

Table 22

Pearson's Correlation of FL Anxiety & Personal Factors

Variables	*r*	*sig.*
English achievement & FLCAS scores (overall anxiety)	-.55	.000
Personality & FLCAS scores(overall anxiety)	.33	.000
Communicative competence & FLCAS scores(overall anxiety)	.33	.000
self-perceived proficiency & FLCAS scores(overall anxiety)	-.56	.000
Motivation & FLCAS scores(overall anxiety)	-.30	.000
Time spent in studying English & FLCAS scores(overall anxiety)	-.19	.023

Analysis of the Relationship between Anxiety and Instructional Factors

Anxiety towards in-class activity. In order to explore the kind of activities that influence the level of FL activity, this study used the Anxiety towards In-Class Activity Questionnaire (ATIAQ) to investigate subjects' perspective on the 20 in-class activities (see Appendix E**)**. Table 23 showed us the 20 in-class activities arranged by a descending order based on the anxiety level that the learners responded to. According to the scoring rules, the higher scores represent the higher levels of anxiety. It can be seen that there were six activities within the highest level of anxiety (M >3.4). They were as follows: make an oral presentation in front of

the class (*M* = 3.68, *SD* = 0.81), introduce yourself in English in front of the class (*M* = 3.64, *SD* = 0.92), watch the movies and then turn in your project about the movies (*M* = 3.47, *SD* = 1.05), translate Chinese into English in class(*M* = 3.45, *SD* = 0.81), be called on to give an answer(*M* = 3.43, *SD* = 0.89), practice conversation individually with the instructor in class (*M* = 3.41, *SD* = 0.90). Among the six high-anxiety activities, four of them were speaking-oriented activities, and involve a risk of exposure, which implied that learners may feel nervous or fearful when they are exposed to others to speak English.

The bottom of Table 23 displayed that there were five activities within the lowest level of anxiety (*M*<2.4). They were as follows: repeat as a class after the instructor (*M* = 1.91, *SD* = 0.89), learn English in groups of 3 or 4 in class (*M* = 2.32, *SD* = 0.88), learn to sing English songs as a class after the instructor (*M* = 2.33, *SD* = 1.21), read silently in class (*M* = 2.40, *SD* = 1.05), and interview each other in pairs in class (*M* = 2.45, *SD* = 0.85). It is obvious that four of these five activities are group-oriented activities. This finding indicated that cooperative activities and group learning are considered the effective and efficient learning ways to reduce students' fear of self-exposure since students can express themselves in the name of the whole group instead of individuals.

Table 23

Activities Arranged by Anxiety Level

Item No.	Activities	Anxiety level	
		M	*SD*
6.	Make an oral presentation in front of the class.	3.68	0.81
19.	Introduce yourself in English in front of the class.	3.64	0.92
14.	Watch the movies and then turn in your project about the movies.	3.47	1.05
20.	Translate Chinese into English in class.	3.45	0.81
18.	Be called on to give an answer.	3.43	0.89

9.Practice conversation individually with the instructor in class.	3.41	0.90
11.Work in groups of 2 or 3 and prepare a skit.	3.32	0.97
13.Take dictation test on vocabulary or text.	3.23	0.90
1.Read orally alone in class.	3.21	0.88
2.Write a composition in class.	3.15	0.95
17.Translate English into Chinese in class.	2.98	0.95
16.Write your work on the board.	2.89	0.92
8.Repeat individually after the instructor.	2.85	0.96
7.Compete in class games by teams.	2.63	1.01
4.Do exercises in the book in class.	2.63	0.80
10.Interview each other in pairs in class.	2.45	0.85
12.Read silently in class.	2.40	1.05
3.Learn to sing English songs as a class after the instructor.	2.33	1.21
5.Learn English in groups of 3 or 4 in class.	2.32	0.88
15.Repeat as a class after the instructor.	1.91	0.89

Instructors' behaviors and characteristics. For exploring how the instructors' behaviors and characteristics influence the students' FL anxiety, this study also employed two questions (see Appendix E) in the last section of ATIAQ to examine a list of 22 teachers' behaviors and characteristics that probably relate to anxiety. Subjects' responses to these activities were collected and ranged by computing their frequencies and percentages in a descending order. As seen in Table 24, 147 students regarded 14 instructors' behaviors and characteristics related to anxiety reduction.

Table 25 displayed the instructors' behaviors and characteristics that might increase the students' foreign language anxiety. The students reported 8 instructors' behaviors and characteristics that were related to an increase in anxiety.

