A STUDY OF RELATIONSHIP BETWEEN FOREIGN LANGUAGE LEARNING ANXIETY AND ENGLISH LEARNING ACHIEVEMENT AMONG CHINESE UNDERGRADUATE STUDENTS MAJORING IN ENGLISH

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2020

การศึกษาความสัมพันธ์ระหว่างความวิตกกังวลในการเรียนภาษาต่างประเทศกับผลสัมฤทธิ์ทางการเรียนภาษาอังกฤษของนักศึกษาจีน วิชาเอกภาษาอังกฤษ

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XI CHEN

A Master's Project Submitted in Partial Fulfillment of the Requirements

for the Degree of MASTER OF ARTS

(English)

Faculty of Humanities, Srinakharinwirot University

2020

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THE MASTER'S PROJECT TITLED

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Title	A STUDY OF RELATIONSHIP BETWEEN FOREIGN LANGUAGE LEARNING ANXIETY AND ENGLISH LEARNING ACHIEVEMENT AMONG CHINESE UNDERGRADUATE STUDENTS MAJORING IN ENGLISH
Author	XI CHEN
Degree	MASTER OF ARTS
Academic Year	2020
Thesis Advisor	Assistant Professor Dr. Usaporn Sucaromana

This study examined the level of foreign language learning anxiety among 120 Chinese undergraduate students, and examined the relationship between the foreign language learning anxiety of the students and their English learning achievement. The research instrument in this study used the Foreign Language Classroom Anxiety Scales (FLCAS). Mean, SD, and Pearson's Product Moment Correlation Coefficient were employed to analyze the data. The results indicated that the anxiety level of the students regarding foreign language learning was moderate.The majority of students suffer from a moderate level of anxiety in their English leaning process with a mean of 3.08 (*SD* = .39). Among them, students with English scores below CET-4 are at a moderate level of learning anxiety with a mean of 3.25 (*SD* = .37). Students with English scores CET-4 and CET-6 are also at a moderate level of learning anxiety with a mean of 3.20 (*SD* = .37). In addition, there was a negative relationship between the anxiety level of the students regarding foreign language learning and English learning achievement ($r = -.517$, $p < .01$).

Keyword : Foreign language learning anxiety, FLCAS, Learning achievement, English, Anxiety

ACKNOWLEDGEMENTS

I have been grateful to all the people that have helped me throughout my graduate study and paper process.

First of all, I would like to thank my advisor, Assistant Professor Dr. Usaporn Sucaromana, for her selfless help both academically and spiritually. In the whole process of writing, from the selection of topic, the analysis of data, to the final paper, she carefully guides and repeatedly helps me to correct the paper. I sincerely appreciate her valuable guidance and advice at every stage of process.

Sincere appreciation is also expressed to other teachers and professors. Dr. Supaporn Yimwilai, who not only imparted me academic knowledge but also kind encouragement. And I would like to thank Dr. Kornsiri Boonyaprakob, Dr. Aranya Srijongjai and Dr. Narathip Thumawongsa, the professors who participated in the review and defense of my paper. Their valuable suggestions helped me to complete my paper better.

Last but not least, I am grateful for my beloved parents for their endless love and support all the time.

I have benefited a lot from all those acknowledged here to whom I will always feel grateful.

XI CHEN

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CHAPTER 1
INTRODUCTION

Background of the study

English as an international language plays a significant role in people's learning and communicating. Ninety-five of the 126 United Nations member states use English to share information. Further, over 60% of the world radio programme are broadcasted in English, and it is also the language of 70% of the world's mail writing. In 1987, 50% of the world's academic papers were written in English, and the proportion has been increasing yearly (Swales, 1987). China is no exception. Today many academic articles have also switched from Chinese to English. In this modern age where electronic information is widely disseminated worldwide, it is necessary to know English to better communicate with others and learn new subjects and skills.

In recent years, learning English has increasingly been emphasized in China, and more people have been attracted to learn English. According to a China Daily article published in 2018, the number of English learners in China is around 400 million, approximately one-third of China's population. Moreover, the English course, College English in China, is required for almost all students of universities and colleges, according to the College English Curriculum Requirements issued by the Chinese Minister of Education (2007). Data published by the Ministry of Education of China indicate that the number of Chinese college students was 37 million in 2020. Therefore, these students all needed to learn English as a foreign language (EFL).

Although Chinese college students have a great deal of experience in learning English, some students are still afraid to use English in their daily lives and studies. There are some college students have passed the College English Test (CET), which is a national EFL test in China. However, they still cannot communicate fluently in English with foreigners because of tension and anxiety when interviewing for a job or taking an examination. Wang (2016) demonstrated that the foreign language learning anxiety level of college students was at a high level, among the students who have passed CET 4, communication apprehension was ranked the highest. CET includes two levels: CET4 and CET6. The test examines the English proficiency of undergraduate

and postgraduate students. It is widely recognized among Chinese institutions and employers. According to the Common European Framework of Reference for Languages (CEFL), CET4 is equivalent to B1, and CET6 is equivalent to B2. Those who reach these levels can be regarded as independent English users.

Anxiety is one of the affecting variables that have been found to affect foreign language acquisition and performance (Tallon, 2009). Anxiety can be both debilitating and facilitating. William's research has demonstrated that moderate anxiety is beneficial to foreign language learning, as it can keep learners in a moderate state of tension and focus. However, both low anxiety and excessive anxiety are not conducive to foreign language learning (William, 1998). The typical external responses of foreign language learning anxiety can be regarded as general symptoms of anxiety, such as the learner experiencing palms sweating and a rapid pulse. Further symptoms might manifest, such as freezing or even saying nothing when standing up and answering questions. Additionally, some more serious symptoms might manifest, such as avoiding eye contact with the teacher or even skipping class and giving up on learning English.

In summary, when learning EFL, students may feel anxious and nervous. At the same time, anxiety will affect foreign language acquisition and performance. It is necessary to provide insight into foreign language learning anxiety. Therefore, this study investigated the level of foreign language learning anxiety among Chinese undergraduate students and the relationship between foreign language learning anxiety and English learning achievement.

