



An Empirical Study on Foreign Language Anxiety of Non-English Major Students: Take the Sophomores in Inner Mongolia University of Technology as an Example

WANG Meihua^{[a],*}

^[a]School of Foreign Languages, Inner Mongolia University for the Nationalities, Tongliao, China.

*Corresponding author.

Received 12 September 2014; accepted 18 November 2014

Published online 26 December 2014

Abstract

Foreign Language Anxiety in English learning is one of the major concerns in the field of second language acquisition. In most cases, FLA is debilitating to English language learners due to their communication comprehension, lack of confidence and learning interests, etc. This paper aims at researching the causal relationship between the FLA and the English learning performance, as well as the internal validity of ELA among Chinese EFL learners. In order to analyze the cause of FLA, research has been conducted employing the Foreign Language Classroom Anxiety Scale. In the survey, the above anxiety scale is applied in the field research of 200 non-English major sophomore students in Inner Mongolia University of Technology. Through statistics analysis of the Means score, Std. Deviation and *T*-test, correlation between ELA and gender (male and female), discipline (arts and science) are drawn respectively.

Key words: Foreign language anxiety; Foreign language classroom anxiety scale; Internal validity

Wang, M. H. (2014). An Empirical Study on Foreign Language Anxiety of Non-English Major Students: Take the Sophomores in Inner Mongolia University of Technology as an Example. *Studies in Literature and Language*, 9(3), 128-135. Available from: <http://www.cscanada.net/index.php/sll/article/view/5930> DOI: <http://dx.doi.org/10.3968/5930>

INTRODUCTION

Traditional foreign language teaching is teacher-centered and much of the concern is given to the teaching

methodologies from teachers' point of view. In the 1970s, the shift of focus in foreign language teaching from teachers to language learners prompted researchers to give more concern to the individual differences of language learners. While learners' learning process bears a lot of similarities, learners themselves differ quite a lot. These differences involve language aptitude, learning styles, learning strategies, motivation and affective variables.

Ellis (1997) maintains that learners' personal variables and affective states are of crucial importance in accounting for individual differences in learning outcomes. Anxiety is quite probably the affective factor that most pervasively obstruct the learning process (Arnold & Brown, 1999). It is associated with negative feelings such as uneasiness, frustration, self-doubt, apprehension and tension. When anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions, namely foreign language anxiety. It can interfere with the acquisition, retention and production of the new language. And foreign language learning is believed to be particularly stressful, especially in classroom situations (Horwitz et al., 1986).

Many previous studies or teaching practice have shown that anxiety is widely spread among college students in China. And as a college teacher of English for about six years, the author has witnessed many occasions in which English learners have suffered from language anxiety. They have a tendency to remain silent, or they are less willing to join in the speech communication in class. Then, because of their silence and unwillingness to use the foreign language as a communication device in class, these foreign language learners are more likely to get anxious than the rest of the groups (Hilleson, 1996). This paper, based on an empirical study of non-English major students in Inner Mongolia University of Technology, aims at evaluating the Foreign Language Anxiety of the EFL learners in China.

1. LITERATURE REVIEW

1.1 Definition of Foreign Language Anxiety

Anxiety has been a long-discussed topic in psychology. However, the anxiety studied in psychology is not exactly the same as the anxiety frequently discussed in language learning. Language anxiety, confined to the field of second language learning, is one of the affective factors influencing the second language learning, without regard to whether the setting is formal or informal. Just as Brown (2000) holds, anxiety is one of the most pervasive phenomena most likely to obstruct the learning process. According to Spielberger (1990), foreign language anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system. Ausubel believes that anxiety is usually concerned with negative feelings such as “uneasiness, frustration, self-doubt, apprehension and tension”. Gardner and MacIntyre (1993) proposed that language anxiety is fear or apprehension occurring when a learner is expected to perform in the second or foreign language. The anxiety is linked directly to perform in the target language, so it is not just a general performance anxiety.

