A study on foreign language anxiety among international students from China

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Abstract: In the era marked by heightened cross-border educational pursuits, this research endeavors to scrutinize the prevalence and repercussions of foreign language anxiety (FLA) among international students from China. These students face the dual challenge of attaining linguistic proficiency and adapting to a foreign culture as they pursue academic opportunities on a global scale. To thoroughly investigate these issues, this research employs a questionnaire survey methodology to collect data pertaining to FLA, language proficiency, and self-confidence perceptions among Chinese international students. The findings underscore the importance of language self-confidence in mitigating the adverse effects of FLA.

Key words: foreign language; anxiety; international student; quantitative research

1 Introduction

Amidst the backdrop of globalization, the growing need for Chinese students to achieve fluency in foreign languages has surged. This demand arises from their enthusiastic pursuit of educational opportunities abroad and active involvement in the global arena. However, the pursuit of international education offers not only promising opportunities but also a unique set of challenges, particularly in the process of adapting to new linguistic and cultural environments [1]. This condition has been observed to exert a substantial influence on their academic achievements [2]. Extensive research has consistently pointed out that students grappling with anxiety often encounter formidable obstacles, ultimately impeding their overall performance.

While existing research has delved into the phenomenon of FLA within a general context, a notable gap persists in my understanding of how this issue specifically affects Chinese international students [3]. This study will employ the English skills scale, language self-confidence scale, and foreign language classroom anxiety scale (FLCAS) as a guiding tool for the analysis of quantitative survey data collected from Chinese international students. The findings hold the potential to greatly enhance the support provided to this population during a crucial phase of their personal and academic development. The subsequent sections of this paper will provide a comprehensive analysis of FLA among international students from China.

Hypothesis: the level of language self-confidence among Chinese international students will exert a moderating influence on their English proficiency and FLA.

2 Literature review

2.1 The definition of FLA

English Language Learning Anxiety Among Foreign Language

Susan Narceille Truitt

English Language Learning Anxiety Among Foreign Language:

Foreign Language Learning Anxiety in China Deyuan He,2018-01-18 Already the focus of much interest for 50 years the study of foreign language learning anxiety FLLA still remains a popular research topic among scholars in Western countries FLLA is believed to be an important cause of students dumb English Considering the paucity of monographs on FLLA in China this book represents an important step towards filling this gap The author uses his PhD dissertation as a foundation for reviewing and discussing previous literature as well as the current status of and major issues concerning FLLA worldwide The book explores FLLA in China by using innovative triangulated research methodology combining both quantitative and qualitative methods namely surveys focused interviews and classroom observations It also highlights the significance and implications of the research results and predicts the future of global FLLA research with a particular focus on China Readers will discover the latest developments and issues concerning FLLA causes of FLLA and verified effective strategies for alleviating such anxiety **Academic research of SSaH 2016** group of authors,2016-12-27 International Academic Conference on Social Sciences and Humanities in Prague 2016 NY sAC SSaH 2016 in Prague December 30 31 2016

Foreign Language Anxiety and the Advanced Language Learner Zsuzsa Tóth,2010-08-11 Does anxiety about learning and using a foreign language decline as learners become more competent in the target language or is anxiety also relevant at higher levels of proficiency This is the question Foreign Language Anxiety and the Advanced Language Learner sets out to explore The aim of the book is to give readers an insight into what role anxiety plays in the language learning and communication processes of advanced language learners Specifically the study examines how advanced EFL learners foreign language anxiety FLA can be characterized how anxiety relates to other individual differences cognitive affective personality and explores the relationship between FLA and various aspects of learners performance and communication experience in the target language The research context is Hungary The findings however are not confined to the Hungarian EFL setting In addition to making a contribution to the clarification of some unresolved issues in language anxiety research including the role of proficiency in the development of anxiety the relationship between anxiety and other learner variables and the much debated question of whether or not anxiety accounts for differential success in L2 learning this study has important implications for language teachers as well Engineering Psychology and Cognitive Ergonomics. Understanding Human Cognition Don Harris,2013-07-03 This two volume set LNAI 8019 and LNAI 8020 constitutes the refereed proceedings of the 10th International Conference on Engineering Psychology and Cognitive Ergonomics EPCE 2013 held as part of the 15th International Conference on Human Computer Interaction HCII 2013 held in Las Vegas USA in July 2013 jointly with 12 other thematically similar conferences The total of 1666 papers and 303 posters presented at the HCII 2013 conferences was carefully reviewed and selected from 5210 submissions These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems The papers accepted for presentation thoroughly