Research Questions

This study attempts to investigate the following questions:

1. What is the level of foreign language learning anxiety among Chinese EFL undergraduate students ?

2. What is the relationship between foreign language learning anxiety and English learning achievement?

Significance of the Study

Conducting a specific analysis of the anxiety levels of undergraduate students in learning English and the relationship between foreign language learning anxiety and

English learning achievement has great significance for English teaching and learning for EFL students. First, it can help students understand how anxiety affects learning achievement and how anxiety affects learning performance. Second, it can provide a resource for foreign language teachers in colleges to understand students' language learning anxiety better and help optimize their teaching methods. Teachers can explore the ways to reduce students' learning anxiety and use these methods to increase students' confidence in foreign language learning, so as to help students get rid of the troubles of anxiety in foreign language learning, thereby greatly developing their foreign language learning ability.

Definitions of Terms

Foreign language learning anxiety

Foreign language learning anxiety refers to "a specific emotional state of apprehension concerning distinct of self-perceptions, beliefs, feelings and behaviors related to language learning in a foreign language classroom, an academic or social context." (Horwitz, Horwitz & Cope, 1986)

Communication apprehension

Communication apprehension refers to "a type of shyness characterized as fear of, or anxiety about communicating with people." (Horwitz, Horwitz & Cope, 1986)

Test anxiety

Test anxiety refers to "the type a type of performance anxiety which is triggered from a fear of failure in a test situation." (Horwitz, Horwitz & Cope, 1986)

Fear of negative evaluation

Fear of negative evaluation refers to " the fear about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate them negatively." (Horwitz, Horwitz & Cope, 1986)

EFL

EFL refers to “English as a foreign language, the study of English by nonnative speakers living in a non-English speaking environment.” (Cambridge Dictionary)

English Learning Achievement

In this study, English Learning Achievement refers to the mean score obtained from the English course of students' study.

CHAPTER 2
LITERATURE REVIEW

This chapter presents a literature review related to foreign language learning anxiety. It is organized into three sections. The first section defines anxiety, anxiety in language learning, and foreign language learning anxiety. The second section is the theoretical basis for this paper. The last section describes related research.

Foreign Language Learning Anxiety

As a concept, anxiety has been the subject of discussion and research in academia for more than a century. It is widely referred to as a negative emotion that almost everyone will experience. Sweat, shake, and quick heartbeat produced by autonomic nervous system arousal are the symptoms. It is considered one of the main psychological variables in education (Tobias, 1979). Different studies have put forward various definitions of anxiety from different perspectives.

In the Dictionary of Behavioral Science, Wolman (1989) has described anxiety as "a feeling of one's own weakness and inability to cope with real or imaginary anxiety. It is originally associated with lack of self-confidence and feelings of inadequacy" (Wolman,1989, p. 26). Another definition focusing on anxiety from a cognitive perspective is described by Arnold (2000). This researcher has asserted that anxiety is the affective factor that most pervasively obstructs the learning process. It is associated with negative feelings, such as uneasiness, frustration, self-doubt, apprehension, and tension.

Language anxiety, is a basic human emotion that may be brought by numerous combinations of situational factors (McIntyre, 1995). Horwitz (1986) has suggested that this is unique to the language learning experience that makes some individuals nervous. When this nervousness or anxiety is restricted to language learning situations, it falls into the category of specific anxiety (Horwitz, 1986).

Anxiety plays an important role in foreign language learning. Horwitz and Cope (1986) have made a definition of FLA as "a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning

arising from the uniqueness of the language learning process" (pp. 293-302). MacIntyre and Gardner (1994) have viewed FLA as "the feeling of apprehension and nervousness associated closely with the foreign language context, including speaking, listening and learning" (pp. 112-126). Recently, Kim (2000) has made a more detailed definition of FLA as "a complex of self-perceptions, subjective beliefs, and uneasy feelings that accompany adverse emotional reactions and cognitive interference characteristic of maladjustment at intramural and interpersonal levels, which arises from the sense that one cannot meet one's expectations and perceived environmental demands" (pp.91-110). When anxiety is linked to learning the foreign language, learning anxiety is experienced as the students' negative emotional reactions toward language acquisition (Horwitz, 2001).

With the growing interest in foreign language learning, anxiety is considered one of the most critical challenges for language learners. Foreign language learning anxiety has been identified as one of the major affective factors influencing foreign language learning (Aida, 1994). The first scholar to study foreign language learning anxiety as an independent phenomenon, unlike other anxiety types, in the language learning process is Horwitz (1986). He believes that FLA is a unique combination of self-perception, beliefs, feelings, and emotions stemming from foreign language learning and classroom foreign language learning. Later researchers have done much research in this area. MacIntyre and Gardner (1991) believe that foreign language learning anxiety is the feeling of anxiety, worry, and tension experienced by individuals when they learn or use foreign languages. Oxford (1999) has explored the effect of anxiety on second language acquisition or second language communication. She believes that language anxiety is not only a state but also a fear generated when learners use the target language to communicate. In foreign language learning, learners cannot express themselves fluently, clearly, and accurately. Therefore, they feel distressed and worried.

Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety

Horwitz, Horwitz, and Cope(1986) took the lead in studying FLA as an independent phenomenon in the language learning process, unique from other anxiety types. Horwitz and Cope (1986) made a definition FLA as "a distinct complex

construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (pp. 293–302). Their research revealed that most students believe that foreign language learning classes made them feel more anxious than any other courses. Horwitz and Cope (1986) designed the Foreign Language Classroom Anxiety Scale based on the research and situational anxiety theory, mainly reflecting three aspects of anxiety: communication apprehension, test anxiety, and fear of negative evaluation.

Communication Apprehension

Communication apprehension is defined as "a type of shyness characterized by fear of or anxiety about communicating with people" (Horwitz et al., 1986: 127). It refers to an individual's anxiety level in communication with others. Horwitz has argued that communication apprehension plays a significant role in FLA.

Yang (2003) believes that communication anxiety is why Chinese students use "deaf-mute English," an English teaching method that emphasizes written English and test-taking but ignores oral expression and communication. Students trained in this teaching method can neither understand nor speak the foreign language. In foreign language classes, people with foreign language learning anxiety will feel embarrassed when speaking in a group. Speaking in front of the whole class is even more difficult. Teachers and classmates observe students' language communication. When communication fails, students' experiences of shyness and frustration will be stronger, and their language communication will be more passive.

Test Anxiety

Test anxiety is defined as "a type of performance anxiety which is triggered from a fear of failure in a test situation" (Horwitz et al., 1986: 31). Failure in previous examinations will make students feel anxious about the current examination. They will feel a great deal of pressure, lack of self-confidence, and anxiety when they take the examination due to their worry about scoring low in the examination. However, foreign language learning classes generally require students to communicate in the target language. Examinations and quizzes are very common in foreign language classes. Additionally, the chances of making mistakes in foreign language classes are higher

than in other classes, potentially causing students to feel anxiety. Study anxiety causes test failure, and test failure will cause more serious study anxiety, forming a vicious cycle.

