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高三学生英语学习焦虑的调查研究

A Study on Language Anxiety in English Learning of
Senior Middle School Students in Grade Three

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Abstract

In recent years, a remarkable shift takes place in foreign language teaching and learning. The teaching focus has transited from the teachers to the students. Affective factors of the learners are highly emphasized in classroom language teaching. According to the New Standard English Curriculum, English teaching should be geared to the development of all the students for quality education and affections of each student should be concerned in classroom language teaching. Anxiety as one of the most important affective factors has aroused the concern of many scholars. Krashen points out a high level of anxiety contributes to the rising of the affective filter which will impede the language acquisition. And humanism advocates the student-centered education with a purpose to promote the all around development of the students.

Basing on the affective filter hypothesis and the humanistic theories, the study aims to answer the following four questions. (1) To what degree do students in grade three in senior middle school experience language anxiety in English learning? (2) Are there any differences in English learning anxiety between male and female students, students majoring in liberal art and science, students from rural and urban areas, students from key school and common school? (3) What's the relationship between language anxiety and English learning achievement? (4) What are the possible sources of anxiety and the ways to alleviate anxiety in English learning?

Questionnaire survey and semi-structured interview were adopted as the studying methods. As to the questionnaire survey, the foreign language classroom anxiety scale designed by Horwitz was employed in the study. Four hundred students in grade three from two senior middle schools participated in the survey. As to the data collected in the questionnaire, descriptive analysis, independent sample test, one way anova and pearson correlation analysis were conducted by statistic package for social science(SPSS) version 20.0. The semi-structured interview served as a supplementary for the questionnaire investigation to get a further understanding about the participants. Sixteen students were selected as the interviewee and content analysis was carried out aiming to find out the

sources of anxiety and ways to reduce anxiety.

The results indicate that the majority of the students experience a low level of anxiety or moderate level of anxiety. Male students are more anxious than female students and students from the rural areas experience higher anxiety than those coming from urban areas. No significant differences are found between students with different majors or schools. There's a mild negative correlation between English learning anxiety and English learning achievement. The main sources of anxiety include the personality of the students, learning attitude and effort in English learning, content of the learning material, testings, classroom activities and the influence of the teachers. Six suggestions are put forward to alleviate anxiety, namely giving more encouragement to the students, changing beliefs towards English learning and enhancing language study, providing comprehensible input, reducing test anxiety, organizing classroom activities properly and making good interaction between the teachers and the students.

Key Words: anxiety; group differences; correlation; sources; strategies

摘要

近年来外语教学变化显著。教学重心由教师转向学生。学习者情感因素备受教学重视。英语新课程标准指出英语教学应面向所有学生,进行素质教育,在课堂教学中关注每位学生的情感发展。焦虑作为重要的情感因素引起众多学者的关注。Crashen 指出高焦虑加重情感过滤,阻碍语言习得。人本主义倡导教学以学生为中心,旨在促进学生全面发展。

本文基于情感过滤假说和人本主义理论,旨在回答以下四个问题。(1)高三学生英语学习焦虑程度如何?(2)英语学习焦虑在不同性别、专业、生源地以及学校之间是否存在显著差异?(3)英语学习焦虑与学习成绩有何关系?(4)英语学习焦虑的可能性原因及缓解措施有哪些?

本研究采用问卷调查及半结构化访谈作为研究方法。问卷选用了 Horwitz 编制的外语学习课堂焦虑量表,研究调查了两所高中的 400 名高三学生。使用统计分析软件 SPSS20.0 对问卷数据进行描述性分析,独立样本 T 检验,单因素方差分析以及皮尔逊相关性分析。半结构化访谈为问卷调查做补充,旨在深入了解被试的焦虑状况。访谈选取了 16 名被试,运用内容分析法探求学生焦虑的原因以及缓解措施。

结果表明大部分学生存在中低水平焦虑。男生焦虑水平高于女生,农村学生焦虑水平高于城镇学生,焦虑水平在专业和校际间无显著差异。英语学习焦虑与英语成绩呈低度负相关。焦虑的诱发因素包含学习者性格因素,学习态度和学习努力程度,教学内容,测试,课堂活动,教师影响。本研究提出了缓解焦虑的六点策略,分别是给予学生更多鼓励,转变英语学习观念、加强语言学习,提供可理解性语言输入,降低考试焦虑,合理组织课堂活动和增强师生互动。

关键词: 焦虑 组别差异 相关性 原因 策略

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Chapter One Introduction of the Study

1.1 Background of the Study

With the development of second language acquisition, a remarkable shift has taken place in the field of English language teaching and learning. The research focus transited from teachers to learners. Researchers and educators pay more attention to the learners' individual differences, such as attitude, motivation, learning style and personality. The combination of cognitive learning aspect and affective learning aspect has been highly stressed. In the past, the cognitive aspect of English learning was over stressed while the affective learning aspect was overlooked most of the time. Researches on affective factors in English language learning have been increasing. Among them, anxiety is one of the most significant factors affecting students' language acquisition.

Anxiety is concerned with abnormal psychological feelings such as fearfulness, worry and uneasiness. Language leaning anxiety is a complex mental phenomenon specific to language learning. Anxiety exerts great impact on language learning which has reached a unanimous agreement by many researchers (Horwitz & Young, 1991; Brown, 1994; Gardner, 1985; Reid, 1995). Foreign language learning is more likely to generate learning anxiety especially learning in classroom (Horwitz & Cope, 1986: 125-132). Researches show that foreign language anxiety is different from other kind of anxiety and it has a negative effect on language learning (Macintyre & Gardner, 1989). According to affective filter hypothesis, the higher the learners' learning anxiety is, the worse their language proficiency is (Crashen, 1981). Statistical studies are conducted both from the aspect of the teachers and the students. Interviews, diaries and questionnaires are used in different studies. The Foreign Language Classroom Anxiety Scale convinced by Hortwitz turn out to be the one with high reliability and validity. Comparing with studies abroad, domestic studies are mainly about English learning anxiety instead of the other languages.

1.2 Purpose and Significance of the Study

There are thousands of students learning English in China, and the number of it is still increasing rapidly. A large number of the students experience anxiety in English learning which has aroused the attention of English teachers and different researchers. Among these students, the senior middle school students in grade three are confronted with the coming college entrance examination which might give rise to anxiety in English learning. The influence of anxiety might be sharpening if they fail to adjust the tension encountered in their study. Therefore, this study aims to investigate the anxiety experienced by senior middle school students in grade three. To be more specific the study is going to answer the following questions:

(1) To what degree do students in grade three in senior middle school experience language anxiety in English learning?

(2) Are there any differences between male and female students, students majoring in liberal art and science, students from rural and urban areas, students from key school and common school?

(3) What's the relationship between language anxiety and English learning achievement?

(4) What are the possible sources of anxiety and the solutions to alleviate anxiety in English learning?

This study is of great significance for language teaching and learning.

As to the teachers, this study will help teachers to learn about to what extent their students feel anxious and what are the major sources of anxiety in English learning. Through the survey the teacher will get a better understanding of the students so that they can improve their teaching ways in accordance with the students' leaning differences.

As to the students, this study aims to find some practical solutions to alleviate their learning anxiety so as to make their learning more successful. Meanwhile, reducing students' learning anxiety is of great importance to promote their all-around development.

As to the educational research, this study will be helpful for future investigations about foreign language anxiety. It can provide some useful information about English

learning anxiety in the context of China for the follow researchers.

1.3 Organization of the Study

The study employed a questionnaire and semi-structured interview to find out the English learning anxiety experienced by senior middle school students in grade three. The paper consists of five chapters. They are introduction of the study, literature review, research methodology, results and discussion, conclusions.

Chapter one gives a basic introduction of the study, which includes the background of the study, the purpose and significance of the study as well as the organization of the study.

Chapter two presents the literature review on foreign language learning anxiety. In this chapter, the definitions of anxiety and foreign language anxiety are given first. Then, the theoretical bases of the study are given. At last, studies about foreign language learning anxiety at home and abroad are provided.

Chapter three gives a brief description of the methodology adopted in the present study. Both quantitative method and qualitative method are discussed respectively. It mainly introduces the participants selected, the instrument applied and the procedure of data collecting and analysis for the survey.

Chapter four is the main part of the study. It gives the results of the study and makes a discussion over them. To be more specific, it includes the following parts: the reliability of the study, the English learning anxiety level of the participants, difference in English learning anxiety between different groups of the students, the relationship between anxiety and English learning achievement, sources of anxiety and countermeasures to alleviate anxiety.

Chapter five gives a brief summary of the study. In this chapter, it presents the major findings of the study first and offers some pedagogical implications for English teaching. At the end of the chapter, it points out the limitations of the present study.

Chapter Two Literature Review

This chapter reviews the literature concerning about foreign language anxiety. First, it gives the definition of anxiety and foreign language anxiety. Then, it introduces the theoretical foundations of this study. Finally, it presents the previous studies about foreign language learning anxiety at home and abroad.

2.1 Definition of Anxiety and Foreign Language Anxiety

With different research perspective and research content, the definition about anxiety differs from one to another. Darwin (1872) defines anxiety as an emotional reaction which is aroused when the organism is under threat. Spielberger (1990) states that anxiety is a self-perceived feeling of apprehension and tension. Zhu Zhixian (1989) defines anxiety in the comprehensive dictionary of psychology as an uneasy, horrified state that caused by the failure of obtaining goals or overcoming obstacles, which often display as a dropping of self-confidence and self-esteem, and increasing of frustration and guilty. From above, we can conclude that anxiety always characterizes as a negative feeling of self-doubt, uneasiness and tension.

Different from anxiety in common, language anxiety is a complex psychological feeling specialized in language learning. And foreign language anxiety mainly concerns about the disturbance and worry while using a foreign language or second language. The concept of foreign language anxiety is first proposed by Horwitz et al. They point out that foreign language anxiety differs from the other anxieties. They states that the specialized features of foreign language learning make a distinction from the living anxiety, working anxiety or the anxiety in the other subjects. The foreign language learners can successfully think over something in native language and manage to express their opinion in mother language while failing to convey the information in the target language. Therefore, they define foreign language anxiety as “a subjective feeling of tension, nervousness, apprehension, and worry with an arousal of the autonomic nervous system” (Horwitz et al., 1986). In the present study, the definition put forward by

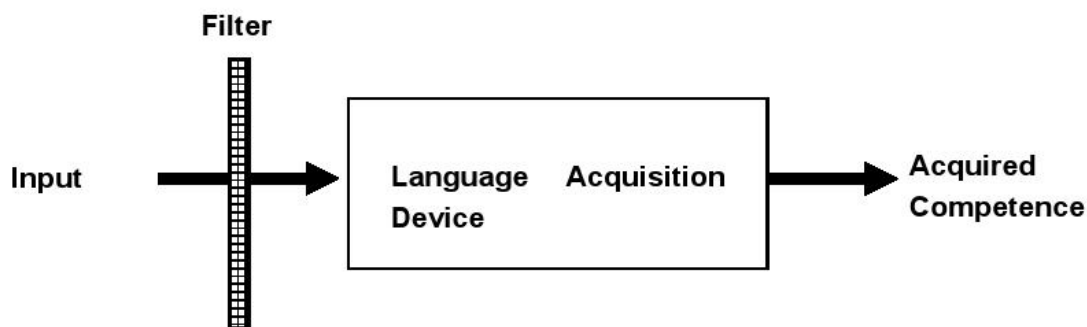
Horwitz will be adopted.