Horwitz et al. defined three constituents of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension is “a type of shyness characterized by fear of or anxiety about communicating with people”. Difficulty in speaking in groups (oral communication anxiety) or in public (“stage fright”), or in listening to or learning a spoken message (receiver anxiety) is manifestation of communication apprehension. Test anxiety refers to a type of performance anxiety stemming from a fear of failure. Students who are test-anxious in foreign language class probably experience considerable difficulty since tests and quizzes are frequent and even the brightest and most prepared students often make errors. Oral tests have the potential of provoking both test and oral communication anxieties simultaneously of students. Fear of negative evaluation, defined as “apprehension about others’ evaluation, avoidance of evaluative situations and the expectation that others would evaluate oneself negatively”, is a third anxiety related to foreign language learning. Fear of negative evaluation may occur in any social, evaluative situation such as interviewing for a job or speaking in foreign language class. Unique among academic subject matters, foreign languages require continual evaluation by the only fluent speaker in the class, the teacher. Students may also be acutely sensitive to the evaluations (real or imagined) of their peers (Horwitz et al., 1986, p.128).

1.2 Literature Review of Foreign Language Anxiety Abroad

Research on Foreign Language Anxiety has initiated as early as the 1940s. Witternborn, Larsen and Vigil (1945)

made empirical research on Spanish and French students, and they conclude that there is a disparity of anxiety level among students with satisfactory and unsatisfactory academic achievement. In the 1970s, linguistic studies put forward a more serious and systematic scale. Hill and Eaton (1977) found that very anxious students worked as quickly and accurately as their less anxious classmates when there was no time limit for solving arithmetic problems. With a time limit, however, the very anxious students made three times as many errors as their classmates, spent about twice as much time on each problem, and cheated twice as often as the less anxious group. Early studies as is mentioned above fail to map out a clearer relation between foreign language anxiety and foreign language performance, due to the lack of series of anxiety scales or subscales with high validity and reliability.

The 1980s witnessed the breakthrough in the studies on Foreign Language Anxiety. In 1986, Horwitz et al. designed the Foreign Language Classroom Anxiety Scale (usually abbreviated as FLCAS), which has been widely used. Researchers have thus employed the scale to conduct a wide range of studies. Through designing empirical experiments, controlling specific variables and making statistics analysis, researchers, including Horwitz (1986), Philips (1990), Daley (2002), and Burden(2004) have respectively probe into the factors of learners’ age, foreign language sensitivity and language cognition. These studies suggest that language anxiety actually has more debilitating effects than facilitating effects, thus further ascertaining the negative correlation between foreign language anxiety and language proficiency.

1.3 Literature Review of Foreign Language Anxiety in China

In China, language researchers have conducted many studies on anxiety in language learning based on the relevant theories and achievements in western countries. Foreign language anxiety pervasively exists among Chinese learners, ranging from elementary school students to college learners, concerning four basic skills: listening, speaking, reading and writing. Zhen (2003) found that 46% of her freshmen subjects have more anxiety problem in speaking and listening, 78% of her subjects struggle when their teacher poses questions. Feng (2004) researched the correlations among anxiety in listening, speaking and reading and the correlation of these three skills with their English achievements. Shi and Liu (2006) studied non-English major sophomore students’ reading anxiety and their research uncovers that the main reason for students’ reading anxiety is caused by cultural differences between the West and China. Many researchers have reviewed the language anxiety researches home and abroad from various perspectives. Shao and Zhang (2008) maintained that students’ interests on English learning have been enhanced and the effectiveness of learning has

been improved in Computer Assisted Language Learning; however, speaking anxiety, test anxiety and fear of negative evaluation still exist in English learning. Zhang (2010) investigated the history of test anxiety. Anxiety in listening comprehension is the main obstacle, and studies have revealed that anxiety has a negative effect on listening comprehension (Yang, 2000). What's more, Li (2009) manifests the resources and effects of anxiety in visual-audio-oral course in Colleague English. All of these studies not only provide us with a clear look at the history of the study of anxiety, but also update us with the ongoing research of this issue. These researches show that anxiety does exist in the whole process of English learning.