Judging from the subjects' responses to the 22 instructors' behaviors and characteristics, a successful English teacher should be the one who is patient and friendly, have a sense of humor, understand students, always compliment and encourage students, and make students feel comfortable and relaxed. While a typical anxiety-provoking English teacher might have the following characteristics: grim, threatening students by giving test, poor communicator, and unpredictable. The results revealed that teacher play an important role in influencing students' FL anxiety in class. Teacher should pay attention to his/her own classroom behavior and be acutely aware of the behaviors which may cause students' classroom anxiety.

Table 24

Instructors' Behaviors and Characteristics Related to Anxiety Reduction (N = 147)

Item No.	Behaviors and Characteristics	Frequency	Percentage
7.	Instructor is patient.	126	85.71
14.	Instructor is very friendly.	125	85.03
12.	Instructor has a good sense of humor.	123	83.67
1.	Instructor compliments students.	122	82.99

5. Instructor makes students feel comfortable.	119	80.95
22. Instructor understands students.	119	80.95
6. Instructor says that he is not going to fail the students.	115	78.23
16. Instructor's manner is relaxed.	112	76.19
20. Instructor encourages students to speak English.	112	76.19
15. Instructor has attitude that mistakes are no big deal when learning English.	84	57.14
2. Students can volunteer answers and are not called on to provide responses.	81	55.10
15. Instructor has attitude that mistakes are made by every one when learning English.	81	55.10
18. Instructor does not make you feel stupid when you make a mistake.	76	51.70
10. Instructor's manner of correction is not harsh.	59	40.14

Table 25.

Instructors' Behaviors and Characteristics Related to an Increase in Anxiety (N = 147)

Behaviors and Characteristics	Frequency	Percentage
9. Instructor says that he will fail you if you do not study hard.	144	97.62
8. Instructor does not provide any make up test when you fail in the test.	140	95.24
19. Instructor says that you will have no future if you don't have	130	88.10

good English.		
13. Instructor scolds students.	126	85.71
17. Instructor often gives students a quiz without notice.	116	78.57
4. Instructor tries to fail us by using difficult tests.	112	76.19
11. Instructor is rigid and never smiles in class.	102	69.05
3. Instructor corrects your errors in front of the class.	74	50.00

Analysis of relationship between anxiety and test types. To ascertain what types of tests will provoke learners' FL anxiety, the researcher designed a 4-point Likert scale (see Appendix F) to investigated learners' affective responses to the eight test types. The results were displayed in Table 26. For all subjects, oral test in which assessors scores ranks the first (*M* = 3.69), and then was writing test with time limit (*M* = 3.68), reading test with time limit (*M* = 3.61), grammar test (*M* = 3.57), oral test by tape recorder or computer (*M*= 3.03), writing test no time limited (*M* = 2.88), listening comprehension (*M* = 2.86), reading test (no time limited) (*M* = 2.82).

The result showed that the participants had significantly strong anxiety in oral test. Oral test involves communication apprehension, fear of negative evaluation, and test anxiety and therefore it proved to be the most anxiety-provoking activity. Horwitz, Horwitz and Cope (1986) pointed out that students may feel "very self-conscious, fear, or even panic" when they are asked to engage in oral activities that "expose their inadequacies" (p. 128). MacIntyre and Gardner (1991b) explained that oral test was more complicated in a foreign language context because it likely provoked test anxiety and communication apprehension. However, from the present

finding, it was found that oral test by tape recorder or computer could cause less FL anxiety than oral test with assessors' direct grading. That may imply that students may be more apprehensive when they are required to engage in speaking activities in a situation where assessors directly observe and evaluate their performance. To reduce FL anxiety, oral test can adopt a relatively low-anxious way (e.g., tape recorder, or computer) to evaluate students' achievement.

Table 26.

Anxiety towards Test types

Items	*M*	*SD*
Oral test (in which the assessor scores)	3.69	0.99
Writing test (time limited)	3.68	1.04
Reading test (time limited)	3.61	0.85
Grammar test	3.57	0.92
Oral test (by tape recorder or computer)	3.03	1.02
Writing test (no time limited)	2.88	0.94
Listening comprehension	2.86	0.95
Reading test (no time limited)	2.82	0.86

The other finding in the investigation was that the time constraint was one major source of writing and reading apprehension. Limitation of time might increase students' test anxiety because less time is available for them to consider their answers. It is a challenge for students to respond efficiently and successfully in such extremely limited time. As Zuriff (1999) stated, the time constraint might be the most anxiety-provoking factor for test-

anxious examinees. The timing condition may increase examinees' symptoms of test anxiety, and make them unable to work. In addition, students who feel anxious in different test types might be attributed to their deficient language proficiency. Culler and Holahan (1980) pointed out that test anxiety may be caused by deficits in students' learning or study skills. Some students experience anxiety during a test situation because they do not know how to process or organize the course material and information. Moreover, due to lacking the knowledge of language, students are not sure of their ability to complete the test, which impair their confidence and self-efficacy, and consequently heighten their fears of negative evaluation about their performance of the tests.