Fear of Negative Evaluation

Fear of negative evaluation is defined as “the fear about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate them negatively” (Horwitz et al, 1986:131). Maclntyre and Gardner (1994) believe that the fear of a negative evaluation is closely related to communication anxiety. When students are unsure of what they are saying, they may doubt their ability to make a good impression on others, and negative evaluation anxiety will arise. Learners with test anxiety are also worried about negative evaluations, and they avoid or stay away from social situations where they think they might be negatively evaluated (Macintyre & Gardner, 1994).

Negative evaluation mainly comes from teachers and other classmates when learning a foreign language. Foreign language learning requires a continuous evaluation by the teacher, and the anxious person may also need the evaluation of their classmates. However, the anxious person is sensitive to these evaluations. Any hint, suggestion, or request from teachers or classmates asking them to repeat their performance will become a signal of what they think is a failure. In foreign language classes, students remain silent, behave passively, react only when necessary, or avoid class completely, all concrete manifestations of negative evaluation anxiety (Cui, 2011).

Krashen’s Second Language Aquisition Theory

Krashen began to put forward a series of hypotheses about second language acquisition in the late 1970s. Krashen's second language acquisition theory has had a profound impact in this field. The affective filter hypothesis and input hypothesis in this theory provide the main theoretical basis for this paper.

The Affective Filter Hypothesis

The theory of the affective filter hypothesis states that language input is affected by learners' affections, significantly influencing language learning. Krashen's affective filter theory cites that the three types of factors which play a role in second language learning is motivation, self-confidence, and anxiety (Krashen, 1981). Krashen claims to be better suited for second language learners with strong levels of motivation, self-confidence, excellent self-images, low anxiety and extroversion. Low motivation, little self-esteem, anxiety introverted reaction and inhibition may increase the emotional filter and create a "mental block".

The Input Hypothesis

Krashen's input hypothesis aimed at explaining how the learner learns a second language and how acquires the second language. It indicates that learners get messages they comprehend, a nation also known as understandable input, if language acquisition does place. Krashen (1981) also recommended that this understandable input should go further than the existing language capacities of the learner (represented as i + 1), so that learners can continue progressing with their languages. In other words, if the language learners want to learn a foreign language better, they must accept much language input, and the difficulty of the input content must be within the acceptable range of the learner, conducive to their language ability improvement. Conversely, if the learner has serious anxiety when studying, it will be difficult to complete the established learning goals.

In summary, anxiety due to the language learning process is one of the primary obstacles EFL learners encounter when learning English. It influences the process of foreign language learning.

Related Research

For many decades, teachers and researchers have been aware that language learning can be a distressing experience for individuals, and conducted a great deal of research on it. Research on English learning anxiety can be traced back to the 1940s. European and American countries have attached great importance to anxiety research, especially since it became the focus of psychology teaching research. By the 1950s,

Spielberg, a well-known psychologist, based on a large number of studies, found that approximately 26% of students exhibited a decline in academic performance and lack of self-confidence due to learning anxiety, which eventually caused the students to drop out. This indicates that learning anxiety has an important psychological impact on the success or failure of students' learning.

Horwitz, Horwitz, and Cope (1986) proposed that FLA is situation-specific anxiety construct independent of other types of anxieties. They defined foreign language learning anxiety as "a distinct complex set of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (pp. 293–302). They also identified three sources related to foreign language learning anxiety: communication apprehension, the fear of a negative evaluation, and test anxiety. Additionally, they offered an instrument, the FLCAS, to measure the level of foreign language learning anxiety.

Subsequently, a large number of studies have investigated the relationship between FLA and second language achievement. For example, Gardner and MacIntyre (1993) found language anxiety to be the most significant single correlate of foreign language achievement. Studies have also indicated that FLA is likely to have a negative impact on students' attitudes towards and motivation regarding language study (Phillips, 1990; Spitalli, 2000). Moreover, in a study exclusively exploring the relationship between FLA and student attrition, Bailey, Onwuegbuzie, and Daley (2003) found that learners with the highest anxiety levels were more at risk of dropping out of their foreign language courses than their low anxiety counterparts.

Research in China started relatively late. Since the 1970s, the anxiety of language learning has increasingly been focused on in academic circles. However, it was not until the end of the 1990s that empirical research in language anxiety gradually started.

Chen (1997) from Nanjing University investigated the relationship between classroom anxiety and the English oral levels of 35 high school students. He proposed that there are two kinds of anxiety in English classrooms: trait anxiety and situation-specific anxiety. Studies have indicated that these types are positively correlated and closely related to the students' oral English proficiency. In other words, the stronger the anxiety, the lower the student's oral performance.

Concerning classroom learning anxiety, Ren and Wu (2002) developed classroom learning anxiety scales based on the actual situation of Chinese foreign language learning. They analyzed the source of oral anxiety regarding six aspects: social requirements, environmental impact, ability experience, self-positioning, Chinese thinking, and self-image.

Zhang (2004) studied the anxiety of middle school students and found that there was a significant negative correlation between English anxiety and the students' academic performance. Zhao (2005) studied the foreign language anxiety of Shandong College students, the results showed that the anxiety level of those college students from rural areas was obviously higher than that those who had studied in urban schools for many years.

Liu (2006) found that students felt anxious when speaking English in class.the subject is Chinese undergraduates who are not majoring in English. Similarly, the study revealed that the more proficient students reflected lower anxiety levels. Besides, anxiety increased when students responded to the teacher or were selected to speak. That is to say, there was a negative relationship between foreign language learning anxiety and English achievement. But Chen (2008) put forward a different point of view. Chen (2008) found that there is no correlation between foreign language anxiety and academic performance, those students with higher levels of anxiety have higher grades.

Sui (2012) examined 186 non-English major year-1students and interviewed 15 of them. The findings from the questionnaire revealed that majority of students had a moderate and high level of foreign language learning anxiety in the online class. The findings of interview showed that the anxiety of students is mostly stems from three factors: technical difficulties, such as internet interconnections; poor foundation for English learning and lack the ability to communicate with other people. The students may face with the stress and worry while they take a communication. Compared with English majors, poor English foundation may be one of the reasons for the higher learning anxiety of non-English majors.