2.2 Theoretical Foundation on Foreign Language Anxiety

2.2.1 Affective Filter Hypothesis

There's a common phenomenon in second language acquisition that the learning speed and efficiency differ within all kinds of learners. Some language learners experience great success in second language learning while the others suffer from failures. Their learning achievements differ from one to another even when the second language learners have received the same input. According to Krashen(1982), the affective filter is one of the key factors influencing language learning and it explains the main reasons for individual difference in second language learning. He points out that the comprehensible input is a necessity for language learning, but it is not sufficient enough for successful second language acquisition because a low or weak affective filter is needed to allow the input in. The affective factors play an important part in second language learning which mainly include learning objectives, motivation, self-confidence, anxiety etc.. Affective factors of the learner work as the filter for language input. The concept of affective filter was first proposed by Dulay and Burt (1977) to explain how affective factors affect foreign language learning. And it was further developed by Krashen in the 1980's. In Krashen's affective filter hypothesis, he claims that before the input information is received, it must go through the affective filter which may play a facilitative role or deliberative role for language learning. Only in this way can language input be intake. He suggests that if the language learner hold a positive affection and be ready for language input, the affective filter will be rather low and the input will reach the language acquisition device successfully which will be internalized as the learner's language competence later on. On the contrary, if negative affection appears in the language learner, a mental block will be formed. And the affective filter will be rather high, which prevents comprehensible input from entering the language acquisition device. In this condition, language acquisition will not take place. In other words, high level of motivation, self-confidence and low level of anxiety will lower affective filter and contribute to the input transmission while low level of motivation, self-confidence and

high level of anxiety will make the learner less receptive to the input and impede language acquisition. The process of affective filter is “language input—filter—language acquisition device—acquired competence”. The following picture presents us the process of it.



Picture 1 Affective Filter Hypothesis

In conclusion, when the filter is up, it inhibits language acquisition. A lower affective filter is more desirable for language teaching and learning. Our language teaching should create an environment that encourages a low affective filter which will greatly eliminate the psychological barriers of the learners and lay a solid foundation for language learning. In order to make full use of the affective factors in foreign language teaching and learning, language teachers should make a transition in their teaching method and try to construct a relaxing classroom learning atmosphere. And to lower the students' learning anxiety is one of the agenda of cardinal importance.

2.2.2 Humanistic Theory

The researches of foreign language anxiety can find its psychological support—humanistic psychology. The theory was put forward in the United States in the late 1950s with A.H.Maslow and C.R.Rogers as its representatives. The humanistic psychology attaches great importance in the learners' inner world and highlights the role of affective factors in educational activities. Language learning anxiety is one of the most important emotional factors influencing language teaching and learning.

Humanistic theory focuses on the psychological development of the learner. It characterizes as learner-centered in which the learner is regarded as a whole person, with his individual characters both in cognitive factors and emotional factors. This theory aims to promote people's all-round development. It reinforces the necessity to combine

the cognitive and affective factors to educate the whole person. Affective factors are regarded as the foundation of cognitive activities. The cognitive competence will be greatly weakened if the learner holds a negative emotion while learning. Rogers (1975) suggests that human being has the potential of learning and meaningful learning takes place only when relevance subject is connected with the learner. He promotes that emotion and cognition are integral part of human being which are in divisible. The ideal education is to cultivate those people who turn out to be the harmony integration in terms of physical, mental, emotional, and spiritual states and who are the perfect men applying both cognitive and affective method while tackling with different issues (Rogers, 1983). The current education is students oriented which is the core concept of the new curriculum. It concerns much about the student's emotional factors. The blend in of emotional factors in language teaching is highly advocated. Comparing with the other disciplines, language is more closely connected with emotional factors among which anxiety exerts great influence in language teaching and learning.

Humanistic theory has great impact on teaching methods. Teaching methods like silent way, community language learning and suggestopedia are taken from the humanistic approach. They all concern about the learners' inner world and consider the learner as lively individuals. Natural and relaxing learning atmospheres are highly emphasized in these teaching methods. Teachers should be the facilitator and helper of the learners. The missions of the teacher are no longer confined to the transmission of knowledge but also to inform the students how to learn. Different learning resources should be given to the students for self-study. A safe and secure learning environment should be created so that the students will not worry about mistakes or failures while learning. They can learn actively and efficiently both from the textbook and fellow worker. To remove the students' psychological barrier and relieve the students' learning anxiety will strengthen their cognitive competence and make full play of their cognitive wisdom. Only by combining the cognitive and affective factors together, can the students make an all around development.

2.3 Foreign Language Anxiety Research in China and Abroad

2.3.1 Foreign Language Anxiety Research Abroad

Considerable bodies of studies have been conducted to investigate the relationship between language anxiety and language learning. However, the results are mixed and confusing.

The early studies about the relationship between Anxiety and Foreign Language Learning were unclear or even contradictory. Eysenck(1979) found positive correlation between anxiety and foreign language anxiety; Spielberger(1966) found negative correlations between them, and Backman(1976) found no relationship between them. Scovel (1978) believed that it was partially because the scales used by researchers were different. Philips (1992) held the same opinion, he stated that “If the measuring tools are different, the types of anxiety measured will be diversified and the result will be quite different.” Therefore, a number of empirical studies were made to find out an effective measure scale specialized to foreign language anxiety.

The studies about foreign language anxiety did not make a breakthrough until the mid 1980s. Horwitz (1986) and his colleagues designed the Foreign Language Classroom Anxiety Scale (FLCAS) which was proved to be reliable and effective by the following researchers (e.g. Ganschow & Sparks, 1996; MacIntyre & Gardner, 1989; Aida, 1994). This scale aims at measuring the scope and degree of foreign language anxiety. And it is by far the most popular and widely adopted scale specialized in foreign language anxiety. With the scale, numerous studies found negative correlation between anxiety and the language learning.

Since the 1990s, a large amount of studies about foreign language anxiety came out. The researches mainly fell into two trends. The first trend interpreted foreign language anxiety as a whole. It mainly investigated the anxiety experienced by the participants or the relationship between anxiety and other influencing factors about foreign language learning. Reseachers like Aida (1994), MacIntyre (1999), Onwuegbuzie (2000), Kazu Kitano (2001), Rodriguez et al. (2003) investigated the relationship between anxiety and foreign language learning as an entirety. The other trend mainly focused on foreign

language anxiety in different aspects of language skills such as listening, speaking, reading and writing. Phillips (1992) pointed out the oral achievements decreased with the rising of anxiety in foreign language learning. Daly (1997) found the anxious students could hardly generate good articles and the articles written by them were much shorter.

2.3.2 Foreign Language Anxiety Research in China

The studies about foreign language anxiety in China lag behind the western countries both in theory and practice. Domestic scholars attached importance to the study of foreign language anxiety in the 1990s.

And in the early years, the studies were mainly about the anxiety of foreign students in China. Chinese were regarded as the foreign language in these studies. Qian Xuqing (1999) investigated the language anxiety experienced by oversea students who study Chinese as their foreign language. Zhang Li and Wang Biao (2002) explored 42 foreign students who study Chinese in china and analyzed the relationship between foreign language anxiety and their Chinese learning achievements.

Studies about foreign language learning anxiety vary in the later years. The research participants and studying methods became diversified and different variables in foreign language learning were concerned. Zheng Peiyun (2003) applied the questionnaire investigation and interview to explore English learning anxiety in classroom questioning. She found anxiety increased when the problem became more and more difficult and questioning randomly might increase the anxiety. Shao Xingguang and Zhang Fake (2008) found the application of multimedia in English learning could greatly reduce learning anxiety for college students.

In the recent years, more and more studies at home concern about foreign language learning anxiety and the individual learning skills such as listening and speaking. Wei Guangying (2013) surveyed 81 college students in Shang Dong province and discovered that there's a negative correlation between English learning anxiety and listening comprehension. The listening strategies lessened with the rising of listening anxiety. Shao Xie (2010) investigated 97 higher vocational school students and found that no gender difference existed in their speaking anxiety. Shi Yunzhang and Liu Zhenqian

(2006) inquired 220 sophomore students of non-English major and found a negative correlation between reading anxiety and scores of CET 4. Guo Yan and Qin Xiaoqing (2010) made an empirical study on 453 college students. They found a negative correlation between English writing anxiety and writing achievement.

The features of foreign language anxiety study can be summarized as the following:

(1) The study methods are becoming more scientific. In addition to the quantitative study which utilize the prevalent Foreign Language Classroom Anxiety Scale, the combination of quantitative study and qualitative study are widely used to make the result more objective and reliable. Questionnaire, interview, diary, test, self-report, comparing test and classroom observation are adopted in different studies.

(2) The research results are becoming steady. Many studies show the negative correlation between anxiety and foreign language achievement (Aida, 1994; Young, 1986; Horwitz & Cope, 1986; Price, 1991). In another word, the more anxious the learners are the worse achievement the foreign language learner will get.

(3) The research questions are becoming more concrete. There's a shift from common foreign language anxiety study to researches related to language skills and learning process. For example: The Influence of language anxiety on the Students' Oral Test Scores (Phillips, 1992).

The researches about foreign language anxiety developed a lot. And tremendous new findings were found in the previous studies. However, most of the studies mainly focus on college students. Only a small portion of the studies focus on middle school students. In this paper the author is going to analyze the anxiety experienced by senior middle school students. And these students are grade three students in senior high school in particular since they are expected to be over anxious easily.

Chapter Three Research Methodology

Literature review about foreign language anxiety was discussed in the previous chapter and this chapter mainly introduces the research question to be investigated, the participants involved, the instrument applied and the procedures of data collecting and analysis for the study.