Charter Five: Conclusions and Recommendations

Major Findings

The study aimed to detect the interrelationship between anxiety and English learning in vocational high school students. After the analysis of the study data and synthesis of statistical results, the major findings of the study could be concluded as follows.

First, the study indicated that the existence of different levels of FL anxiety among the vocational high school students in China. Among the four categories of FLCAS, what the subjects felt most anxious was communication apprehension. Fear of negative evaluation and test anxiety were the second and the third. Negative attitude towards English class was what the students worried the least. After analyzing the items of FLCAS, we categorized five factors which may most easily provoke students' FL anxiety. The factors include (1) unfamiliarity with rules of language, (2) test anxiety, (3) oral work in English class, (4) lack of self-confidence, (5) fear of negative evaluation, and (6) lack of learning interests.

Second, the possible internal sources of English language anxiety were investigated, which included gender, major, region, personality, communicative competence, English proficiency, motivation, self-perceived proficiency in English, and the amount of time spent in studying English after class. The study showed that English anxiety scores measured by FLCAS have no statistically significant differences between male and female subjects, English majors and non-English majors, rural and urban subjects, but due to the small sample size, the conclusion was not final. It is necessary to have a further exploration on the issues in the future. However, the other six possible sources (i.e., personality, communicative competence, English proficiency, motivation, self-perceived proficiency in English, and the amount of time spent in

studying English after class) were found to be important factors affecting students' English anxiety levels. The results of the Pearson correlation research showed significant correlations between anxiety and each one of the six factors.

Third, the instructional sources of English language anxiety were probed. The results revealed that classroom activities, teachers' behaviors and characteristics, and the types of test were the main sources arousing vocational high school students' English language anxiety in EFL classroom. Speaking-oriented activities were judged by students as the most anxiety-producing activities because they have one particularly feature in common—a high student exposure requirement. Cooperative activities and group learning were considered less anxiety because they construct a safe and relaxed environment in which learners can express and exchange their ideas without the threat of failure or appraisals (Sandberg, 1995). Instructors' behaviors and characteristics that greatly lighten students' foreign language anxiety were the followings: being patient and friendly, having sense of humor, understanding students, complimenting and encouraging students and making students feel comfortable and relaxed. Instructors' behaviors and characteristics that most irritate students' anxiety were the followings: grim, threatening students by giving test, poor communicator, and unpredictable. As far as the test types were concerned, oral tests with assessors grading were regarded as the most anxiety-producing evaluation form. In addition, time-constrained writing test and time-constrained reading test could cause students high anxiety. Therefore, this study believes that oral-orientation and limitation of time might be the important factors increase students' test anxiety.

Pedagogical Implications

Based on the above discussion, we can obtain some implications that foreign language teachers may employ in their teaching to reduce learners' anxiety.

Helping students build a healthy self-perceived proficiency in English. A healthy self-perceived FL proficiency is crucial for students. Beliefs of self-efficacy or self-perceived proficiency may influence "individuals' pursued courses of action, effort expended in given endeavors, persistence in the confrontation of obstacles, and resilience to adversity" (Mills, Pajares & Herron, 2007, p. 419). Teachers should develop students' self-beliefs by fostering their successful learning experiences, giving them positive deserving feedback, and offering opportunities for them to share their peers' successes (Bandura, 1997). In addition, teachers' instruction of effective language learning strategies, such as effective self-regulatory practices, can lead to stronger self-efficacy and increased FL achievement (Mills, Pajares & Herron, 2007).