Wu and He (2014) discussed the effect of cooperative learning in college English writing and teaching. The study found that cooperative learning can help

students overcome writing difficulties and writing anxiety, improve students' language skills and writing strategies, and help improve their writing skills.

Li (2018) studied 631 Chinese tertiary-level EFL learners and found moderate FLA among the students. The different types of anxiety were ranked as communication apprehension, test anxiety, and negative evaluation anxiety. Further, the order of communication apprehension anxiety was ranked as listening, speaking, reading and writing.

Li (2018) used questionnaire survey method to conduct a questionnaire survey of 85 students from a high school class in a middle school in Hebei Province. The significant differences in English scores among students who use different meta cognitive strategies were found. The students with higher foreign language learning anxiety use less meta cognitive strategies. Moreover, there is a significant positive correlation between meta cognitive strategies and foreign language learning achievement.

Shen (2020) selected 230 students from a high school in Yulin city, Shanxi province as subjects and found a moderate level of anxiety in their English learning. Moreover, the study also indicated the negative relationship between language learning anxiety and English achievement. There are significant differences in the English learning anxiety between students of high proficiency levels and those of low proficiency levels. High proficient students are prone to be less anxious than low proficient students during their English learning process.

Whether in China or other countries, foreign language learning anxiety has attracted more scholars' attention, and the research results have also become more significant. Many studies have used the FLCAS to test the constituent factors of anxiety and the relationship between anxiety and English learning achievement. The results revealed that foreign language learning anxiety has an impact on English achievement. On the basis of existing research, this paper further explored the specific foreign learning anxiety level of English majors and the relationship between foreign language learning anxiety and English achievement.

CHAPTER 3
RESEARCH METHODOLOGY

This chapter presents the procedures used to answer the research questions. Based on what has already been introduced, this chapter introduced the research methodology. It first presents the study participants and then introduces the instruments, including data collection and data analysis.

Participants

Participants in this research study were 120 undergraduates majoring in English from a Public university in southwest China. The participants were selected from the students who studied in the second semester of academic year 2020. They were selected by using simple random sampling. Researcher sent out 150 questionnaires and got 120 valid questionnaires. Their participation was voluntary. According to a survey conducted by the China Foreign Languages Publishing Administration in 2018, there are 81% of English majors chose translators and English teachers as their professions. Translators and English teachers have play a key role in the development and progress of the country. Therefore, it is necessary to study the foreign language learning anxiety level of undergraduates majoring in English.

The participants were selected from undergraduates majoring in English, most of them have experience in learning English and have basic English knowledge. The College English Test (CET) scores and English scores are mainly used to measure the English proficiency of students. The English proficiency of the students are shown in Table 1.

Table 1 Frequency and Percentage of demographic data

Demographic data	Students(N)	Percentage
English proficiency		
Below CET 4	11	9.17
CET 4	58	48.33
CET 6	51	42.50
Total	120	100.00
English score		
Less than or equal to 2.00 (≤ 2.00)	0	0.00
Between 2.01 to 3.00 (2.01 to 3.00)	63	52.5
More than 3.01 (> 3.01)	57	47.5
Total	120	100.00

Instrument

This study employs the internationally accepted Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz (1986), which is designed to measure the general state of foreign language learning anxiety. Since the development of the Foreign Language Classroom Anxiety Scale, the reliability and validity of this scale have been continuously improved, which is also the most widely used tool to measure the level of foreign language learning anxiety since the scale of FLCAS has shown internal reliability achieving an coefficient alpha of 0.93 and its test-retest coefficient (0.83, $p < .001$) (Horwitz, Horwitz and Cope, 1986).

The Chinese version of the FLCAS was employed to assess the students' foreign language learning anxiety level. The FLCAS, originally constructed in English, needed to be translated into Chinese so that the participants would have no difficulty understanding the statements on the scale. Dörnyei (2010) remarked that special attention should be given to the translation of the original scale to enhance its usefulness as a research tool. Therefore, this study used the Chinese version of the FLCAS translated by Da (2007).

The questionnaire was developed by Horwitz (1986). It consists of a 33-item, five-point Likert scale questionnaire. The questionnaire includes three types of FLAs: communication apprehension, test anxiety, and fear of negative evaluation. Of the total number of items, eleven items assess communication apprehension (numbers 1, 3, 4, 9, 13, 14, 18, 24, 27, 32, and 33), and three items (numbers 8, 10, and 21) assess test anxiety. Concerning the fear of a negative evaluation, six items (numbers 2, 7, 15, 19, 23, and 31) measure anxiety related to criticism and poor scores on their foreign language learning tasks. The answers were measured using five-point Likert scales, ranging from 1 (strongly disagree) to 5 (strongly agree). The possible scores on the FLCAS range from 33 to 165. The higher the score, the higher the level of foreign language learning anxiety experienced. According to the investigation of Horwitz (1986), if the total score of the students is between 132-165, it indicates serious anxiety; if it is between 100-132, indicates moderate anxiety; if it is between 66-99, it belongs to low anxiety; and if the total score is less than 66, it indicates that there is no anxiety.

Data Collection

Due to the impact of COVID-19, this study used the electronic version of the questionnaire. Google is not open to Chinese internet users. The researcher used WenJuanxing to collect and collate the data for this research, which is a Chinese program that provides professional online questionnaire surveys, voting, and data collection. The participants had the right to choose whether to participate in the survey; their participation was voluntary. They were given careful instructions on how to fill out the questionnaire and were told the purpose of the research. When filling out the questionnaires, participants were asked to respond to each item frankly. The confidentiality of responses was emphasized. The results would not be told to their teacher or school and would not adversely affect them.

Data Analysis

The study used both quantitative and qualitative analysis. The quantitative data obtained from questionnaires were adopted to perform the descriptive statistics (mean, min, max and standard deviation of the variables) and investigate the levels of FLA. The Pearson's product-moment correlation coefficient was used to analyze the

relationship between foreign language learning anxiety and English learning achievement. In qualitative data analysis, based on the data and results obtained from the questionnaire, the problems and causes were inferred and analyzed.

CHAPTER 4
FINDINGS

This chapter presents the findings related to the research objectives and summarize the findings drawn from the questionnaires. It first describes students' general level of foreign language learning anxiety. Then, it explores the relationship between English learning achievement and foreign language learning anxiety.

Students' general level of foreign language learning anxiety

The descriptive statistics were calculated on each component of the FLCAS to further investigate the anxiety state of this group, including communication apprehension, test anxiety, and the fear of a negative evaluation. According to Horwitz (1986), the average score from the questionnaire, less than 2.00 means no anxiety; 2.00-3.00 means low anxiety; 3.00- 4.00 means moderate anxiety; 4.00-5.00 means serious anxiety. The results are presented in Table 2.