3.1 Research Questions

(1) To what degree do students in grade three in senior middle school experience language anxiety in English learning?

(2) Are there any differences between male and female students, students majoring in liberal art and science, students from rural and urban areas, students from key school and common school?

(3) What's the relationship between language anxiety and English learning achievement?

(4) What are the possible sources of anxiety and the ways to alleviate anxiety in English learning?

3.2 Research Design

The research methods in this study mainly include quantitative research and qualitative research. In the quantitative research, a questionnaire survey was conducted among 400 students while as in the qualitative research a semi-structured interview was carried out among 16 students.

3.2.1 Quantitative Design

3.2.1.1 Participants

The participants involved in the present study were 400 students in grade three from two Senior Middle Schools in Ganzhou city of Jiangxi province. Among them, there were 198 students from key senior middle school, accounting for 49.5 percent and 202 students from common senior middle school accounting for 50.5 percent. Eight classes

took part in the survey in total. Two liberal art classes (a gifted class and a common class) and two science classes (a gifted class and a common class) got involved in each school. 217 male students (54.25%) and 183 female students (45.75%) were investigated in the study. 192 students (48.00%) majored in liberal arts and 108 students (52.00%) majored in science. 211 students came from urban area, accounting for 52.75 percent and 189 students came from rural area accounting for 47.25 percent. Most of the students in key senior middle school came from urban area and the majority of the students in common middle school were from rural area. The age of the students ranged from 16 years old to 19 years old. And they studied the same text book. They all had the similar amount of English courses and teaching objectives. All of them had little or no chances to communicate with English speaking foreigners. The reason that only students in grade three were investigated was that they were going to take the college entrance examination which might have great influence in their whole life. Students were urged to study harder in order to get a good result. These students were frequently tested in their daily life and they had more tension in their course study. Grade three students were expected to suffer more from language learning anxiety. And on the other hand, language learning anxiety may exert great influence to students in grade three. The impact of language anxiety in grade three students may be more significant than that of students in grade two and grade one. Table one is the basic information about the participants in this study.

Table 3-1 Basic Information of the Participants (N= 400)

Groups		Number	Percentage
Gender	Male	217	54.25%
	Female	183	45.75%
Major	Liberal Arts	192	48.00%
	Science	208	52.00%
Residential Area	Urban	211	52.75%
	Rural	189	47.25%
School	Key School	198	49.50%
	Common School	202	50.50%

3.2.1.2 Instrument

The research instrument concerned in this study is a questionnaire and the mid-term English test. The questionnaire is used to collect quantitative data about foreign language anxiety. The mid-term English test is adopted to achieve the students' English score which serves as the students' English learning achievement.

(1) The Questionnaire

The questionnaire consists of two parts. The first part concerns about the personal information of the participants, which includes their gender, major, residential area, school and English score. The second part is the foreign language classroom anxiety scale (FLCAS), which is the main body of the questionnaire.

This scale was designed by Horwitz in 1986, which aimed to measure the anxiety level specific to language learning. It proved to be of high reliability and validity and was widely adopted by different researchers both from abroad and at home who studied foreign language anxiety.

The foreign language classroom anxiety scale contains 33 items and fall into four dimensions. They are communication anxiety, test anxiety, fear of negative evaluation anxiety and the other anxiety. Each item describes the anxiety that might be experienced by the participants. And the answer of each item is arranged in five-linkert scale namely strongly disagree, disagree, neutral, agree, strongly agree. The participants are asked to make a choice among these options.

Slightly change was made for the foreign language classroom anxiety scale so as to suit for the study. Firstly, the scale was translated into Chinese so that the students could understand the items easily since they might have some difficulty in understanding the original English version scale. Secondly, the words "foreign language" which appeared in the original scale was altered to the term of "English" to make it more clear and specific since all the participants in this study learn English as their foreign language.

(2) The Mid-term English Test

The mid-term English test was held in the first term of senior middle school study. This test is a unified test with twelve schools participated at a same time. It is a comprehensive test of the students' English level which consists of five parts namely

listening, multiple choice, cloze test, reading and writing. Specific scoring rules were given to mark the test paper. And the total score of the test paper is 150 points.

3.2.1.3 Data Collecting and Analysis

The questionnaires were first handed out to students in a key common school during their activity time with the help of their English teacher and a few days later, delivered to students in a common middle school at their night classes. Clear instruction was given to the students before they answer the questionnaire. The students were told that they should finish the questionnaire according to their true conditions, and there's no distinction between right or wrong. They were also informed that the purpose of the study was for academic study and there's nothing to do with the students' final score. All of these questionnaires were collected as soon as the students completed. 423 questionnaires were collected in total and 400 of it were adopted with 198 valid questionnaires from key senior middle school and 202 valid questionnaires from common middle senior middle school. Those questionnaires with a lot of repetition answers or missing choices were eliminated. The efficiency rate of the questionnaire was about 94.6 percent.

All the valid questionnaires were processed with statistic package for social science (SPSS) version 20.0. The answers were scored on a five-likert scale with 1 point for strongly disagree, 2 points for disagree, 3 points for neutral, 4 points for agree, 5 points for strongly agree. 9 items (items 2, 5, 8, 11, 14, 18, 22, 28, 32) were negatively worded which were reversely scored. Language anxiety increases as the score ascend. In another word, the higher the score, the more anxious the participant is. Descriptive analysis such as mean, standard deviation, minimum and maximum data were applied to learn about the general state of anxiety. Independent sample test was used to find out if there were any significant differences in different groups of students such as students of different gender, major, residential area and school. One way anova and pearson correlation analysis were adopted to find out the relationship between anxiety and English learning achievement.

3.2.2 Qualitative design

In addition to questionnaire survey, a semi-structured interview was also conducted among 16 students. The method of interview is at the advantage to get more specific information so that the researcher can get an all around information about the participants.

3.2.2.1 Participants

Sixteen students participated in the semi-structured interview. Half of them came from the key senior middle school and the other half came from the common senior middle school. Four female students (two students majoring in liberal arts and two students majoring in science) and four male students (two majoring in liberal arts and two majoring in science) were interviewed in each school. Meanwhile, eight students were from rural area and the other eight students from urban area.

3.2.2.2 Instrument

The instrument in this part is a semi-structured interview, which mainly includes some problems concerning about the questionnaire and the main factors arousing anxiety in English learning and also some countermeasures to alleviate anxiety. To be more specific there are four major questions involved in the study. They are:

- (1) Questions concerning about the result of the questionnaire.
- (2) In what circumstances or situations do you feel anxious in English learning?
- (3) What are the main reasons that make you feel anxious?
- (4) How to alleviate anxiety in English learning?

Basing on these four questions, a variety of more specific questions were asked to different students. The following are some examples.

How do you feel about your English study?

Do you have the confidence to learning English very well?

Have you formed the habit to preview your lesson in English learning?

What do you think of your English teacher?

Does your English teacher give you enough time to answer the questions?

Do you enjoy the English class?

How often do you have a test? Will the testing result be announced to the public?

Do you like to talk with the foreigners? Why?

Do you often answer questions actively in English class? Why or why not?

What equipments or instruments do you apply in your English study?

3.2.2.3 Data Collection and Analysis

Basing on the result of the questionnaire, 16 students from the two schools were selected as the interviewee. The purpose and nature of the interview were told to the students. And it was emphasized that the result of the interview would have nothing to do with the students' grade so that they could express what they really want to say. Since the interview extend much more time than the questionnaire survey, each participants got a gift as a reward. The participants were interested in the interview and were willing to cooperate with the author. All the participants were interviewed respectively after class. In order to communicate freely, the author communicates with the participants in Chinese. Basic information about the interviewee and the content of the interview were later written out to make a clear view of the interview. Content analysis was used to analyze the material of the interview. The collected data was later sorted, classified and summarized. Meanwhile, some useful information collected in this step was translated into English to suit the need of the study.

Chapter Four Results and Discussion

Research methodology was discussed in detail in the previous chapter. This chapter mainly presents the result and further analysis both from quantitative and qualitative studies. In terms of the quantitative research, descriptive findings of language anxiety in general and different perspectives will first be presented. Then difference between students with different gender, major, residential area and school will be discussed. At last, correlation study between anxiety and English learning achievement will be explored. In terms of the interview, sources of English learning anxiety will be discussed and the possible ways to alleviate anxiety in English learning will be provided.

4.1 Reliability of the Questionnaire

In the year 1986, Horwitz and Cope designed the foreign language classroom anxiety scale. Since then, the scale became widely used all around the world. And the reliability and validity of the scale were verified by different scholars. The present study surveyed 400 Chinese senior middle school students in grade three. Reliability statistic test was made to test whether the scale was reliable in the present study. As is shown in Table 4-1, the Cronbach coefficient in this study is 0.926, which is similar to that of Horwitz's (1991) and Aida's (1994). The reliability score in Horwitz's study is 0.93 and in Aida's is 0.94. It indicates that the scale has a high level of reliability in the study since a reliability score of more than 0.8 would be highly reliable according to the statistic theories. Therefore, the result yield in the present study is highly reliable.

Table 4-1 Reliability Statistics

Cronbach's Alpha	N of Items
0.926	33

4.2 The English Anxiety Level of the Participants

The English anxiety level of the participants will be discussed in the following

aspects. They are the overall English anxiety level, the anxiety in four levels, the anxiety in four dimensions, and the anxiety in each single item.

4.2.1 The Overall Anxiety Level

Table 4-2 Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
overall anxiety	400	103.00	47.00	150.00	99.1675	21.59294	466.255
valid N (listwise)	400						

Descriptive statistics about overall English anxiety level such as minimum, maximum, mean, standard deviation can be show in table 5-1. As is seen in the table, the score of English anxiety ranges from 47 to 150 with 47 as the minimum and 150 as the maximum. According to the anxiety study of Horwitz (1986), the score of overall anxiety ranges from 33 to 165. In this study, the minimum score is 14 points higher than the theoretical score of it. And the maximum score is 15 points lower. The mean score of this study is 99.1675 and the standard deviation is 21.59294. The variance of this study is 466.255.

Comparisons of this study and similar studies about foreign language anxiety have been made between different researchers. Horwitz (1991) explored 108 Americans who study Spanish as the foreign language. The score of overall anxiety ranges from 45 to 147 points with a mean score of 94.5. The standard deviation in Horwitz's study is 21.4. Aida (1994) employed the foreign language classroom anxiety scale to study 96 students from America who study Japanese as the foreign language and got a mean score of 96.7 with a rang of 47 to 146 points. The standard deviation in his study is 22.1. Comparing with these two studies there are similar findings in terms of the maximum score and minimum score as well as the standard deviation. And the mean score in the presents study is 99.1675, which is a bit higher than that of Horwitz's and Aider's. Therefore, the participants in this study are more anxious than the participants in the pervious two studies. The differences might be connected with the participants' learning experience. In Horwitz' and Aider's study, the participants have learned the foreign language for about a

year while as in the present study, the participants have learned the foreign language for at least 6 years. The knowledge they learned is more complicated than the beginners which may result in a higher level of anxiety.