cover the entire field of human computer interaction addressing major advances in knowledge and effective use of computers in a variety of application areas The total of 81 contributions included in the EPCE proceedings were carefully reviewed and selected for inclusion in this two volume set The papers included in this volume are organized in the following topical sections cognitive issues in HCI measuring and monitoring cognition cognitive issues in complex environments productivity creativity learning and collaboration **HCI International 2013 - Posters' Extended Abstracts** Constantine Stephanidis,2013-06-13 This is the second of a two volume set CCIS 373 and CCIS 374 that constitutes the extended abstracts of the posters presented during the 15th International Conference on Human Computer Interaction HCII 2013 held in Las Vegas USA in July 2013 jointly with 12 other thematically similar conferences The total of 1666 papers and 303 posters presented at the HCII 2013 conferences was carefully reviewed and selected from 5210 submissions These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems The papers accepted for presentation thoroughly cover the entire field of human computer interaction addressing major advances in knowledge and effective use of computers in a variety of application areas The extended abstracts were carefully reviewed and selected for inclusion in this two volume set The papers included in this volume are organized in the following topical sections learning and education health and medicine media art and culture transport Web and social media information search and retrieval work collaboration and creativity text and storytelling agents avatars and robots smart environments virtual and mixed environments security and privacy **Cognitive and Educational Psychology for TESOL** Andrzej Cirocki,Bimali Indrarathne,Sharon McCulloch,2024-08-19 This volume has been written specifically with TESOL teacher educators practitioners and classrooms in mind It is divided into three sections cognitive aspects of language learning individual differences and language learning difficulties and challenging behaviours Structured in this way it enables TESOL teacher educators and practitioners to better understand how language learners process and retain new information improving their overall ability to learn and remember In addition to supporting TESOL teacher educators and practitioners in promoting effective language learning this volume explains individual differences among language learners and the importance of developing learners emotional social and behavioural skills while addressing learning difficulties disorders disabilities and challenging behaviours whenever required The individual chapters are written in an accessible style to enable readers to explore various psychological concepts in their pedagogical practice by engaging in reflective teaching through action research This volume is a vital resource for pre and in service language teachers and will encourage language teacher educators to reassess their existing practices Chapter 2 is available open access under a Creative Commons Attribution 4 0 International License via link springer com **Spectrum** Prof. Dr. Rajesh G. Konnur ,Dr. Pratisha Kumari ,Dr. Sukhwinder Singh ,2025-02-10 Spectrum 7th Edition marks yet another milestone in the continuum of global academic collaboration fostered through the International Conference on New Frontiers in Engineering Science Law

Management Humanities and Social Sciences INFES 7 0 2025 proudly organized by Eudoxia Research University USA This edition embodies the essence of academic integrity interdisciplinary research and the relentless pursuit of innovative solutions for the challenges of our time Held on January 30th and 31st 2025 INFES 7 0 attracted a diverse spectrum of thinkers scholars scientists legal experts educators engineers social scientists and policy makers who came together to share debate and forge new directions in research and development In a world increasingly shaped by complex socio economic and technological transformations the conference provided a timely forum to explore new perspectives and methodologies across a multitude of disciplines The Spectrum series was initiated to document and disseminate the wealth of knowledge exchanged at each edition of INFES This 7th Edition is a testimony to the vibrancy and rigor of contemporary academic discourse Each paper featured in this volume has undergone thorough peer review and represents a unique voice contributing to the expansion of knowledge across domains Topics range from artificial intelligence and clean energy to inclusive education legal frameworks for emerging technologies women empowerment climate policy and sustainable development showcasing the holistic approach of the conference What makes Spectrum 7th Edition distinct is its emphasis on cross border and cross sector collaboration Researchers from over 30 countries have contributed their insights and the collected works reflect not only theoretical advancements but also practical applications aimed at real world impact Through this synthesis of innovation and applicability the publication reaffirms the role of academia as a cornerstone of global development   **Proceedings of IAC 2021 in Vienna** Group of Authors,2021-07-01 International Academic Conference on Management Economics and Marketing in Vienna 2021 International Academic Conference on Teaching Learning and E learning in Vienna 2021 International Academic Conference on Engineering Transport IT and Artificial Intelligence in Vienna 2021   *Addressing Global Challenges - Exploring Socio-Cultural Dynamics and Sustainable Solutions in a Changing World* Parfait M. Eloundou-Enyegue,2024-07-04 The International Symposium on Humanities and Social Sciences Addressing Global Challenges Exploring Socio Cultural Dynamics and Sustainable Solutions in a Changing World ISHSS 2023 unfolds as a crucial academic undertaking centred around the overarching theme of intellectual synergy and inquiry This conference serves as a vibrant forum facilitating discussions on a wide array of subjects within the realms of humanities and social sciences The curated collection of proceedings encapsulates an expansive spectrum of subject areas transcending disciplinary boundaries to encapsulate sociology anthropology history and beyond The significance of this compilation lies not only in the wealth of knowledge it imparts but also in its potential to resonate with a diverse audience From academicians to practitioners the discourse transcends traditional boundaries offering insights that cater to the intellectual curiosity of a broad audience The Open Access version of this book available at www taylorfrancis com has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license   󠀠󠀠󠀠󠀠 󠀠󠀠󠀠 - 󠀠󠀠󠀠󠀠󠀠 󠀠󠀠󠀠󠀠󠀠 󠀠󠀠󠀠 󠀠󠀠󠀠 1986,   *ICON LATERALS 2023* Sahiruddin Sahiruddin,Syariful Muttaqin,Muhammad Andhy Nurmansyah,2023-12-12 This