Use a wider range of measurements in evaluating students. The present findings show that students feel highly anxious about language tests, especially oral tests. Students' test anxiety may deal with their proficiency and learning skills, so teachers need to raise questions from easy to difficult, drop the degree of difficulty of tasks, loosen the time of requirements for task completion, and offer enough instructions on FL learning skills (Culler & Holahan, 1980). Cameron (2001) confirmed that although traditional tests are important, they should not be the dominant way to evaluate students' FL proficiency. Traditional tests usually function as a one-time measure, time-constrained response, and only one correct answer per question. This kind of tests little considers students' thinking processes used to arrive at their answers. FL teachers should use a wider range of measurements—alternative assessments in measuring students. Beyond the use of traditional tests, many other effective assessing methods (e.g., role-plays, self-reflections, observations, video productions, or portfolios) can be used to evaluate student proficiency in the FL classroom (Needham, 2002).

Arousing students' motivation in English learning. The study results revealed that motivation correlated negatively with anxiety; in other words, the higher motivation, the lower anxiety. Therefore, creating a motivational classroom is crucial to English learning. Dönyei (2001) pointed out that the main approaches of creating initial student motivation include enhancing students' attitudes and values concerning the target language, increasing students' expectancy of success, developing students' goal-orientedness, making the teaching materials suitable for the learners, and creating realistic learner beliefs. Dönyei suggested that in order to maintain and protect students' motivation, teachers should adopt the following strategies: setting particular learning aims, presenting tasks in a motivating way, protecting learners' self-esteem and developing their self-confidence, cultivating their learning autonomy, and encouraging self-motivating learning strategies.

Creating a low-anxious classroom. A relaxed classroom atmosphere or environment is significant in reducing anxiety. The following strategies are believed to be useful to reduce FL anxiety: (1) Making use of purposeful group work or collaborative activities. Teachers can provide students with group or pair activities which can increase the amount of students' participation in the classroom and lower the anxiety for students. (2) Using non-threatening ways to correct students' errors. Teachers can use questionnaires at the beginning of the class to learn about students' attitudes towards correction and feedback. Based on the students' attitudes and preferences, teachers can then adopt appropriate correcting strategies to deal with students' errors (McKeating, 1981). Phillips (1991) suggested that teachers should correct students' errors by modeling rather than overt correction. Nunan and Lamb (1996) argued that teachers should make use of "correction methods which encourage purposeful learners' involvement by allowing opportunities to self-correct or analyze the errors facilitate learning" (p. 76). Self-correction,

peer-to-peer correction, and group correction may be an effective and non-threaten way to handle students' mistakes. (3) Providing learners interesting and moderate tasks and materials. Tasks and materials set by teachers should cater for students' interest and need, and the difficulty should match their appropriate zone of proximal development (ZPD). ZPD refers to "the distance between the actual development level as determined by independent problem-solving and the level of potential development as determined by problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). According to the theory of ZPD, teachers should set tasks at the potential level that learners can solve a problem with the help of teachers or peers. (4) Paying attention to the individual difference. Factors such as self-efficacy, personality trait, motivation, communicative competence, proficiency, and learning habits are thought to influence students' FL anxiety, so teachers should involve these factors into their instruction. When teaching in the classroom, they should pay attention to the students who tend to be more anxious or more sensitive to others' evaluation. In the face of these students, teachers should be friendly and patient, give them more positive feedback and encouragement, and let them feel relaxed and have confident to express themselves.

Changing teachers' role and beliefs. Many teachers in China believe that the role of a teacher is to give students lectures, to assign them tasks, and to evaluate their performance. This traditional teacher-student relationship is actually an unequal teacher-centered relationship, which may hinder the development of students' language proficiency (Zhang, 2006). The results of this study have shown that the teacher is far from a lecturer, commander, and evaluator.

According to the responds of the subjects, four basic roles of a language teacher may include the followings: the first role is to act as a facilitator that provides learning support and guidance for students; the second role is a creator, to create a safe and relaxed classroom in which students can express their own ideas freely; the third role is to act as a manager, to plan and organize group or individual activities, and then lead students to acquire language in the process of completing the activities; the fourth role is to be a motivator that stimulates students' learning interest and keeps them active in learning language.

Suggestions for Future Research

In view of the limitations of the study, several suggestions for future research are recommended. First, future investigation needs a larger sample size than that used in this study. This will provide a more detailed elaboration of anxiety on the EFL subjects. Second, in order to further expand our understanding of FL anxiety in vocational high school students, it is necessary to explore the effects of anxiety on the four specific language skills: reading, speaking, writing, and listening. Third, although a remarkable achievement has been gained in the study on FL anxiety, limited progress has been made in developing measuring instruments of FL anxiety. Therefore, further study should focus on improving and standardizing the existing FL anxiety scales, and develop new instruments to measure different kinds of skill-specific FL anxiety. Finally, language anxiety is a complex issue which needs to be studied further through a longitudinal and latitudinal observation. So experiment can be employed to make a long-time observation of language anxiety and explore more efficient approaches to conquer it.