4.2.2 Anxiety in Four Levels

Table 4-3 Anxiety Level

	Frequency	Percent	Valid Percent	Cumulative Percent
free of anxiety	31	7.8	7.8	7.8
low anxiety	170	42.5	42.5	50.3
moderate anxiety	171	42.8	42.8	93.0
high anxiety	28	7.0	7.0	100.0
total	400	100.0	100.0	

Table 4-4

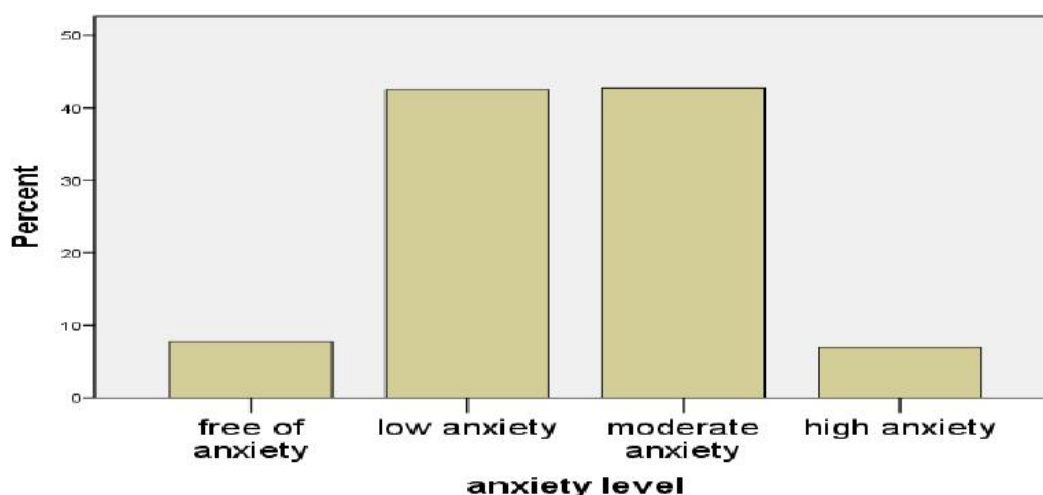


Table 4-3 and table 4-4 show us the anxiety of different levels. According to Horwitz (1986), the students are divided into four groups. Those whose overall anxiety score is below 66 points belong to students free of anxiety and the score between 66 to 99 is low anxiety group. Those whose score is above 99 and below 132 will be regarded as moderate anxiety group and those who get a score above 132 are identified as high anxiety group. From table 4-3, we can see that among the 400 students, only 31 students are free of anxiety accounting for 7.8 percent. And the rest students feel anxious in English learning. So, we can conclude that most of the students experience anxiety to a certain degree. This finding is consistent with the previous study conducted both at home

and abroad that language anxiety does exist to a large extent in second or foreign language learning. And it has become a great physiological barrier for most of the students who study a foreign language. Further more, about 42.5 percent of students experience low anxiety and 42.8 percent of students experience moderate anxiety. That is to say the majority of the students experience low anxiety and moderate anxiety. And only about 7 percent of students experience high anxiety in English learning. The reasons for the result may attribute to the following ones. The first reason is the improvement of teaching methods. In the interview a lot of students confirmed that they did enjoy the teacher's teaching method and their English teacher were welcomed by the majority of students. The second reason is the implementation of new English curriculum reform. It lowered the students learning burdens to some degree, and more attention was focused to the students to suit their needs. However, compared with the previous studied, the anxiety level is a bit higher which should still draw the attention both from the teachers and the students as well.

4.2.3 Anxiety in Four Dimensions

The 33 items in the questionnaire can be divided into four dimensions, which are communication anxiety, test anxiety, fear of negative evaluation anxiety and the other anxiety. Ten items belong to communication anxiety. They are item 1, item 4, item 9, item 13, item 14, item 18, item 24, item 27, item 29 and item 32. Three items are classified as test anxiety. They are item 8, item 10 and item 21. Nine items are about negative evaluation anxiety. They are item 2, item 3, item 7, item 15, item 19, item 20, item 23, item 31 and item 33. The rest items belong to the other anxiety. They are item 5, item 6, item 11, item 12, item 16, item 17, item 22, item 25, item 26, item 28 and item 30.

Table 4-5 Anxiety in Four Dimensions

	N	Range	Mean	Std. Deviation	Variance
communication anxiety	400	3.60	3.1302	0.73003	0.533
test anxiety	400	4.00	3.0817	0.86614	0.750
negative evaluation anxiety	400	3.67	3.0256	0.73267	0.537
other anxiety	400	3.55	2.8536	0.71102	0.506
Valid N (listwise)	400				

Table 4-5 describes the mean, standard deviation and variance about the four dimensions of anxiety. If the mean score is above 3 points, we can conclude that the participants suffer from a rather high level of anxiety. From the above table, we can find that the mean scores of anxiety in communication anxiety, test anxiety and negative evaluation anxiety are more than 3 points which suggest that the students have rather high level of anxiety in the aspect of communication, test and negative evaluation.

Among them, communication anxiety is the most anxiety-provoking. The reasons are highly related to the characteristics of language study itself. Language is used to communicate and in the English class, speaking activities are frequently carried out which is distinctive to the other disciplines. However, most of the students are not confident enough to speak out in public due to a variety of reasons such as fear of losing face and making mistakes or poor pronunciation. Besides, the participants in this study seldom communicate in English due to the lack of English speaking environment. Even when they have the chances to talk with the foreigners, they prefer to keep silent. Whenever they are asked to talk with the foreigners, anxiety will arouse immediately.

Test anxiety ranks the second in the four dimensions. Since the participants are in grade three. They are frequently tested which may often arouse their learning anxiety. The students in grade three are obliged to get a higher mark so that they have the opportunity to enter the first level colleges. According to the survey of the interview, some complained that the marks of their test would be announced in public in order to enhance students' competition awareness. So students competed for higher scores. What's more, failing in the exam might disgrace their teachers as well as their parents.

4.2.4 Anxiety in Each Single Item

In order to get a further understanding about the anxiety level and figure out the sources of anxiety, each single item is analyzed in terms of their mean score and standard deviation. Table 4-6 is the descriptive statistic of each single item which is ordered according to the mean score of each item in descending sequence. The higher the mean score is, the more anxious the participants turn out to be.

Table 4-6 The Descriptive Statistic of Each Single Item

	N	Range	Mean	Std. Deviation	Variance
item 33	400	4	3.60	1.078	1.162
item 18	400	4	3.60	1.106	1.224
item 32	400	4	3.53	1.052	1.107
item 7	400	4	3.50	1.191	1.419
item 6	400	4	3.47	1.083	1.172
item 10	400	4	3.41	1.237	1.531
item 1	400	4	3.40	1.157	1.339
item 14	400	4	3.35	1.131	1.280
item 23	400	4	3.34	1.207	1.458
item 2	400	4	3.27	1.233	1.521
item 30	400	4	3.19	1.293	1.673
item 11	400	4	3.16	1.213	1.471
item 8	400	4	3.16	1.216	1.478
item 9	400	4	3.15	1.229	1.511
item 20	400	4	3.12	1.190	1.416
item 4	400	4	3.09	1.308	1.712
item 24	400	4	3.05	1.277	1.631
item 15	400	4	3.05	1.194	1.426
item 25	400	4	3.02	1.233	1.521
item 5	400	4	2.95	1.325	1.755
item 28	400	4	2.90	1.192	1.422
item 29	400	4	2.90	1.246	1.553
item 31	400	4	2.89	1.233	1.520
item 16	400	4	2.75	1.222	1.494
item 22	400	4	2.75	1.169	1.366
item 13	400	4	2.72	1.178	1.387
item 21	400	4	2.67	1.245	1.549
item 27	400	4	2.52	1.157	1.338
item 17	400	4	2.48	1.371	1.879
item 26	400	4	2.37	1.215	1.477
item 12	400	4	2.33	1.158	1.341
item 19	400	4	2.27	1.071	1.148
item 3	400	4	2.19	1.072	1.150
Valid N (listwise)	400				

As is shown in the table, the mean scores of nineteen items (item 33, 18, 32, 7, 6, 10, 1, 14, 23, 2, 30, 11, 8, 9, 20, 4, 24, 15, 25) are above 3 points which indicate that in

many circumstances and situations, the participants feel anxious in English learning.

Item 33 is the most anxiety-provoking one which states “I get nervous when the English teacher asks questions that I have not prepared in advance” (Horwitz, 1986). It indicates that the students feel most anxious when the teacher asks them questions, especially when they are not ready to give the answer. Question answering requires the students to think actively and it has a high demand on the students’ language abilities such as language organizing and speaking abilities which may arouse the students’ tension immediately. If insufficient time is given to the students, they may fail to work out the answer which may result in high anxiety. It enlightens the teacher to give a certain amount of time for the students to find out the answer. And it is necessary to give some hints about the answer to reduce their anxiety.

Item 3 is the least anxiety-provoking item which is out of the author’s expectation. It goes like this “I tremble when I know that I am going to be called in English class” (Horwitz, 1986). Comparing with item 33, they are all about asking and answering questions, item 3 is not that anxious-provoking. And the answer lies in the word “tremble”. During the interview, some students explained, they did feel anxious when they knew they were going to answer the questions. However, that definitely did not mean they would feel anxious to the extent of trembling. A student claimed that answering questions in English class was quite common and no one in his class could manage to get rid of it. Feeling tremble indicates an extremely high level of anxiety that the learner can hardly control. The students in these two schools are not anxious enough as to tremble since they have certain knowledge about English and they are often asked to answering questions or giving performance in public. Another student said, “I do enjoy answering questions if I know the answer. In that case, I will be pleased to give my answer if my teacher is going to call me. ” Therefore, when the students have good command of the knowledge, anxiety will seldom occur. This is in accordance with the input theory. Comprehensible input can be intake by the learners and this will in turn produce less anxiety in langue learning.

Among the top 10 anxious items, item 18, item 1, item 14 and item 23 are connected with speaking which includes speaking in the class or talking with the foreigners.