2. RESEARCH METHODOLOGY

2.1 Participants

The subjects of this research are limited to sophomore non-English major undergraduates randomly selected in the campus of Inner Mongolia University of Technology. The reason to choose sophomore non-English major students is as follows. In the first place, compared with English majors, they can represent the majority of university students known for having more difficulty in the English learning process. Anxiety will be easily provoked when they are confronted with foreign language communication crisis and their preparation for CET-4. In the second place, all the students in this college are available to take CET-4 when they are sophomore, and the scores they achieve are relatively objective in measuring their English level at present. Compared with freshmen and seniors, it is the sophomores that currently experience the CET-4 exam, and for this reason, their immediate response to the questionnaire may be more objective than the rest of the groups.

Among the surveyed students, 183 valid responses are gathered in all. The gender proportion of valid participants is 104 males vs. 79 females, because the university takes science and engineering as her specialty and generally has more males than females in her student population. The participants are respectively from School of Architecture, School of Chemistry, School of Mechanical, and School of Management. All of them have taken part in CET-4, and has got their scores. Ranging in age from 20 to 23 and with an average age of 21.5 years, the greatest percentage of the participants (27%) began to study English at age 12 (i.e., in junior high school); 11% of them began to learn spoken English at age 10, 22% at age 12, and 15% at age 13. Of the entire subjects, 76% had no contact with any English speaking people other than their English teachers and schoolmates; only a few of them have communicated regularly in English with English-speaking friends either via writing or speaking.

2.2 Instrumentation

The instrument used in this study consists of two parts: one is a background questionnaire, which was designed to obtain participants' personal information, including their gender, age, major, scores of CET-4, duration years of English study, starting age of spoken English learning, and means of communication in English learning; the other is a portion of FLCAS developed by Horwitz et al. (1986) in rating participants' willingness to and anxiety of English learning.

The FLCAS was a five-point Likert scale with 33 items designed by Horwitz et al. (1986, p.129) to measure students' anxiety about foreign language class. Responses range from "strongly agree", "agree", to "neither agree nor disagree" to "disagree", to "strongly disagree". For each item, the highest degree of anxiety receives 5 points, the neutral, 3 points and the lowest, 1 point. Therefore, the total anxiety scores for all 33 items range from 33 to 165 points. When statements are positively worded, choice "strongly agree" receives 5 points, and choice "strongly disagree" receives 1 point; when statements are negatively worded, the points are reversed, and choice "strongly agree" receives 1 point and choice "strongly disagree" receives 5 points. Among the 33 items, nine items worded negatively, i.e. item 2, 5, 8, 11, 14, 18, 22, 28, 32.

2.3 Research Procedures

For the empirical study, in August 2014, the author used the FLCAS together with an information questionnaire in field research of undergraduate students of Inner Mongolia University of Technology. The questionnaire is conducted to 200 participants during the vacation time in four periods from the time for morning exercise, lunch hour, afternoon tea-time and dinner hour, that is, approximately 60 minutes each period, 3 minutes each participant. Participants are told the requirement in answering the questionnaire items, and being informed that the results would be only used for research purpose, and they were encouraged to give their answers seriously and truthfully. Judging from the survey result, 17 questionnaire feedbacks of the total are invalid due to their missing of basic personal information. The rest of the 183 questionnaires are held valid for the ongoing data analysis of this study.

3. DATA ANALYSIS AND RESULTS

3.1 Causes for Foreign Language Anxiety

The 33 survey items in the present study can be divided into 7 categories. Communication apprehension covers items 1, 3, 4, 9, 13, 14, 18, 20, 24, 27, 29, 33. Fear of negative evaluation includes items 7, 23, 31. Fear of making mistakes consists of items 2, 15, 19. Test anxiety comprises items 8, 10, 21. Lack of self-confidence includes items 12, 16, 26, 28, 32. Fear of learning burdens includes items 22, 25, 30. Lack of learning interests

includes items 5, 6, 11, 17. Scores higher than 3.0, such as 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 13, 15, 16, 17, 19, 20, 21, 22, 23, 25, 27, indicate negatively worded statements. Scores lower than 3.0, such as 2, 10, 14, 18, 24, 26, indicate positively worded statements.