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APPENDIX A

Background Questionnaire (English Version)

1. Gender: _____

1) Male 2) Female

2. Major: _____

1) English Majors 2) Non-language Majors

3. Where are you from? _____

1) Urban area 2) Rural area

4. How many years have you learned English? _____

1) Three years 2) Four years 3) Five years 4) Six years 5) More than six years

5. How many hours do you study English outside of class per week? _____

1) None or less than 1 hour 2) 1-2 hours 3) 2-3 hours 4) 3-4 hours

5) more than 4 hours

6. Your English achievement is _____

1) Excellent 2) Good 3) Average 4) Unsatisfactory 5) Poor

7. What do you think of your interpersonal communicative competence? _____

1) Excellent 2) Good 3) Average 4) Unsatisfactory 5) Poor

8. Your personality type is _____

1) extrovert or lean towards extrovert. (Extraverts tend to be more naturally active, expressive, social, and interested in many things)

2) between introversive and extroversive

3) introvert or lean towards introvert. (Introverts tend to be more reserved, private, cautious, and interested in fewer interactions, but with greater depth and focus)

APPENDIX B

Foreign Language Classroom Anxiety Scales (FLCAS)

Please circle the appropriate number that best matches your feelings about each statement.

Items	Strongly Neither Disagree	Disagree	Neither disagree/ Nor Agree	Agree	Strongly Agree
1. I never feel quite sure of myself when I am speaking in my foreign language class.	1	2	3	4	5
2. I don't worry about making mistakes in languages class.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on in language class.	1	2	3	4	5
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	1	2	3	4	5
5.It wouldn't bother me at all to take more foreign language classes.	1	2	3	4	5
6. During language class, I find myself	1	2	3	4	5

thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at languages than I am.	1	2	3	4	5
8. I am usually at ease during tests in my language class.	1	2	3	4	5
9. I start to panic when I have to speak without preparation in language class.	1	2	3	4	5
10. I worry about the consequences of failing my foreign language class.	1	2	3	4	5
11. I don't understand why some people get so upset over foreign language classes.	1	2	3	4	5
12. In language class, I can get so nervous I forget things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in my language class.	1	2	3	4	5
14. I would not be nervous speaking the foreign language with native speakers.	1	2	3	4	5
15. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
16. Even if I am well prepared for language class, I feel anxious about it.	1	2	3	4	5

17. I often feel like not going to my language class.	1	2	3	4	5
18. I feel confident when I speak in foreign language class.	1	2	3	4	5
19. I am afraid that my language teacher is ready correct every mistake I make.	1	2	3	4	5
20. I can feel my heart pounding when I'm going to be called on in language class.	1	2	3	4	5
21. The more I study for a language test, the more confused I get.	1	2	3	4	5
22. I don't fell pressure to prepare very well for language class.	1	2	3	4	5
23. I always feel that the other students speak the foreign language better than I do.	1	2	3	4	5
24. I feel very self-conscious about speaking the foreign language in front of other students.	1	2	3	4	5
25. Language class moves so quickly I worry about getting left behind.	1	2	3	4	5
26. I feel more tense and nervous in my language class than in my other classes.	1	2	3	4	5

27. I get nervous and confused when I am speaking in my language class.	1	2	3	4	5
28. When I am on my way to language class, I feel very sure and relaxed.	1	2	3	4	5
29. I get nervous when I don't understand every word the language teacher says.	1	2	3	4	5
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	2	3	4	5
31. I am afraid that the other students will laugh at me when I speak the foreign language.	1	2	3	4	5
32. I would probably feel comfortable around native speakers of the foreign language.	1	2	3	4	5
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

APPENDIX C

Self-perceived Proficiency Scale

Please circle the appropriate number that best matches your feelings about each statement.