Table 2 overall situation of student’s foreign language learning anxiety

Types of anxiety	N	Min	Max	Mean	Std.	Anxiety level
Communication apprehension	120	2.15	4.00	3.18	.44	moderate
Test anxiety	120	1.33	4.00	2.74	.61	low
Fear of negative evaluation	120	1.80	4.40	3.13	.62	moderate
Overall	120	2.18	3.79	3.08	.39	moderate

Table 2 shows that the students’ foreign language learning anxiety was at a moderate level with *M*=3.08. Communication apprehension(*M*=3.18) and fear of negative evaluation(*M*=3.13) were at moderate levels, test anxiety(*M*=2.74) was at low level. Communication apprehension received the highest average score, while test anxiety got the lowest average score, considering each type of foreign language learning anxiety.

The level of learning anxiety of students with English proficiency below CET-4

In order to better explore the relationship between foreign language learning anxiety and English learning performance, the learning anxiety of 11students whose English proficiency is below CET-4 is also included in the statistics. The results of The level of learning anxiety of students with English proficiency below CET-4 are presented in Table 3.

Table 3 English learning anxiety of students with English proficiency below CET-4

Types of anxiety	N	Min	Max	Mean	Std.	Anxiety level
Communication apprehension	11	2.54	3.85	3.31	.41	moderate
Test anxiety	11	2.00	4.00	2.82	.69	low
Fear of negative evaluation	11	2.20	4.40	3.36	.59	moderate
Overall	11	2.48	3.79	3.28	.37	moderate

Table 3 shows that the English learning anxiety of students with English proficiency below CET-4 was at a moderate level. Communication apprehension and fear of negative evaluation were at moderate levels, test anxiety was at low level. Compared with the English learning anxiety level of all participants in Table 2, the English learning anxiety level of students with English proficiency below CET-4 (*M*=3.28) is higher than the all participants' English learning anxiety (*M*=3.08). Meanwhile, the level of communication apprehension of students with English proficiency below CET-4 (*M*=3.31) is higher than the all 120 students (*M*=3.18). The level of test anxiety of students with English proficiency below CET-4 (*M*=2.82) is higher than the all 120 students (*M*=2.74). The level of fear of negative evaluation of students with English proficiency below CET-4 (*M*=3.36) is higher than the all 120 students (*M*=3.13).

The level of learning anxiety of students with English proficiency CET-4 and CET-6

The learning anxiety of 109 students whose English proficiency is in CET-4 and CET-6 is also included in the statistics. The results of The level of learning anxiety of students with English proficiency CET-4 and CET- 6 are presented in Table 4.

Table 4 English learning anxiety of students with English proficiency CET-4 and CET-6

Types of anxiety	N	Min	Max	Mean	Std.	Anxiety
Communication apprehension	109	2.27	3.92	3.16	.43	moderate
Test anxiety	109	1.50	4.00	2.73	.60	low
Fear of negative evaluation	109	1.80	4.20	3.10	.61	moderate
Overall	109	2.18	3.62	3.05	.37	moderate

Table 4 shows that the English learning anxiety of students with English proficiency CET-4 and CET-6 was at a moderate level. Communication apprehension and fear of negative evaluation were at moderate levels, test anxiety was at low level. Compared with the English learning anxiety level of students with English proficiency below CET-4 in Table 3, the English learning anxiety level of students with English proficiency below CET-4 (*M*=3.28) is higher than students with English proficiency CET-4 and CET-6 (*M*=3.05). Meanwhile, the level of communication apprehension of students with English proficiency below CET-4 (*M*=3.31) is higher than students with English proficiency CET-4 and CET-6 (*M*=3.16). The level of test anxiety of students with English proficiency below CET-4 (*M*=2.82) is higher than students with English proficiency CET-4 and CET-6 (*M*=2.73). The level of fear of negative evaluation of students with English proficiency below CET-4 (*M*=3.36) is higher than students with English proficiency CET-4 and CET-6 (*M*=3.10).

Communication Apprehension

Communication apprehension is a type of shyness characterized by fear of or anxiety about communicating with people. Communication apprehension as one of the components of the FLCAS tests students' anxiety during communication. The results of the students' communication apprehension are listed in Table 5.

Table 5 Descriptive results of communication apprehension

Communication apprehension	Mean(M)	Std. Deviation(SD)	Anxiety level
1. I never feel quite sure of myself when I am speaking in English.	3.28	1.053	moderate
3. I tremble when I know that I'm going to be called on in English class.	3.06	1.176	moderate
4. It frightens me when I don't understand what the teacher is saying in English.	3.32	.987	moderate
9.I start to panic when I have to speak without preparation in English class.	3.20	1.164	moderate
13. It embarrasses me to volunteer answers in English class.	3.23	.965	moderate
14. I would not be nervous speaking English with native speakers.	3.41	1.009	moderate
18. I feel confident when I speak in my English class.	3.09	1.042	moderate
24. I feel very self-conscious about speaking English in front of other students.	3.23	1.002	moderate
27. I get nervous and confused when I am speaking in my English class.	3.31	.960	moderate

Table 5 (Continued)

Communication apprehension	Mean(M)	Std. Deviation(SD)	Anxiety level
32. I would probably feel comfortable around the native speakers of English.	3.02	.935	moderate
33. I get nervous when the English teacher ask questions which I haven't prepared in advance.	3.42	1.050	moderate
Total	3.18	.440	moderate

As presented in Table 5, the mean score of communication apprehension is 3.18, ranking the highest among the sub-components of FLCAS. Communication apprehension of students was at a moderate level ($M = 3.18$, $SD = 0.44$). The lowest mean score was $M = 3.02$ (item 32), that is to say students are the least nervous when talking to native English speakers. The highest score had a mean of 3.42 and a standard deviation of 1.05 (Item 33), considering the 11 items. Therefore, concerning communication apprehension, what makes students feel most anxious is being asked by the teacher when they haven't prepared in advance.

Test Anxiety

Test anxiety is a type of performance anxiety which is triggered from a fear of failure in a test situation. It tests students' specific anxiety during the exam. The results of the students' test anxiety are listed in Table 6.