Table 1 presented a description of the questionnaire items whose anxiety level scores is higher than 3.0 in Foreign Language Classroom Anxiety Scale, which is indicative of the high level of anxiety in different dimensions of the participants.

Table 1
Items Whose Mean Scores Are Higher Than 3.0

	Item 1	3.1326	
	Item 3	3.2320	
	Item 9	3.2431	
1	Communication apprehension	Item 13	3.1602
		Item 14	3.4033
		Item 18	3.0166
		Item 20	3.2155
2	Fear of negative evaluation	Item 33	3.3646
		Item 7	3.0276
3	Fear of making mistakes	Item 2	3.0733
		Item 15	3.0663

To be continued

Continued

4	Test anxiety	Item 8	3.1381
5	Lack of self-confidence	Item 12	3.1602
		Item 32	3.2265
6	Fear of learning burdens	Item 30	3.4254
		Item 5	3.2983
7	Lack of learning interests	Item 6	3.5138
		Item 11	3.2431

From the above table, responses to item 6 (3.5138) achieving the highest mean score may show that many students are usually in lack of autonomy or motivation in self-learning during their English class. However, according to responses to item 16 and 17, the more nervous and boring the English class is, the more willing they would be to escape classes. This result proves that a good preparation and learning plan before class could ease their anxiety. As to item 30 “I feel overwhelmed by numbers of English rules”, 69% of the total participants answered “agree”, which implies the fact that learners may have the urge for solving the fear of language learning burdens, and they were willing to get help from their teachers in a more efficient way.

The Table 2 below is a description of statistics for English Learning Anxiety, presenting the minimum, maximum, mean and deviation of the participants’ scores.

Table 2
Descriptive Statistics for Foreign Language Anxiety

	Number	Minimum	Maximum	Mean	Std. Deviation
Communication apprehension	183	15.00	55.00	37.1878	7.87810
Fear of negative evaluation	183	4.00	14.00	8.8066	2.52128
Fear of making mistakes	183	3.00	14.00	8.5249	2.22503
Test anxiety	183	3.00	15.00	8.3481	2.77796
Lack of self-confidence	183	5.00	23.00	14.2265	3.37780
Fear of learning burdens	183	3.00	14.00	8.8398	2.35979
Lack of learning interests	183	5.00	20.00	12.6133	2.65511
English Learning Anxiety	183	44.00	143.00	98.5470	18.53928

As is shown in the table above, the mean score of the overall anxiety is 98.5470. Compared with the previous studies, the tendency of anxiety in the present study is quite obvious. This shows that the participants in this study still have anxiety problems to solve in English learning. From the visual comparison of the mean scores, it is revealed that the differences of anxiety level in the seven dimensions, with communication apprehension (37.1878) being the highest, lack of self-confidence (14.2265) and lack of learning interests (12.6133) being relatively higher than other dimensions,

to be followed with the fear of learning burdens (8.8398), fear of negative evaluation (8.8066), fear of making mistakes (8.5249), and test anxiety (8.3481) being the lowest. According to this data, it is evident that communication apprehension can most easily provoke anxiety, while English tests seem to produce the least anxiety. The degree of anxiety-provoking can be as: communication apprehension > lack of self-confidence > lack of learning interests > fear of learning burdens > fear of negative evaluation > fear of making mistakes > test anxiety.

The following sections will be dealing with the three most prominent causes of foreign language anxiety, that is, the communication apprehension, lack of self-confidence and lack of learning interests respectively.

3.1.1 Communication Apprehension

Communication apprehension with the highest mean score (37.1878) is most likely to contribute to English anxiety among the seven dimensions. The most anxiety-provoking items whose mean scores are higher than 3.0 (see Table 1) in the dimension of communication apprehension is 1, 3, 9, 13, 14, 18, 20, 33. The common characteristics of these items to cause anxiety are lack of self-confidence in the presence of classmates, teachers or foreigners, which are provoked by answering questions to expose inadequate preparations. People are often subjected to communication apprehension in both real-life or self-anticipated communication with others. Oral English is, for the participants in question, a very complicated and demanding activity, which requires students to master language skills as well as communicative skills including background knowledge about target language, the ability to organize ideas clearly, to master the skill of body language, eye contact, etc. Students without ample preparation will easily lead to the failure of speaking activities as for answering questions orally in the language class and speaking in the face of others. The reasons causing communication apprehension are explored mainly from the two aspects: self-esteem and social anxiety.