Therefore, it can be said that the activity of oral speaking can arouse the students' anxiety the most. The result is similar to that of Price (1991), who found that the participants in his study were extremely anxious in oral English class that they felt awful and frightened in oral English class. Yong (1990) reported that 86 percent of his participants felt most anxious when they were asked to speak in front of the class. Also, the result is in accordance with the study of Horwitz and Cope's (1986) which stated that speaking and listening were the most anxious-provoking factors. According to the survey, the high level of anxiety in speaking activities is caused by the following reasons. First, the students have few chances to communicate with the English-speaking foreigners or practice their oral English after class. Second, the students are not capable enough to say English fluently as they wish. As is said by a students interviewed, he does like to talk with the others in English but he can hardly figure out the exact words in English that he would like to say since he has a poor storage of vocabulary. The last reason is the influence of the traditional Chinese culture. Most of the students prefer to listen carefully and take notes ignoring to express in oral terms which may often expose their weakness.

Item1, item 7, item 14 and item 23 indicate anxiety arise from lack of confidence. Some students are not confident enough in English learning. These students often underestimate themselves and unwilling to take part in the English classroom activity actively. According to the survey of the interview, some students felt frustrated in English learning and when they were asked whether they were confident enough to learn English very well, they held a negative opinion towards it. And several students confirmed that they seldom answered questions actively in the class for fear of being laughed by the other students or making mistakes. These students prefer to keep silent in the class as much as possible.

4.3 Difference in Anxiety Between Different Groups of Students

Independent sample test are carried out in order to find out whether there are any differences between different groups of students such as students from different schools, students of different gender, major and residential area. In this study, the overall English anxiety and the four dimensions (communication anxiety, test anxiety, negative

evaluation anxiety and other anxiety) of it are set as the test variables and school type, gender, major as well as residential area are used as the grouping variables respectively.

4.3.1 Gender Difference

Table 4-7 Independent Sample Test of Gender Difference

	Gender	N	Mean	Std. Deviation	T	Sig (2-tailed)
overall anxiety	male	217	101.4654	22.33064	2.331	0.020
	female	183	96.4426	20.41077		
communication anxiety	male	217	3.2143	0.73543	2.524	0.012
	female	183	3.0306	0.71279		
test anxiety	male	217	3.0522	0.88850	-.740	0.460
	female	183	3.1166	0.83994		
negative evaluation anxiety	male	217	3.0748	0.78697	1.487	0.138
	female	183	2.9672	0.65992		
other anxiety	male	217	2.9539	0.71993	3.105	0.002
	female	183	2.7347	0.68336		

Table 4-7 shows the mean, standard deviation, T-value as well as the sig value in terms of overall anxiety and its four dimensions. The mean score of male students in overall anxiety is 101.4654, which is much higher than that of the females 96.4426. $\text{Sig}=0.020 < 0.05$, so there's an obvious difference between male and female students in overall English anxiety. The result of this study is consistent with that of Gierl and Rogers (1996), Xiong Suchun (2005) and different from that of Horwitz and Young (1991), Bailey and Onwuegbuzie (1999), Zhang Bao (1996), Tang Wenfang (2006), Pappamihel (2002).

Meanwhile in terms of the communication anxiety, negative evaluation anxiety and other anxiety, the mean scores of male students are higher than that of female students with the exception that in test anxiety female students experience higher level of language anxiety. In the aspects of communication anxiety and other anxiety, $\text{sig}=0.012$ and 0.002 respectively, which are lower than 0.05 . Therefore, there's a significant difference in communication anxiety and other anxiety between male and female students.

In the aspect of test anxiety, female students are more anxious than males. The reason can be explained as the following. Female students care more about the learning result. They worry more about the result of their test.

Male students experience more anxiety in overall anxiety, communication anxiety and other anxiety. The reasons are contributed to the following:

First, female students are more talented in language learning and boys are superior in mathematics and science. A great deal of studies showed that female students have a better performance in language learning. “Wen & Johnson(1997) found that female students got better achievement in national proficiency test in general. Gardner & Lambert (1972) suggested that female students had better performance in terms of second language vocabulary” (qtd. in Jin, 2011: 53). Although, this opinion is still doubted by large numbers of researchers, it does exert great influence to the students. As is coined by a boy, “My English teacher and my parents strongly recommend me to study science because they believe boys are at the advantage to learn science while weak at memorization and language.” With the influence of the traditional view point, boys naturally believe that they are inferior to the girls and are less confident and less involved in English learning.

Second, girls are more diligent and they work harder in English learning. From the survey of the interview, the author finds that girls spend more time on English learning after class. They are well prepared for the lessons which can alleviate their tension in English learning. While a large number of boys are less interested in English learning and they spent little time for English study after class. A boy claimed that he felt awful in English class and it made him sick. The only way out for his bad feeling was to sleep during the class.

Third, boys care more about their self-image. A boy narrated in the interview that he was afraid of making mistakes in the class and he became more anxious when the girls keep a watchful eye on him. The boys concern more about the others’ negative evaluation and afraid of losing facing in front of the girls. Comparing with the boys, girls are more active in the class. They are more involved in English learning and keep a good relationship with the English teacher.

4.3.2 Major Difference

Table 4-8 Independent Sample Test of Major Difference

	Major	N	Mean	Std. Deviation	T	Sig (2-tailed)
overall anxiety	liberal art	192	97.3177	21.10503	-1.650	0.100
	science	208	100.8750	21.94600		
communication anxiety	liberal art	192	3.0906	0.74813	-1.043	0.298
	science	208	3.1668	0.71276		
test anxiety	liberal art	192	3.0052	0.83096	-1.700	0.090
	science	208	3.1522	0.89359		
negative evaluation anxiety	liberal art	192	2.9514	0.69725	-1.952	0.052
	science	208	3.0940	0.75915		
other anxiety	liberal art	192	2.8030	0.69380	-1.369	0.172
	science	208	2.9003	0.72508		

Table 4-8 demonstrates the independent sample test of major difference. From the table, we can find that students majoring in science are slightly more anxious than those majoring in liberal art in terms of overall anxiety ($100.8750 > 97.3177$), communication anxiety ($3.1668 > 3.0906$), test anxiety ($3.1522 > 3.0052$), negative evaluation anxiety ($3.0940 > 2.9514$) and other anxiety ($2.9003 > 2.8030$). The sig values in overall anxiety (0.100), communication anxiety (0.298), test anxiety (0.090), negative evaluation anxiety (0.052) and other anxiety (0.172) are all above 0.05 which indicate that the difference between students majoring in liberal art and science are not significant.

This result is quite similar with the previous studies. Su Chunyan (2012: 22-23) found that students majoring in science were a little anxious than those majoring in liberal art with the exception in the aspect of fear of negative evaluation. And there's no significant difference between students majoring in liberal art and science. Wang Jing (2012: 28-29) examined the major difference for senior middle school students and found no significant major difference both in overall anxiety and different dimensions of anxiety. Chen Hong (2002: 44) concluded that students of different major did not have significant difference in their English learning anxiety. Wang Tongyong (2007: 15) discovered that no significant difference existed between art students and science students in terms of overall anxiety, communication anxiety, negative evaluation anxiety

and other anxiety.

In the presents study, students majoring in science have a higher level of anxiety comparing with students majoring in liberal arts. The interview informs us that the result has a lot to do with their learning style. During the interview, two students majoring in science argued that they were poor at memorizing and in many circumstances they hated memorizing very much. That's the reason why they chose to learn science since it had lower demand in memorization. However, no matter what major they chose to learn, they had to learn English as well, which still concerned a lot with memorization such as some English words expressions and grammar rules. Failing to memorizing the learning material very well made them frustrated which in turn bring about anxiety in English learning. However, the difference between them is not that remarkable so that no significant difference is fond between them.

4.3.3 Area Difference

Table 4-9 Independent Sample Test of Area Difference

	Area	N	Mean	Std. Deviation	T	Sig (2-tailed)
overall anxiety	urban	211	96.6493	20.66974	-2.480	0.014
	rural	189	101.9788	22.29921		
communication anxiety	urban	211	3.0095	0.71194	-3.546	0.000
	rural	189	3.2651	0.72819		
test anxiety	urban	211	2.9953	0.87013	-2.117	0.035
	rural	189	3.1781	0.85366		
negative evaluation anxiety	urban	211	2.9394	0.69922	-2.500	0.013
	rural	189	3.1217	0.75864		
other anxiety	urban	211	2.8285	0.68982	-.746	0.456
	rural	189	2.8817	0.73478		

The data in table 4-9 tells us the difference between students from urban area and rural area. In the presents study, there are 211 students from urban area and 189 students from rural area. The mean score of foreign language anxiety for students from urban area is 96.6493 and the score for rural students is 101.9788, which suggests that students from rural area are more anxious than those from urban area. The T value for overall anxiety is -2.480 and the sig value is 0.014. Since the sig value is less than 0.05, it indicates an

obvious difference between students from urban area and rural area.

As to the four dimensions of English learning anxiety, the mean scores for students coming from rural area are much higher than those living in the urban area in the dimension of communication anxiety, test anxiety, negative evaluation anxiety and other anxiety. The sig values are all below 0.05 with the other anxiety as an exception. Therefore, this table demonstrates a significant area difference.

Students from rural area are more anxious than their counterparts and the reasons for it can be explained as the following:

On the one hand, their economical conditions are unbalanced. Students from urban area are better off. They are better equipped for their English learning which is helpful for their study and alleviating their anxious to some extent. From the interview, the author finds that students from urban area get more teaching resources and better equipments. Many students from urban area use mp3, DVD, computer and they have different kinds of reference books or exercise books. In addition, they regularly attend tutorial class or employ private tutor to facilitate their English learning. But students from rural area are less blessed in consideration of their economical conditions.

On the other hand, students from rural area achieve higher expectation from their families which lead to higher pressure for them. A students from rural area claimed he felt extremely anxious at the thought of failing in the college entrance examination. His parents are farmers who exert great expectation to him in his learning achievement. To get a good score and enter a first class college is his learning purpose and the only way to be better off in the future. Failing to do so means a dim future for him and disgrace for his parents who strive so hard to support his learning.