Table 6 Descriptive results of students' test anxiety

Test anxiety	Mean(M)	Std. Deviation(SD)	Anxiety level
8. I am usually at ease during tests in my English class.	2.57	1.019	low
10. I worry about consequences of failing my English test.	3.05	.951	moderate
21. The more I study for an English test, the more confused I get.	2.62	1.022	low
Total	2.74	.610	low

As shown in Table 6, test anxiety was at a low anxiety level (M = 2.74, SD = .61). For the remaining three items, the lowest mean score was M = 2.57 (item 8), it means students are the least nervous when they taking an exam in English class. The highest score had a mean of 3.05 and a standard deviation of .951 (Item 10). In other words, what makes students feel most anxious is failing in the English test.

Fear of Negative Evaluation

Fear of negative evaluation is the fear about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate them negatively. It mainly explore the anxiety of students in the face of negative evaluation. The findings of students' fear of a negative evaluation are shown in Table 7.

Table 7 Descriptive statistics of the fear of a negative evaluation in students

Fear of negative evaluation	Mean(M)	Std. Deviation(SD)	Anxiety level
2. I don't worry about making mistakes in English class.	3.38	.979	moderate
7. I keep thinking that the other students are better at English than I am.	3.15	1.120	moderate
15. I get upset when I don't understand what the teacher is correcting.	3.32	.953	moderate
19. I am afraid that my English teacher is ready to correct every mistake I make.	3.26	1.103	moderate
23. I always feel that the other students speak English better than I do.	3.16	.923	moderate
31. I am afraid that the other students will laugh at me when I speak English.	3.18	1.157	moderate
Total	3.13	.620	moderate

The data in Table 7 show that the mean score of students' fears of a negative evaluation is 3.13, which is a moderate level. Additionally, students' over-concern about errors might increase the level of one's fear of a negative evaluation. The lowest mean score was M = 3.15, SD = 1.12 (item 7), it means what makes students feel the least nervous is always think other students' English is better than own. The highest mean score had a mean of 3.38 and a standard deviation of .979 (Item 2), considering the five items. In other words, what makes students feel most anxious is make a mistake in English class.

Relationship Between English Learning Achievement and Foreign Language learning Anxiety

Pearson's correlation coefficient was run to see whether there was a relationship between foreign learning anxiety scores and English scores. The results of the overall correlations between English learning achievement and foreign language learning anxiety are shown in Table 8.

Table 8 Relationship Between English Learning Achievement and Foreign Language learning Anxiety

	English scores	Communication Apprehension	Test anxiety	Fear of negative evaluation	Anxiety (overall)
English scores	1				
Communication Apprehension	-.431**	1			
Test anxiety	-.416**	.360**	1		
Fear of negative evaluation	-.373**	.702**	.455**	1	
Anxiety (overall)	-.517**	.886**	.606**	.850**	1

**. Correlation is significant at the .01 level (2-tailed).

According to Table 8, there is a negative correlation (r = -.517, p < .01) between students' total anxiety scores and their English exam scores. In other words, the higher level of foreign learning anxiety, the more likely they receive lower scores in the English exam. As a whole, a negative relationship between foreign language learning anxiety and English learning achievement is supported by the study's results. Moreover, Table 8 presents the correlations between each component of FLCAS and English learning achievement. The three sub-scales (communication apprehension, test

anxiety, the fear of a negative evaluation) are significantly and negatively correlated with students' English learning achievements.

As previously stated, the study objectives were to investigate the level of foreign language learning anxiety among Chinese EFL undergraduate students and find the relationship between foreign language learning anxiety and English learning achievement. The results showed that students' foreign language learning anxiety levels were moderate. Considering each type of foreign language learning anxiety , Communication apprehension and fear of negative evaluation were at moderate levels, test anxiety was at low anxiety. Additionally, there was a significant correlation between foreign language learning anxiety and English learning achievement.

CHAPTER 5
CONCLUSION AND DISCUSSION

In this chapter, the results of the study are discussed following the research questions. Further, the pedagogical implications, limitations of the study, and suggestions for further research are presented.

Conclusion

The objectives of this study were to investigate the level of foreign language learning anxiety among Chinese EFL undergraduate students, and to find the relationship between foreign language learning anxiety and English learning achievement. The questionnaire used in this study was the Foreign Language Classroom Anxiety Scales (FLCAS) designed by Horwitz, et al. (1986). And the participants were 120 undergraduates majoring in English from a public university in China, they were allowed to choose their own appropriate answers following their own foreign language learning anxiety level. The anxiety level of students was presented with means (M) and standard deviations (SD). Meanwhile, Pearson Correlation Coefficient was used to find any correlation between English learning achievements and foreign language learning anxiety.

The study was conducted to answer the following questions:

1. What is the level of foreign language learning anxiety among Chinese EFL undergraduate students ?

2. What is the relationship between foreign language learning anxiety and English learning achievement?

According to these two research questions of study, the major findings of this paper can be summarized as follows: first of all, the majority of students suffer from a moderate level of anxiety in their English leaning process with a mean of 3.08 (SD = .39). Among them, students with English scores below CET-4 are at a moderate level of learning anxiety with a mean of 3.25 (*SD* = .37). Students with English scores CET-4 and CET-6 are also at a moderate level of learning anxiety with a mean of 3.20 (*SD*

= .37). It shows that level of students' foreign language learning anxiety is neither too high nor too low. William's research has demonstrated that moderate anxiety is beneficial to foreign language learning, as it can keep learners in a moderate state of tension and focus (William, 1988).

Of the three components of FCLAS, communication apprehension ranks highest, followed by fear of negative evaluation and test anxiety. This shows that although most students have basic knowledge of English, they are still afraid to speak. Meanwhile, it is found that being questioned without preparation, making errors in class communication and failing the exam are the major stressors of foreign language learning anxiety.

Secondly, the correlation analysis indicated a negative relationship between foreign language learning anxiety and English learning achievement. In other words, students with a high level of foreign language learning anxiety might gain poor English learning achievements. Conversely, the lower the students' level of foreign language learning anxiety, the better their English learning achievements. Of the three sub-scales, communication apprehension was reported as the most significantly and negatively correlated variable with the students' English achievement, followed by the fear of a negative evaluation and test anxiety.

Discussion

The study was conducted to answer the following two research questions. Each question will be discussed individually.

Research question 1

What is the level of foreign language learning anxiety among Chinese EFL undergraduate students ?