Generally, poor language learners with low self-esteem can easily have a high level of language anxiety because they do not want to be the focus of attention in front of others for fear of not performing well to be laughed at. Social anxiety is associated with the actual presence or expectation of interpersonal evaluation in real or anticipated social settings (Leary, 1983, pp.97-120). Learner's social anxiety will be provoked with the rise of learner's motivation to make a desired impression on others and the doubt whether one can succeed in doing so.

3.1.2 Lack of Self-Confidence

Lack of self-confidence ranks the second anxiety-provoking role with the mean achieving 14.2265 as is shown in Table 2. The items whose mean scores are higher than 3.0 are item 12 ("I cannot remember anything I have studied when I become anxious in English class") and 32 ("I always do not feel relaxed when I stay with English native speakers"). The two items show that students are lack of self-confidence in English class and in front of English native speakers and fear others' negative evaluation towards them. The causes of lack of self-confidence mainly represent three aspects. Firstly, fear of negative evaluation is strongly involved with one's self-esteem. Self-confidence can be different from self-esteem. One longs for the positive evaluation and praise from others to obtain self-esteem. If such desire of good impressions seldom comes true, they may lose

their confidence gradually. Price (1991, pp.102-104) reported that the majority of her subjects believe their language skills weaker than those of the others in class. The more they lack of self-confidence, the more they may feel running the risk of being looked down upon by others. Secondly, the derogation of self-efficacy works in the event of one's ability being completely denied after several failure times. Thirdly, cultural conflict about communicating with foreigners will lead to misunderstanding or even a complete confusion. When the self-doubt comes, it will despair learner's confidence in English learning. According to the above analysis, language competence should be over emphasized than language performance.

3.1.3 Lack of Learning Interests

Lack of learning interests ranks the third place of anxiety-provoking factors with the mean achieving 12.6133 as is shown in Table 2. The items measuring lack of learning interests with the mean scores higher than 3.0 are item 5 ("It will bother me if more English classes are arranged"), item 6 ("I recall something that has nothing to do with English in English class") and item 11 ("I understand why some students are so upset in English class"). The possible reasons which deprive students of English interests can be concluded in the lack of learning habits. Learning interests have mutual effect on learning habit. Learning interests can hold continued stability only when it turns into learning habit (Zhang, 1999). However, good learning habit can be formed from the potential interests that most students usually ignore.

3.2 Internal Validity of FLA

In order to further analyze the internal validity of the Foreign Language Anxiety, One Way ANOVA has been introduced in describing the cause of FLA distinction in terms of gender and discipline. The following sections are indicative of the relativity of gender (male and female) and discipline (arts and science) among the surveyed participants, in the hope to roughly discover the items having more obvious and less obvious effect posed on FLA.

3.2.1 T-Test for FLA in Gender

Table 3 shows a comparison of the mean scores, the mean scores and standard deviation scores of each dimension of FLA between the male group and female group. According to the detailed statistics from the above table, the FLA mean score of the male group (101.7308) is higher than that of female group (94.2468). What's more, the distinction between the genders in mean and std. deviation scores shows the fact that males and females are relatively similar in lack of learning interests (2.68066: 2.63391), lack of self-confidence (3.43221: 3.20948), and fear of negative evaluation (2.56499: 2.43648), while largely different in communication apprehension (8.14635: 7.22133) and overall FLA (18.99066: 17.10737).