4.3.4 School Difference

Table 4-10 Independent Sample Test of School Difference

	School	N	Mean	Std. Deviation	T	Sig (2-tailed)
overall anxiety	key school	198	101.0051	21.83522	1.689	0.092
	common school	202	97.3663	21.25267		
communication anxiety	key school	198	3.1429	0.70870	0.344	0.731
	common school	202	3.1178	0.75190		
test anxiety	key school	198	3.1481	0.90461	1.522	0.129
	common school	202	3.0165	0.82374		
negative evaluation anxiety	key school	198	3.0247	0.75808	-0.023	0.981
	common school	202	3.0264	0.70876		
other anxiety	key school	198	2.9917	0.71477	3.914	0.000
	common school	202	2.7183	0.68235		

Table 4-10 provides us the information about anxiety in English learning in different schools. There are 198 students coming from a key senior middle school and 202 students from a common senior middle school. The mean score of overall anxiety in key senior middle school is 101.0051 and the score in common senior middle school is 97.3663. Therefore, students in key senior middle school are slightly more anxious than those from common senior middle school. The standard deviation in key senior middle school is 21.83522 and it is 21.25267 in common senior middle school, which means the difference in standard deviation is not obvious. The T value in overall anxiety is 1.689 and the sig value is 0.092. It suggests there's no significant difference in overall anxiety between these two schools.

As to the four dimensions of foreign language anxiety, the mean scores in key senior middle school are higher than that in common senior middle school in the aspects of communication anxiety, test anxiety and other anxiety. And the sig value in communication anxiety, test anxiety, negative evaluation anxiety and other anxiety are 0.731, 0.129, 0.981 and 0.000 respectively. Therefore, no obvious differences are found except in the aspect of other anxiety.

This finding is out of the author's expectation since we regularly believe that students in key senior middle school are at an advantage of English learning. They have

better language proficiency and get higher marks in English learning which may increase their confidence in English learning; their learning environment is superior to the students learning in common senior middle school since their teaching faculty and teaching equipments are more qualified. The learning motivations of the students contribute to the present result. Students in key senior middle school are highly motivated in English learning. They have higher expectation in their English learning. The competition in key senior middle school is more intense than that in common senior middle school. Hence, students in key senior middle school experience more anxiety than their counterpart. Whereas in common senior middle school, many students are not highly motivated. A large number of students do not have strong urge to make progress in English learning. In this circumstance, English learning generates a little anxiety for them. According to the interview, several students from common senior middle school complained that English learning was not useful for them. A student argued that English learning was a waste of time because he didn't have to go abroad in the future. And as a result he cared nothing about English learning and he preferred to sleep through out the whole English lesson.

4.4 Relationship Between Anxiety and English Learning Achievement

This part aims to answer the third question “what’s the relationship between anxiety and English learning achievement.” Different findings were achieved in the previous study. Some researchers argued that there’s a negative correlation between them and some scholars found positive relationship while the others concluded that no relationship could be find between them. In order to testify their findings, one way anova analysis and correlation study were admitted in the present research.

Scores of the unified mid-term examination were used to represent their achievements in the study. And descriptive statistics of the one way anova are as following:

Table 4-11 Descriptive Statistics of One Way Anova

Anxiety level groups	Student number	Mean score of anxiety	Mean score of the test	Minimum score of the test	Maximum score of the test
free of anxiety	31	58.7097	97.90	33	135
low anxiety	170	85.9941	103.47	65	146
moderate anxiety	171	113.0702	90.39	41	134
high anxiety	28	139.0357	70.25	30	118

From the table, we can see that 31 students feel free of anxiety and the mean score of anxiety in this group is 58.7097 and the mean score of the mid-term test is 97.90. While the number of students who experience low anxiety is 170 and the mean score of anxiety in the group is 85.9941 and the mean score of the test is 103.47. Students of moderate anxiety counts for 171 and the mean score of anxiety in this group is 113.0702 and they get a test mean score of 90.39. Only 28 students experience high anxiety. They have a mean score of 139.0357 in anxiety and 70.25 in their English achievement.

From these data, we can generally conclude that students with low anxiety get higher marks than those with moderate anxiety and students with moderate anxiety get better achievement than those who experience high anxiety in English learning. Their English achievements decrease with the risen of anxiety. However this is true with the exception of students who belong to the group free of anxiety. This group has a lower test mean score than the low anxiety group and higher mark than the other groups. The test score in this group ranges from 33 to 135 points. So, both the high achievement students and low achievement students may feel free of anxiety and this finding is beyond the author's expectation. The result contributes to the following reasons. Some high achievement students are good at English, and they feel confident in English learning. So they feel little anxious in English learning. And on the other hand, a small portion of students lost interest in English learning they care nothing about English learning and write themselves off as hopeless and act recklessly, which makes them free

from anxiety.

And still this table reflects that students with low anxiety get the highest mean score of test. So students with low anxiety tend to get higher achievement in English learning than their fellow peers. The maximum score of the test is 146 and it belongs to this group. Therefore the top learners generally experience low anxiety. On the other hand, the high anxiety group has the lowest mean score in the mid-term test, which indicates these students generally have the poorest achievements. The finding may testify the theory that a reasonable portion of anxiety is facilitative for language learning while over anxious is deliberative for language learning.

In addition to one way anova analysis, pearson correlation analysis was proceeded to examine the exact correlation between anxiety and English learning achievement. Table 4-12 presents us the correlation coefficients.

Table 4-12 Correlations Between Anxiety and English Learning Achievement

		English achieve- ment	overall anxiety	communication anxiety	test anxiety	negative evaluation anxiety	other anxiety
English achieve- ment	Pearson correlation	1	-.342**	-.349**	-.143**	-.352**	-.275**
	Sig. (2-tailed)		0.000	0.000	0.004	0.000	0.000
	N	400	400	400	400	400	400

**. Correlation is significant at the 0.01 level (2-tailed).

From the 2-tailed pearson correlation table, we can find that correlation coefficient between English achievement and overall anxiety is -0.342 and the sig value is 0.000, which refuses the zero hypothesis. So it is significant at the 0.01 level. The result indicates a negative correlation between anxiety and English learning achievement. In other words, the more anxious one feels the lower marks he will get in the examination. These finding is consistent with the study of Horwitz (1986), Gardner and Macintyre (1991) and Aida (1994). However, the correlation is quite weak, which explains that some students who get low marks in English test turn out to be free of anxiety and vice

visa.

Since overall anxiety can be divided into communication anxiety, test anxiety, negative evaluation anxiety and the other anxiety, pearson correlation was processed in each dimension to find out a further detail relationship between anxiety and English achievement. As is seen on the table, the pearson correlation between English achievement and all of these four dimensions are significant at 0.01 level and all of them have a weak negative correlation. And the levels of correlation from the highest to the lowest can be ranked as following: negative evaluation anxiety, communication anxiety, overall anxiety, other anxiety and test anxiety. Negative evaluation anxiety exerts more influence on English learning achievement while test anxiety has less influence in English learning achievement.

A negative correlation has been found between anxiety and English learning achievement, but as to the question “which factor is the reason that leads to the variation of the other” is not confirmed. It is generally believed that high level of language anxiety may affect one’s learning and contribute to a low mark in the examination. And in turn, low proficiency in English learning may lead to a high level of anxiety. Still, these opinions should be testified before adaptation.

The finding of the questionnaire is in agreement with the survey of the semi-structured interview. The following are the narrations of two students in the interview. Student A is a top level student and student B is a low proficient student in English learning.

A: I like English and I enjoy the English class. My English teacher is so kind and I get on well with her. I always volunteer to answer questions and it gives me a great pleasure and makes me confident especially in circumstances when the others fail to answer the question. Generally speaking, I preview the English text before having the lesson because I think it is helpful for my English learning. And I do really work hard. I always make good preparation for the English test. I believe my hard working will pay back.

B: I don’t like English. It’s all Greek to me for English learning. I can hardly understand what the teacher talk about. So I prefer to sleep when I fail to catch up with

the teacher. Whenever I have to answer questions in English class, I feel tortured because I find it difficult to express my opinion in English since I can hardly figure out the exact words. I don't want to lose face in front of my classmate and my teacher. And I often fail in my English test, which discourages my parents as well as my teacher. And now, I worry most about the college entrance examination. I don't know what I should do if I fail again in the examination.

Several reasons contribute to the above result. As to the high proficiency students, first, they are constantly praised by the teachers and admired by the other students, which makes them less anxious in English learning. Second, they have good mastery of English language than their fellow peers. They can express in English more freely since they have larger vocabulary and better language skills. Third, they have formed a good learning habit. Hard working and good learning method contribute to their good learning achievement.

As to the low proficient students, the following reasons make them more anxious. First, they can hardly catch up with the teacher in English learning. They don't have a good mastery of the words and grammar rules, which make them failing to understand the newly learning material and keep upset all along the learning process. Second, their failing experience in the examination or classroom activity makes them lose interest in English learning and worry about their learning. Third, bad learning habit and idleness lead to poorer learning achievements which in turn raise their learning anxiety.

4.5 Sources of Anxiety and Countermeasures to Alleviate Anxiety in English Learning

In order to know more about the students' learning anxiety, a semi-structured interview was conducted among 16 students chosen from different groups of students. A series of questions concerning about the reasons of anxiety and possible ways to alleviate anxiety were asked. And the following are some samples about the interview which the author transcribed.

Researcher: In what circumstances do you feel anxious in English learning?

Student: I feel anxious if we are going to have a test or examination tomorrow. And

I get nervous when I have to answer questions in English.

Researcher: How often do you preview your English lesson?

Student: I seldom preview my lesson.

Researcher: What are the possible reasons that make you feel anxious in English learning?

Student: I am poor in English. I have great difficulty in memorizing the words and grammar rules and I can hardly catch up with my teacher in the class. I don't know why I have to learn English. It's so boring and useless and I often fall asleep during English class.

Researcher: Do you like to answer questions in English class as a volunteer? Why?

Student: I hardly ever volunteer to answer questions. Maybe there's something to do with my personality. I am introverted and I don't like to talk too much especially talking in public. Besides, I will feel ashamed if I give the wrong answer.

Researcher: What did you do to relieve your anxiety in the past or do you have any good way to relieve anxiety by yourself?

Student: I have tried to calm down by telling myself "It's ok. Don't worry." And I think I should work harder to improve my study and make good preparation to relieve my anxiety.

Researcher: Do you have any suggestions for your English teacher in order to alleviate your anxiety? What are they?

Student: I hope my English teacher interact with us more often and don't be too serious in the class. In addition, I suggest that the teacher give us more positive feedback.

4.5.1 Sources of Anxiety

According to the interview, there are various reasons for language anxiety in English learning. And the following aspects are the main sources for language anxiety. They are personality of the students, learning attitude and effort of study, content of the learning material, testings, classroom activities and influence of the teachers.