Items	not agree	somewhat agree	partially agree	mostly agree	totally agree
1. I can converse fluently in English.	1	2	3	4	5
2. I think my English proficiency is low.	1	2	3	4	5
3. I can understand the content of English books.	1	2	3	4	5
4. I can understand the dialogue in movies or TV programs.	1	2	3	4	5
5. I can write English letters or E-mails.	1	2	3	4	5

APPENDIX D

Motivation Scale

Items	not agree	Somewhat agree	partially agree	mostly agree	totally agree
1. I won't reflect what I have learnt in English course.	1	2	3	4	5
2. Besides learning in the class, I study English on my own.	1	2	3	4	5
3. I grasp every opportunity to acquire English, no matter in or out of class.	1	2	3	4	5
4. I am not enthusiastic in learning English.	1	2	3	4	5
5. If there are opportunities, I will take any course related to English.	1	2	3	4	5
6. Learning English makes me happy.	1	2	3	4	5
7.I will not try to figure out the meaning of unknown word and grammar.	1	2	3	4	5
8. Compared with other subject, I	1	2	3	4	5

dislike English.					
9. I dislike English.	1	2	3	4	5
10. Learning English is fun.	1	2	3	4	5
11. Learning English is important to me.	1	2	3	4	5

APPENDIX E

Anxiety towards In-Class Activity Questionnaire (ATIAQ)

A. Below are a series of descriptions related to English in-class activities. Please circle the appropriate number that best matches your feelings about each statement. Please use the coding system below.

Items	Very Relaxed	Relaxed	Neither Relaxed Nor Anxious	Anxious	Very Anxious
1.Read orally alone in class.	1	2	3	4	5
2.Write a composition in class.	1	2	3	4	5
3.Learn to sing English songs as a class after the instructor.	1	2	3	4	5
4.Do exercises in the book in class.	1	2	3	4	5
5.Learn English in groups of 3 or 4 in class.	1	2	3	4	5
6.Make an oral presentation in front of the class.	1	2	3	4	5
7.Compete in class games by teams.	1	2	3	4	5
8.Repeat individually after the instructor.	1	2	3	4	5
9.Practice conversation individually with	1	2	3	4	5

the instructor in class.					
10.Interview each other in pairs in class.	1	2	3	4	5
11.Work in groups of 2 or 3 and prepare a skit.	1	2	3	4	5
12.Read silently in class.	1	2	3	4	5
13.Take dictation test on vocabulary or text.	1	2	3	4	5
14.Watch the movies and then turn in your project about the movies.	1	2	3	4	5
15.Repeat as a class after the instructor.	1	2	3	4	5
16.Write your work on the board.	1	2	3	4	5
17.Translate English into Chinese in class.	1	2	3	4	5
18.Be called on to give an answer.	1	2	3	4	5
19.Introduce yourself in English in front of the class.	1	2	3	4	5
20.Translate Chinese into English in class.	1	2	3	4	5

B. Below are a series of descriptions related to your English instructors' behaviors and characteristics. Choose the appropriate descriptions to answer questions 1 and 2. Use the Arabic numeral to the left of each description to identify your choice. You can choose as many descriptions for each question as you like.

Descriptions Related to Your English Instructors' Behaviors and Characteristics

1. Instructor compliments students.

2. Students can volunteer answers and are not called on to provide responses.

3. Instructor corrects your errors in front of the class.

4. Instructor tries to fail us by using difficult tests.

5. Instructor makes students feel comfortable.

6. Instructor says that he is not going to fail the students.

7. Instructor is patient.

8. Instructor does not provide any make up test when you fail in the test.

9. Instructor says that he will fail you if you do not study hard.

10. Instructor's manner of correction is not harsh.

11. Instructor is rigid and never smiles in class.

12. Instructor has a good sense of humor.

13. Instructor scolds students.

14. Instructor is very friendly.

15. Instructor has attitude that mistakes are no big deal when learning English.

16. Instructor's manner is relaxed.

17. Instructor often gives students a quiz without notice.

18. Instructor does not make you feel stupid when you make a mistake.

19. Instructor says that you will have no future if you don't have good English.

20. Instructor encourages students to speak English.

21. Instructor has attitude that mistakes are made by every one when learning English.

22.Instructor understands students.

Questions:

1. What behaviors and characteristics does your instructor have which tend to increase your anxiety in foreign language class?

2. What behaviors and characteristics does your instructor have which tend to reduce your anxiety in foreign language class?

APPENDIX F

Anxiety towards Test Types Evaluation

Please circle the appropriate number that best matches your feelings about each statement.

Items	Not anxious	A little anxious	Anxious	Very Anxious
1. Listening comprehension	1	2	3	4
2. Reading test (time limited)	1	2	3	4
3. Reading test (no time limited)	1	2	3	4
4. Writing test (time limited)	1	2	3	4
5. Writing test (no time limited)	1	2	3	4
6. Oral test (in which the assessor scores)	1	2	3	4
7. Oral test (by tape recorder or computer)	1	2	3	4
8. Grammar test	1	2	3	4