Table 3
T-Test For FLA In Terms Of Genders

	Gender	Number	Mean	Std. deviation
ELA (overall)	Male	79	101.7308	18.99066
	Female	104	94.2468	17.10737
Communication apprehension	Male	79	38.4231	8.14635
	Female	104	35.5195	7.22133
Fear of negative evaluation	Male	79	9.0577	2.56499
	Female	104	8.4675	2.43648
Fear of making mistakes	Male	79	8.9327	2.07278
	Female	104	7.9740	2.31684
Test anxiety	Male	79	8.7692	2.60034
	Female	104	7.7792	2.92279
Lack of self-confidence	Male	79	14.7115	3.43221
	Female	104	13.5714	3.20948
Fear of learning burdens	Male	79	9.1442	2.39910
	Female	104	8.4286	2.25615
Lack of learning interests	Male	79	12.6923	2.68066
	Female	104	12.5065	2.63391

3.2.2 T-Test for FLA in Discipline

Table 4 is presented as a comparison of the mean scores and the standard deviation scores of each dimension of ELA between arts group students and science group students. The mean of FLA of the arts group (93.3333) is lower than that of science group (103.7033); In other words, arts students may be inferred to have less English anxiety than science students with relative significant difference.

Table 4
T-Test For Fla in Terms of Disciplines

	Gender	Number	Mean	Std. deviation
ELA	Arts	93	93.3333	17.73272
	Science	90	103.7033	17.95519
Communication apprehension	Arts	93	34.9000	7.48939
	Science	90	39.4505	7.63219
Fear of negative evaluation	Arts	93	8.4889	2.42758
	Science	90	9.1209	2.58558
Fear of making mistakes	Arts	93	7.9778	2.19283
	Science	90	9.0659	2.13334
Test anxiety	Arts	93	7.7444	2.75420
	Science	90	8.9451	2.68478
Lack of self-confidence	Arts	93	13.4000	3.21094
	Science	90	15.0440	3.35629
Fear of learning burdens	Arts	93	15.0440	2.26268
	Science	90	15.0440	2.35407
Lack of learning interests	Arts	93	8.3222	2.86101
	Science	90	9.3516	2.44525

When it comes to the seven dimensions of FLA, there are significant differences between arts and science group in the aspects of communication apprehension, fear of making mistakes, test anxiety, lack of self-confidence and fear of learning burdens. While the differences in fear of negative evaluation and lack of learning interests between the two groups are not significant.

CONCLUSION

Through the above analysis, it can be summarized as follows: as for Foreign Language Anxiety in English learning, test anxiety, lack of self-confidence and fear of negative evaluation presents the most significant debilitating effects on English achievement; the unsuccessful group students have more English learning anxiety than the successful group students with significant difference; male students have more English anxiety than female students with significant difference; arts students have less English anxiety than science students with significant difference.

REFERENCES

Arnold, J., & Brown, H. D. (1999). A map of the terrain. In J. Arnold (Ed.), *Affect in language learning* (pp.1-24). Cambridge: Cambridge University Press.

Eilis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.

Feng, M. L. (2004). The influence of communication anxiety in listening, speaking, and reading on English achievements. *Media in Foreign Language Instruction*, 99, 16-20.

Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second Language Learning. *Language Learning*, 43, 157-194.

Hilleson, M. (1996). I want to talk with them, but I don't want them to hear: An introspective study of second language anxiety in an English-medium school. In K. M. Bailey & D. Nunan (Eds.), *Voices from the language classroom* (pp.248-282). Cambridge: Cambridge University Press.

Horwitz, E. K., Horwitz, M., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125-132.

Leary, M. (1983). *Understanding social anxiety: Social, personality, and clinical perspectives*. Beverly Hills: Sage.

Li, W. M. (2009). Research on the anxiety in college English listening & speaking class. *Foreign Language Research*, 6, 171-173.

Price, M. L. (1991). The subjective experience of foreign language interviews with high-anxious students. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: Theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice Hall.

Shao, X. G., & Zhang, F. K. (2008). A study of college students' English learning anxiety in network and multi-media environment. *Media in Foreign Language Instruction*, 121, 28-32.

Spielberger, C. D. (1990). *Manual for the trait-trait anxiety inventory*. Palo Alto: Consulting Psychologists Press.
 Yang, Z. H., Li, L. H. & Wang, Z. M. (2010). A new exploration into gardner’s learning motive model and the motivation strategy in college English class. *Journal of Ningxia University*, 32(1), 233-236.

Zhang, J. (2010). The study of coping with text anxiety: Retrospect and prospect. *Journal of Schooling Studies*, 6, 50-55.
 Zheng, P. Y. (2003). Question asking and anxiety control in the EFL classroom. *Foreign Language World*, 3, 26-30.