4.5.1.1 Personality of the Students

Different personalities of the students reveal one aspect of the learner's individual differences. The level of anxiety differs within students with different personalities such as preferable of risk-taking, tolerance of ambiguity and so on. For instance, introverted students are apt to be more anxious than the extroverted ones. Extroverted students are out going, lively and good at communication. They are more active in the class and enjoy competition and demonstration. While the introverted students are quieter and they prefer to keep silent and to avoid public performance in the class.

A student in the interview said that she seldom answered questions actively in English class despite she knew the exact answer. And whenever she had to answer questions or give a public performance, she became nervous and sometimes her voice trembled involuntarily. She admitted there's something to do with her personality. She was quite introverted and didn't like to speak too much in the class. In addition, she was more in favor of a stable living style rather than taking part in the risk taking activities. She always thinks it over and over before making a decision to answer question or speak aloud in public. She claimed that she was in fear of making mistakes and losing face in front of her classmates. And all of these personalities made her become anxious easily.

4.5.1.2 Learning Attitude and Effort in English Learning

According to the semi-structured interview, a number of students attributed their learning anxiety to bad learning attitude and inadequate study. From the interview, the author found that the majority of the students failed to preview their English lesson. And the amount of time they spent in English learning varied from one to another. When a boy was asked how long he studied English after school, he replied that he seldom studied English after class. What's more, he confirmed that he always felt sleepy and kept absent-minded in English class. And he explained he didn't like English since he believed he would never go abroad or communicate with the foreigners in English. His bad learning attitude towards English learning and inadequate study naturally led to a bad learning achievement, which enhanced his learning anxiety in English learning.

The following is another report from an interviewee. "English learning is so boring. I hate memorizing. To learn the new words is time consuming and it always turn out to

be a work without payback. It worries me a lot. I know it's very important to memorize the words and sometimes the whole text, but you know it's easy said than done." This student was not interested in English learning and he was not industrious enough in his study. There's no doubt that he would not get a good mark in English study. From above we can conclude that bad learning attitude and inadequate study will influence one's study and arouse their learning anxiety.

4.5.1.3 Content of the Learning Material

Another source of anxiety comes from the content of the learning material. When answering the question "In what circumstances or situations do you feel anxious in English learning?" several students replied they felt anxious when they could not understand the text or what the teacher said. It indicates that if the content is not comprehensible for the students, anxiety rises immediately.

A boy said it was not an easy job to learn English very well since the content of the English course was too difficult to understand. There were too many new words in the text book, which greatly hindered the understanding of the text book. In addition to the new words, he claimed that the structures of the sentences were complicated and it made him feel frustrated.

Another interviewee said, generally speaking, she enjoyed the English class and she felt pretty good if she knew what the teacher was said. However, whenever she failed to catch up with the teacher, she felt annoyed even became mad over it. In that case, she would quit learning in the end.

4.5.1.4 Testings

Testing is one of the most important factors that lead to anxiety. A majority of the student interviewed in the present study reflected that they felt anxious for test. Some of them are top level students and some are low proficiency ones. From the interview, the author learned that these students were constantly tested, such as the midterm test, monthly test, and weekly test. What's more, some of the testing results would be announced publicly which aggravated their anxiety.

A student admitted that he felt extremely anxious when he had to take the examination. He pointed out that he always forgot the things that he had known before.

In some circumstances his mind would go bland when he was having a test. And he worried a lot about his testing result which would be announced to the others.

The reasons for their testing anxiety can be classified into the following aspects. First, lack of confidence in English learning makes them feel anxious. Even the most well prepared learner may feel anxious because of low self-confidence. Second, the failing experiences exert great influence to the following tests. Some students are obsessed in the previous consequences of the test, which may generate more anxiety for them. Thirdly, the high expectation from their parents and teachers make them feel anxious. A student said he felt ashamed to meet his parents and teachers if he got a low mark. Last but not least, they don't know how to adjust their mood properly. Bad psychological quality makes them fear of the test.

4.5.1.5 Classroom Activities

Classroom activities may also arouse the students' anxiety in English learning. When the students were asked "In what situations do you feel anxious", the answers varied from speaking, answering questions to writing and translation etc. It indicates that classroom activity is an important factor that makes the students feel anxious.

Several students said they felt the most anxious when the teacher asked them to answer questions in English class. A girl claimed that she felt extremely anxious when the teacher asked her to answer question before she found out the answer. In that case, her mind often went bland and she might fail to utter any words. It made her feel ashamed and frustrated.

Another student said that he's in great tension when he had to speak in public. He stated that he had a poor pronunciation and he could hardly figure out the exact words or expressions in English when communicating in English. He said to speak in front of the other students often made him feel humiliated.

Meanwhile, some students argued that writing in English generated a great anxiety for them. A student claimed that English writing was a headache for him. He had to spend a long time to ponder over the composition before completed, let alone composing a good composition. He complained that it's really a tough job for him to express the exact meaning correctly since he's poor in vocabulary.

4.5.1.6 Influence of the Teachers

Several students argued that their anxiety emerged under the influence of their English teacher. Though most students hold a positive assessment for their English teachers, the influence of the teacher can hardly be ignored.

The teachers who are serious with the students and being so harsh to them often make the students feel uneasy or even anxious in English class. A student reported that his English teacher was too serious in facial expression, which made him feel nervous easily. What's more the teacher often pointed out the mistakes of the students in public ignoring the affections of the students. As a result, the student was fed up with the English class.

Lacking of communication and necessary interaction with the students also arouse the students' anxiety in English learning. A girl said few interactions were made between the teacher and the students in English class and it was extremely obvious for those students who were less favored by the teacher. Some students pointed out that their English teacher seldom communicated with them after class. A boy said he had never talk with the English teacher after class and he felt alienated from the English teacher.

A student revealed that he had given up English learning for a time. In those days, his English teacher was not in favor of him and what's more he had been humiliated by the English teacher in public, which frustrated him so much. He believed that the English teacher cared nothing about him and he became losing interest in English learning.

4.5.2 Ways to Alleviate Anxiety in English Learning

4.5.2.1 Giving More Encouragement to the Students

The individual difference of personality in English learning can hardly be ignored. As to the fact that some students who feel anxious more easily are introverted and lack of risk-taking abilities, the teacher should try to boost their confidence in English learning. More encouragement and positive feedback should be given to the students.

As to the students who feel ashamed to give performance in public, the teacher should give them more encouragement and provide some opportunities for them to experience success. A boy explained that in many circumstances, he knew the answer

quite well, but he just didn't want to be the volunteer. In this case, the encouragement given by the teacher will work very well. And the successful experience may raise their confidence and make them be ready to take part in various activities.

As to the students who are not active and always keep silent in English class, the teacher should encourage the students to take part in the classroom activity actively by telling them the characteristics of English learning and the importance of speaking and communication. The teacher should make it clear to the students that English learning is different from that of the other subjects. Language should be used for communication. The more they use a language, the more improvement they may achieve. To explore the errors in communication is a necessity for better learning.

4.5.2.2 Changing Beliefs towards English Learning and Enhancing Language Study

The learning beliefs towards English learning are of great importance. Only when the students recognize the importance and necessity of English learning can they form into a good learning attitude. For example, the teacher should let the students know that English is widely used all around the world. English Learning can widen one's eyesight and provide us more opportunities for our future job. Despite the fact that most of the students will not go abroad in the near future, English is still widely used in our daily life, such as the computer programming and the instructions for using some products. And of course, a high score of it may help the students to enter a prestigious college.

Meanwhile, enhancing English study is quite important to alleviate the students' learning anxiety since adequate input is necessary for output. The teacher should let the students know English learning is a long-term effort. The student should work step by step. For instance, the students may learn a new word today and forget about it a few days later which may frustrate the students a lot and make them lose interest in English learning. In this case, the teacher should help them to work step by step and review the words now and then. In addition, the teacher should try to motivate the students so that they can learn actively. Still, making studying schedule can make the students learn meaningfully and purposefully. Last but not least, the teacher should guide the students to master the strategies of autonomous learning to reinforce their study.

4.5.2.3 Providing Comprehensible Input

In order to make the students understand the learning material and alleviate their learning anxiety, comprehensible input should be given to the students. The input material should neither be too simple nor too difficult since simple material may fail to arouse the students' interest and difficult input may discourage the students and cause misunderstanding. According to the input theories put forward by Crashen (1985), the input should be comprehensible and it should be at the level of "i+1". Here, "i" represent the current competence, and "i+1" represents the competence to be achieved in the next stage. It means the learning material should be a little bit difficult than the current one, yet the learner can achieve easily by learning.

On the one hand, the teacher should make a proper order of the learning material to suit the cognitive rules of the students. For example, if there are too many new words in the study, the teacher should help the students to understand these words in order to get a thorough understanding of the text. And if the teaching material is unfamiliar to the students, background information should be given. Therefore, the learning material should not be limited to the text book.

On the other hand, the teacher should make a good control of his teaching speed. In terms of the simple learning material, the teacher can fasten his teaching speed. Whereas as to the difficult learning material, the teacher should slow down his pace to make sure everyone can understand it. And if necessary, repeat the important part or key points.

4.5.2.4 Reducing Test Anxiety

Test anxiety exerts great influence to the students. It makes the students feel anxious before the test and imposes great tension during the process of testing. Also it makes the students uneasy after the test. Therefore, to lessen the test anxiety becomes an obligation for the English teachers.

To begin with, the teacher should evaluate the students from various aspects rather than focusing on the scores of the students. The multiple assessments are advocated in the New Standard Curriculum. Those students who get a high score and low score in the examination should be treated equally. The realization of their learning objective, the endeavor of their study and the assessments from their parents and classmates should be

taken into consideration to make a reliable judgment of the students.

What's more, the teacher should make it clear to the students that the aim of testing is to help teaching and learning rather than giving a final assessment for the students. Testing is a way to check how well the students have learned. It is to find out the weakness or deficiency of language learning. As to those students who fail in the examination, the teacher should try to help them figure out the problems and make improvement in their study.

Finally, the teacher should give some instructions for the test. The scope of the test, types of test and requirement of the test should be informed in advance so that the students can make a good preparation. In addition, strategies about testing should be given so that the students can make better performance while testing. For instance, the teacher can tell the students to calm down in different ways, such as deep breathing, self-encouragement and well preparation.

4.5.2.5 Organizing Classroom Activity Properly

Since classroom activity gives rise to anxiety in English learning, it's quite necessary for the teachers to organize classroom activity properly. And the following are some suggestions for English teachers.

First, the teacher should make sure that the students are well prepared before taking part in the activities. Take the example of question answering. Enough time should be given to the students so that they can manage to find out the answer. It will greatly reduce their learning anxiety.