The level of foreign language learning anxiety among Chinese EFL undergraduate students was moderate and comparable to the result of Kwan (2004), who also found moderate levels of student anxiety. In the same way, Liu and Chen (2015) examined the level of foreign language learning anxiety in 155 students. The result revealed that the students' foreign language learning anxiety level was moderate, likely due to their prior knowledge of English before entering university. Another

reason may be the adjustment of activities in the course to increase students' motivation to learn and involve themselves.

Students' foreign language learning anxiety was at a moderate level (*M* = 3.08), including students with English proficiency below CET-4 (*M* = 3.25), CET-4 (*M* = 3.16) and CET-6 (*M* = 2.95). The mean score of learning anxiety of students different English proficiency is different, but they are all at a moderate level of anxiety. It probably because students have prior knowledge and experience in learning English. The participants were selected from undergraduates majoring in English. Generally speaking, students will choose what they like or are good at as their major in university. According to Krashen (1981), language acquisition occurs when learners receive messages that they can understand. In other words, if the language learners want to learn a foreign language better, they must accept a lot of language input, and the difficulty of the input content must be within the acceptable range of the learner, which is conducive to their language ability improvement.Therefore, students' prior knowledge and learning experience are beneficial for them to learn new things better.

From this study, English major students' foreign language learning anxiety levels were moderate. There were three types of anxiety analyzed in the questionnaires: communication apprehension, test anxiety, and the fear of a negative evaluation.

Communication apprehension and fear of negative evaluation were at moderate levels, test anxiety was at low level. Among three types of anxiety, the highest mean score was communication apprehension. According to Kwan (2004), a considerable number of English teachers in China pay less attention to the cultivation of students' communicative abilities because of the exam-oriented educational system. English teachers focus more on grammar and vocabulary than oral practice. Students have few opportunities to practice or speak English. And there is no need to take oral English exams, students don't care much about oral English.Consequently, they are much afraid to speak in class and unwilling to communicate with others in English. Therefore, students will have a higher level of foreign language learning anxiety in communication.

Research question 2

What is the relationship between foreign language learning anxiety and English learning achievement?

Based on the analysis of the data, this study has revealed a strong negative correlation between anxiety in the acquisition of foreign languages and the English performance, which shows that learning anxiety might influence the learning achievement of students. As Table 3 and Table 4 show, concerning the English learning anxiety level of all participants, the English learning anxiety level of students with English proficiency below CET-4 (M = 3.28) is higher than English proficiency in CET-4 and CET-6 (M = 3.16). In other words, students with low anxiety levels had higher scores in English than those with high anxiety levels. This conclusion further supports recent research (Dilek, 2016; Yu & Xiang, 2015). Additionally, Liu (2011) examined the relationship between low confidence in English among freshmen of different majors, anxiety in the English class, and English learning performance. Findings revealed that students who with poor self-confidence in English, they are more anxious about learning English. This also demonstrates that foreign language learning anxiety can influence the English learning achievement.

The level of communicative anxiety is highest in all categories of foreign language learning anxiety. According to Horwitz, communication apprehension is “a type of shyness characterized by fear of or anxiety about communicating with people” (Horwitz , 1986: 127). It relates to an individual’s anxiety level in communication with others. Concerning communication apprehension, the item with the highest average score is that “students will get nervous when the English teacher ask questions which they haven’t prepared in advance.” It reveals that students are afraid of speaking or being asked to speak when they are not ready. In addition, it also shows the students are not self-confident enough and do not believe that they can do well. That may be the biggest psychological obstacle encountered by Chinese students when they learn English.Therefore, it’s important for teachers to train students’ confidence and foster positive attitudes in English learning.

Lu (2010) found that students’ oral anxiety was high and negatively correlated with oral performance. Chinese students accept more grammar-translation teaching, lacking listening and communication training. They have few opportunities to practice

or speak English. Simultaneously, they are also afraid to make mistakes. Therefore, students who with poor foundation of English learning as well as lack the ability to communicate with other people, they may face with the anxious and worry while taking a communication.

The negative evaluation of anxiety is also a weakness in foreign language learning anxiety among Chinese students, and it is negatively correlated with English learning achievement. Fear of negative evaluation is “the fear about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate them negatively” (Horwitz,1986). In other words, learners dare not express their thoughts because they are worried about not being able to say the correct answer. Many schools still use teacher-centered teaching methods. Teacher centred lessons are usually linked to traditional language learning techniques, therefore it is not good for students to speak up, ask questions, and guide their own learning. Teacher may enable students to participate in decision-making and trust student’s capacity to lead. Students might more engaged in learning when they can interact and actively participate in their own education.

According to Qin (2006), students’ lack of self-esteem and self-confidence might lead to reasons why they are anxious about the negative evaluation. “Face” is more valuable for Chinese students than western ones. The negative evaluation from their instructors or peers is concerned by students. Compared with students who are good at English, students who are not proficient in English will feel difficult and anxious, especially when they get negative evaluation from their teachers and classmates. Cheng (2012) noted that low self-esteem can cause the fear of a negative evaluation. High anxiety students lack self-confidence in learning English or worry about others negatively evaluating their English learning achievement. Therefore, students who with higher level of anxiety are more worry about the negative evaluation.

Based on basis from the questionnaire, the level of test anxiety is the lowest in all aspects of foreign language learning anxiety. Test anxiety is negatively correlated with English learning achievement. Test anxiety is a type of performance anxiety which is triggered from a fear of failure in a test situation (Horwitz,1986). Concerning the test anxiety, the top-rated item is that worry about the results of failing in English

test. This demonstrates that worrying about test results is one of the important reasons for students' test anxiety. Higher exam scores offer learners access to more prominent secondary institutions and colleges. It also validate hard effort during their academic careers. This is the key to the Chinese examination culture. Therefore, the results of the test are not only extremely concerned for students, but also teachers and parents.

Yang (2005) found that there were more anxious in a regular classroom than a test setting. Chinese students face the strain of examinations in the exam-oriented educational system. Although the reform of China's education promoted the education system of quality, the senior high school entrance exam, university entrance exam or job opportunity largely depends on scores, making them worried about failing an exam. So students will feel anxious when facing exams. However, students began to take English exams from junior high school until the university, especially for undergraduates majoring in English, they are already familiar with the exam process. Additionally, they have experience in learning English and have basic English knowledge. Therefore, although they still feel nervous or anxious for the exam, it is just at low level of anxiety.

Pedagogical implications

On the basis of the findings above, there are several implications for English teaching can be offered.