APPENDIX: QUESTIONNAIRE FOR FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

Dear student, thank you for your time and attention. The aim of this questionnaire is to acquaint the researcher with the status quo of the students’ English Language Anxiety. This questionnaire will only be employed for the purpose of language research; there is no right or wrong concerning your answers. Besides, this survey will be carried out in an anonymous way. Therefore, your true feeling in the process of language learning is urgently called for when you are filling in this questionnaire.

I. About your personal information

1. Your age _____
2. Your Gender _____
3. Your college and Major _____

II. About your English learning background

1. How long have you been studying English?
 A. less than three years B. four to six years
 C. seven years to nine years D. more than ten years

2. Your CET score is _____
3. How often do you use your oral English to communicate?

- A. I seldom use it.
- B. I only speak English in English class

C. I communicate with my teacher and classmates in English after class, but I seldom talk to foreign friends from English-speaking countries.

D. I usually communicate with foreign friends from English-speaking countries.

3. Based on your real situation, choose the answer that suits you best and then place a circle around your answer. (A. “strongly disagree” B. “disagree” C. “neither agree nor disagree” D. “agree” E. strongly agree)

Item	Questions	answers				
1	I never feel quite sure of myself when I am speaking English in my class.	A	B	C	D	E
2	I am not afraid of making mistakes in the English class.	A	B	C	D	E
3	I tremble when my English teacher ask me to answer questions.	A	B	C	D	E
4	It frightens me when I don’t understand what the teacher is saying in English.	A	B	C	D	E
5	It doesn’t bother me at all to take more English classes.	A	B	C	D	E
6	During my English class, I find myself thinking about things that have nothing to do with the course.	A	B	C	D	E
7	I keep thinking that other students are better at English than I am.	A	B	C	D	E
8	I usually feel at ease during English tests.	A	B	C	D	E
9	I start to panic when I have to speak without preparation in English class.	A	B	C	D	E
10	I worry about the consequences of failing my English exam.	A	B	C	D	E
11	I understand why some people get so upset over English classes.	A	B	C	D	E
12	In the English class, I can get so nervous that I forget things I know.	A	B	C	D	E
13	It embarrasses me to volunteer to answer questions in my English class.	A	B	C	D	E
14	I am not feeling nervous when I am talking with native speakers.	A	B	C	D	E

To be continued

Continued

Item	Questions	answers				
15	I get upset when I don't understand what the teacher is correcting.	A	B	C	D	E
16	Even if I am well prepared for the English class, I still feel anxious about it.	A	B	C	D	E
17	I often don't feel like going to my English class.	A	B	C	D	E
18	I feel confident when I speak English in class.	A	B	C	D	E
19	I am afraid that my English teacher is ready to correct the mistake I make.	A	B	C	D	E
20	I can feel my heart pounding when I am requested to answer questions in English class.	A	B	C	D	E
21	The more I study for an English test, the more confused I get.	A	B	C	D	E
22	I don't feel any pressure to prepare very well for English class.	A	B	C	D	E
23	I always feel that other students speak English better than I do.	A	B	C	D	E
24	I feel very self-conscious about speaking English in front of other students.	A	B	C	D	E
25	English class moves so fast that I worry about getting left behind.	A	B	C	D	E
26	I am more nervous in my English class than in my other classes.	A	B	C	D	E
27	I get nervous and confused when I am speaking English in class.	A	B	C	D	E
28	When I'm on my way to the English class, I am feeling very sure and relaxed.	A	B	C	D	E
29	I get upset for failing to understand every word my English teacher says.	A	B	C	D	E
30	I am overwhelmed by the number of rules I have to learn in the process of learning English.	A	B	C	D	E
31	I am afraid that the other students may laugh at me when I speak English.	A	B	C	D	E
32	I may feel more comfortable around native speakers of English.	A	B	C	D	E
33	I get nervous when my English teacher asks questions which I haven't prepared in advance.	A	B	C	D	E

Thank you again for your cooperation. May you have a bright future!