Second, the teacher should give the students some scaffolding if necessary. Some hints can be given to the students if the students have some difficulty to finish the activity. Also, the teacher can provide some samples about the activity so that the students can imitate the samples and make effective output.

Third, the teacher should make the classroom activities entertaining to arouse the students' interest and motivation. Competition, role play, discussion, guessing games music appreciation and so on are more favored by the students. Therefore these activities can be applied in English teaching and learning, which can relieve their anxious feeling in English class.

4.5.2.6 Making Good Interaction Between the Teachers and the Students

The undesirable interaction in English class brings about anxiety for the students, which has been proved in the present survey as well as the studies conducted previously by different scholars. Therefore it is crucial to make good interaction between the teachers and the students.

According to the interview, many students expressed their hope to have good interaction with the teachers so as to cut down their anxiety. A student reported “I hope the teacher can smile more often and be kind to us.” It indicates facial expressions like eye contact and smiling can reduce the students’ anxiety.

And another student replied that she hoped her English teacher would be more easy-going and display a sense of humor. From her answer, we can find that teachers who are easy-going and possessing a sense of humor in character are more welcomed by the students.

A girl conveyed her expectation to make friends with her English teacher. She believed that the relationship with their teacher can greatly affect their language learning. She claimed that she used to be the English class representative and she got along well with the teacher, which made her fell in love with English learning. She stated if the teacher cared more about her and offered some help in English learning, she would be less anxious and highly motivated in English learning. Therefore, the teacher should try to change the traditional role of knowledge transmitter and form the new role of facilitator and friend for the students in English learning.

Meanwhile, to communicate with the students more often may help the teachers to know more about the students. And caring from the teacher may greatly affect the students, which may in turn make the teacher more popular among the students. In addition, it will help the teacher to form a good relationship with the students. In this case, the students will be less anxious in English learning.

Chapter Five Conclusions

The results and discussion of the survey are demonstrated in chapter four. In this chapter, summary of the investigation will be given according to the survey. First, the major finds of the current study will be summarized. Then, some useful pedagogical implications will be given to improve English teaching and learning. At last, limitations of the present study will be analyzed, which might give some hints for future research.

5.1 Major Findings

The present study employed quantitative study and qualitative study to investigate the anxiety experienced in senior middle school students in grade three. The foreign language classroom anxiety scale invented by Horwitz was adopted in the quantitative study. A semi-structured interview concerning about the sources of anxiety and ways to alleviate anxiety was carried out as a supplementary of the quantitative research. After analyzing the results of the study, the major findings of the present study can be listed as following:

(1) With the implementation of curriculum reform and improvement in teaching methods, the anxiety experienced by senior middle school students in grade three decreases to some extent that most of the students possess a low level or moderate level of anxiety.

(2) The English teachers should be aware of the individual differences between different students so as to modify their teaching to suit the special needs of each student.

(3) Anxiety exerts negative influence in English learning. The English achievements decrease with the rising of anxiety. Therefore, the levels of anxiety should be concerned in classroom language teaching and learning. More attention should be given to make anxiety under appropriate degree in order to promote the students' learning.

(4) Encouragement from the teachers, enhancement in English study, comprehensible input, lowering of test anxiety, proper classroom activities and good interaction in classroom teaching can alleviate anxiety in English learning.

5.2 Pedagogical Implications

Anxiety commonly exists in English learning among senior middle school students and it affects the students' English learning to a large extent. The following are some pedagogical implications for English teachers.

First, the teacher should pay more attention to students' affective factors. In the past, most of the English teachers mainly focus on the cognitive factors of the students ignoring the inner heart of the students. The teaching mode should be student-centered and the teaching aim is to promote the students' all around development. To relieve the anxiety experienced by the students is of paramount importance for language learning.

Second, the teacher should help the students to make good use of foreign language learning anxiety. Since anxiety commonly exists in English learning and it is unavoidable in many circumstances, the teacher should help the students to handle over it properly. Though anxiety exerts great influence in English learning, it definitely does not mean that anxiety will impede students' English learning. Scovel (1978) points out that both facilitative anxiety and deliberative anxiety exist. Facilitative anxiety can motivate the students and help the students to have better performance. While deliberative anxiety hinders the learning process. A mild amount of anxiety always turns out to be facilitative in language learning. Therefore, the teacher should try to lessen anxiety for those who are over anxious and imposes mild anxiety for those who are free of anxiety.

Third, the teacher should give instructions in accordance with the individual difference in English learning anxiety. As to those who are highly anxious, the teacher should try to figure out why they become anxious and try to relieve their anxiety in English learning. From the survey, we find that male students experience more anxiety than female students and students from rural areas are more anxious than students from urban area. The teacher should concern more the male students and students coming from rural area. Effort should be made to relieve anxiety for these students in particular. More encouragement and chances should be given to them to gain successful experience and build up self-confidence.

5.3 Limitations of the Study

With the quantitative and qualitative studies in foreign language anxiety, a series of findings are gotten in the present study which might be helpful for further studies about it. However, there are still many limitations in the current study due to the subjective factors or objective factors.

In the aspect of the research participants, the samples selected are not large enough to make it generalized. There are only four hundred students from two senior middles get involved in the present study and they are confined to the city of Ganzhou, which can hardly represent the general situation of anxiety experienced by the students. In terms of the research methods, although both quantitative research and qualitative research are conducted in the study, the studying methods lack diversity. This study merely applies questionnaire investigation and semi-structured interview. The application of classroom observation or empirical study might be helpful to make the study more convincing. From the view point of research content, the sources of anxiety and ways to alleviate anxiety are far from completion, which need to be further explored. Meanwhile, the strategies put forward in the study need to be testified in practical experience to find out whether they are effective in real situation.

Appendix I

英语课堂焦虑问卷

亲爱的同学，您好！感谢您参与本次问卷调查！此次调查旨在了解高中生在英语学习过程中的焦虑心理。调查只用于学术研究，不会给您个人带来任何不利影响。答案无对错之分，请务必根据您的实际情况在相应选项上划钩。我们将对您提供的情况保密。再次感谢您的支持！

第一部分：个人基本情况

性别： 1) 男 2) 女
专业： 1) 文科 2) 理科
生源地： 1) 来自城市 2) 来自农村
学校： _____
英语成绩： _____分

第二部分：外语课堂焦虑量表

- 1.在英语课上发言时,我对自己不是十分有把握。
(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合
- 2.在英语课上，我不担心会犯错。
(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合
- 3.在英语课上当我知道我要被提问时，我紧张得发抖。
(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合
- 4.我担心听不懂老师上课讲的内容。
(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合
- 5.我完全不介意多上英语课。
(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合
- 6.在英语课上，我会想一些与课程本身无关的东西。
(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合
- 7.我经常认为其他同学的英语水平比我好。
(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

8.英语考试时,我通常都觉得很放松。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

9.如果上课时我得即席发言,我就开始恐慌。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

10.我担心因为英语考试不及格所带来的后果。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

11.我无法理解为什么有些同学在英语课上感到难受。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

12.上英语课时我很紧张,以至于知道的东西都忘了。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

13.在英语课上主动发言时,我很尴尬。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

14.在英语课上说英语,我感到自信。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

15.我担心听不懂老师对我的纠错。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

16.即使是准备充分,在英语课上我还是会感到焦虑。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

17.我经常不想去上英语课。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

18.用英语与外国人讲话时,我不会紧张。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

19.我担心英语老师会纠正我犯的每一个错误。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

20.在英语课上当我要被提问时,我感到心砰砰直跳。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

21.英语考试准备得越多,越觉得没底。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

22.为英语课做充分准备,我不觉得有压力。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

23.我经常觉得其他同学英语说得比我好。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

24.在其他同学面前讲英语,我觉得不自在。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

25.英语课进度这么快,我担心自己跟不上。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

26.我在英语课上的紧张不安感比在其他课上强烈。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

27.在英语课上发言,我会紧张而不知所措。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

28.上英语课之前,我感到自信和放松。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

29.我听不懂英语老师说的每句话时,心里很紧张。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

30.学习英语要掌握那么多规则,觉得气都透不过来。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

31.当我用英语发言时,我害怕其他同学笑我。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

32.和说英语的外国人相处时,我感觉很自在。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

33.当老师提到我事先没有准备的问题时,我变得紧张起来。

(1) 非常不符合 (2) 不符合 (3) 不确定 (4) 符合 (5) 非常符合

Appendix II

访谈内容

1. 你觉得以往的英语学习怎么样？ 满意吗？
2. 你有信心学好英语吗？
3. 在英语学习中，你最自信的是什么，最不自信的是什么？
4. 喜欢上英语课吗？为什么？
5. 你觉得英语学习有用么？为什么？
6. 你觉得你的性格个性对你的英语学习产生了哪些影响？
7. 课后你会主动学习英语吗？ 平均每天英语课后学习时间有多少？
8. 有预习课文的习惯吗？
9. 请描述一下你在英语课上的感受？
10. 英语考试对你产生了哪些影响？
11. 英语课程难不难？为什么？
12. 英语老师上课讲授的内容能听懂吗？语速快吗？进度能跟上吗？
13. 你最喜欢上英语课上哪一部分？ 最不喜欢哪一部分？为什么？
14. 你觉得英语学习的课堂氛围怎么样？
15. 你觉得以往或现在的英语老师老师个性如何，教学组织如何？
16. 英语老师与你们交流互动多吗？
17. 英语老师上课提问次数多吗？
18. 英语老师提问有什么偏好吗？（有按什么顺序吗？ 有偏好某类学生吗？）
19. 英语老师课堂提问会预留足够时间给学生考虑吗？
20. 上课喜欢主动发言吗？为什么？
21. 英语课上，老师叫你用英语发言，你有何感受？
22. 喜欢老师的提问方式吗？
23. 怎样的提问方式比较容易让你接受？
24. 上课问题回答不出来或者回答错了，老师通常会怎么做？
25. 你愿意在全班同学面前被老师纠错吗？为什么？
26. 老师的纠错方式如何？ 你能接受老师的纠错方式么？

27. 本学期通常有哪些英语考试或小测试？分别多长时间进行一次该类测试，请详细叙述？
28. 英语考试的成绩会公布于众吗？如果有，是哪些考试的成绩呢？
29. 你认为英语学习中什么情况下更容易产生焦虑感？
30. 你觉得焦虑对你的英语学习产生了怎样的影响？
31. 你认为自身哪些因素使你在英语学习中产生焦虑感？
32. 你认为如何做能够减轻你在英语学习过程中的焦虑感？
33. 你对英语课的感受是否收到过老师的影响？是怎样的影响？
34. 如果你是英语老师，你将采取什么样的措施降低学生的焦虑感？

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