First of all, to create democratic classroom environment. The learners are most concerned about making an error in English class in fear of negative evaluation based on the findings of the questionnaire. A relaxing and lively atmosphere is necessary to be created in English class to minimize the strain of learning. Students can have opportunities to express themselves, no matter the answer is right or wrong. In the traditional English classroom, students are often led by the teacher, which restrict student's initiative and creativity. It is vital for teachers to be fully aware of allowing and respecting different views and opinions from students.

Secondly, to present positive feedback. Students are also extremely anxious about their teachers' negative evaluation. Effective teacher's feedback can greatly motivate and guide them to learn more efficient. For example, when students are not sure about their answers and cannot express themselves clearly, the teachers should

show their confidence on students and encourage students to speak out the answers. When students show wrong answers, teachers should respect their work and more time should be given to students to think about the question.

Thirdly, to use cooperative learning method. According to Johnson (2005), cooperative learning approach creates a supportive learning setting, because it decreases competitiveness but increases opportunities to actively construct or acquire the knowledge among students. In addition, pair and small group work could contribute to a pleasant atmosphere, where the more anxious students seem to be concentrated on classroom activities. It is particular useful for students with low language proficiency level, who can benefit most from these cooperative learning activities.

Limitations and Suggestions for Further Studies

Although the researchers tried to ensure the study was accurate and objective, this study has some limitations. This study focused on investigating students' foreign language learning anxiety and finding a correlation between English learning achievements and the level of foreign language learning anxiety by using the FLCAS. This study was limited to undergraduates majoring in English at a university in southwest China, selected by simple random sampling. Therefore, the findings may not be representative of other universities or schools.

Moreover, from the above research, it can be seen that there is a negative correlation between foreign language learning anxiety and English learning achievement. However, more research is needed to further understand this relationship. Further, different methods should be used to study different objects in different environments to draw a comprehensive and clear conclusion and provide more helpful suggestions for decreasing students' foreign language learning anxiety.

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APPENDIX

Appendix
Questionnaire

Thank you for agreeing to take part in this survey. This research aims to explore the extent the correlation between foreign language learn anxiety and learning achievement. There is no ‘right’ or ‘wrong’ answers to any of these questions. Please read each item carefully and answer based on your actual learning experience. All the information you provide will be used for this research only.

Section 1: personal information

1. Level of your English
   ( ) CTE-6
   ( ) CTE-4
   ( ) Below CET-4
2. The English GPA in this semester:
   ( ) 2.00 - 2.49
   ( ) 2.50 - 2.99
   ( ) 3.00 - 3.49
   ( ) 3.50 - 4.00

Section 2:

Foreign Language Classroom Anxiety Scales (FLCAS)

SA=Strongly Agree, A=Agree, N=Neither agree nor disagree, D=Disagree, SD=Strongly disagree

items	SA	A	N	D	SD
1. I never feel quite sure of myself when I am speaking in English.					
2. I don't worry about making mistakes in English class.					
3. I tremble when I know that I'm going to be called on in English class.					
4. It frightens me when I don't understand what the teacher is saying in English.					
5. It wouldn't bother me at all to take more English classes.					
6. During English class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at English than I am.					
8. I am usually at ease during tests in my English class.					
9. I start to panic when I have to speak without preparation in English class.					
10. I worry about consequences of failing my English class.					
11. I don't understand why some people get so upset over English classes.					
12. In English class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in English class					
14. I would not be nervous speaking English with native speakers					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for English class, I feel anxious about it.					
17. I often feel like not going to my English class.					
18. I feel confident when I speak in my English class.					
19. I am afraid that my English teacher is ready to correct every mistake I make.					

items	SA	A	N	D	SD
20. I can feel my heart pounding when I am going to be called on in my English class.					
21. The more I study for an English test, the more confused I get.					
22. I don't feel pressure to prepare very well for English class.					
23. I always feel that the other students speak English better than I do.					
24. I feel very self-conscious about speaking English in front of other students.					
25. English class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my English class than in my other classes					
27. I get nervous and confused when I am speaking in my English class.					
28. When I am on my way to English class, I feel very sure and relaxed					
29. I get nervous when I don't understand every word the English teacher says					
30. I feel overwhelmed by the number of rules you have to learn to speak English.					
31. I am afraid that the other students will laugh at me when I speak English.					
32. I would probably feel comfortable around the native speakers of English.					
33. I get nervous when the English teacher ask questions which I haven't prepared in advance.					

Foreign Language Classroom Anxiety Scales (Chinese version)

英语课堂焦虑量表 (FLCAS)

SA=强烈赞成, A=赞成, N=既不赞成也不反对, D=反对, SD=强烈反对.

题目	SA	A	N	D	SD
1.在外语课说英语很没有信心。					
2. 不担心外语课上会犯错。					
3. 外语课上被老师点名回答问题时会发抖。					
4.外语课上没听懂老师用英语说什么时会感到害怕。					
5. 即使上更多的外语课，我也不觉得受到困扰。					
6. 上外语课时会想一些和课堂内容无关的事。					
7. 总觉得同学的英语能力比自己好。					
8. 对外语课上的一些小测验感到放松。					
9. 外语课上做没有准备的发音时会感到紧张。					
10. 担心外语课不能通过。					
11. 不懂为什么有些人会在外语课上感到焦虑不安。					
12. 外语课上很紧张以至于知道的东西都忘了。					
13. 在外语课上主动发言会感到尴尬。					
14. 和外国人说英语时不会感到紧张。					
15. 不明白外语老师纠错内容时会很不自在。					
16. 即使外语课前已经准备的很充分，课上还是会感到焦虑。					
17. 经常感觉不想去上外语课。					
18. 能在外语课上很自信的发言。					
19. 害怕老师总是纠正自己所犯的每一个错误。					
20. 快被叫到回答问题时会感到心跳得厉害。					
21. 面对外语考试，准备的越多越觉得没底。					
22. 不觉得课前做好准备会有压力。					
23. 总是觉得其他同学英语说得比自己好。					
24. 在其他同学面前说英语会感到很拘谨。					
25. 外语课的进度很快时会担心跟不上。					

题目	SA	A	N	D	SD
26. 上外语课比上其他课更感到紧张和不安。					
27. 在外语课上发言时会感到紧张和困惑。					
28. 在去上外语课的路上会感到很放松。					
29. 当不能听懂外语老师讲的每一个词时会感到很不安。					
30. 对英语学习中繁杂的规则感到头疼。					
31. 担心说英语时被其他同学嘲笑。					
32. 和外国人在一起时感到轻松自在。					
33. 当被老师问事先没有准备过的问题是会感到紧张。					

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