4th ICON LATERALS proceeding consisted of 27 reviewed papers under the following subthemes of 1 foreign language teaching and learning 2 innovation in language teaching and learning 3 macrolinguistics Pragmatics Sociolinguistics Psycholinguistics Discourse Analysis Forensic Linguistics and Linguistic Landscapes 4 Translation and 5 Literature Prior to this publication the selected papers have been reviewed by three different reviewers to provide more comprehensive and in depth perspectives for the intended respected readers in the respected areas The keynote speakers invited to the conference Prof Heather Zwicker from University of Queensland Prof Hsueh Hua Chuang Ph D from Institute of Education Center for Teacher Education National Sun Yat sen University Prof Ogasawara Hiroki from Kobe University Ismatul Khasanah S Pd M Pd M Ed Ph D from Universitas Brawijaya Syariful Muttaqin M A Ph D from Universitas Brawijaya Han Chin Liu Ph D Associate Professor from Sun Yat sen University Yu Hui Chang Ph D Assistant Professor from National Sun Yat sen University and Asri Saraswati Ph D from Universitas Indonesia have provided some insightful ideas for enriching the multidisciplinary perspectives of the selected articles in this proceeding We are also indebted to the support and the encouragement from Universitas Brawijaya and Faculty of Cultural Studies for proving all means to the success of the event Finally we are thankful for the excellent work from the organizing committee who have been working very hard effectively and efficiently before during and after the conference Finally it is our honour and pleasure to present this conference proceeding to our respected readers with the hope that the papers are inspiring and stimulating for the development of the knowledge in the field of language literary and cultural studies **The Relationship Between Foreign Language Anxiety and Beliefs about Language Learning** Najwa Majid Aown,American University of Beirut. Faculty of Arts and Sciences. Department of English,2005 This study examined and compared the interaction of foreign language anxiety lev el and beliefs about language learning of EFL learners at two universities in Le banon one using English and one using French as a medium of instruction A tota l of 233 students enrolled in the Intensive English Course and Communication Ski ll Program at the American University of Beirut where English is the medium of inst ruction and in the Necessary and Sufficient English Program at Saint Joseph Univ ersity where French is the medium of instruction participated in this study The participants completed the Beliefs about Language Learning Inventory the Forei gn Language Classroom Anxiety Scale and a background questionnaire The results ind icated that there were differences in beliefs about language learning between st udents at the two institutions Also a stepwise multiple regression revealed th at some belief variables such as perceived self efficacy and confidence in lea rning English the difficulty of learning English the difficulty of speaking En glish and formal learning of English foreign language aptitude contributed sign ificantly to the prediction of foreign language anxiety Finally a multivariate analysis of variance showed that certain background variables namely gender e xperience abroad having native English speaking acquaintances and expected course grades influenced students anxiety English s peaking levels and language learning beliefs The pedagogical implications of th ese findings were discussed as were suggestions for future research Anxiety in learning

<u>English as a second language</u> Christina Binter,2022-07-13 Seminar paper from the year 2021 in the subject Didactics for the subject English Pedagogy Literature Studies grade 1 language English abstract This paper wants to examine the sources of language anxiety how it can affect the learning process of learners and which consequences probably arise Firstly some definitions of the concept of anxiety will be discussed determining the different types of anxiety and including the several forms of foreign language anxiety FLA Secondly the historical development in addition to the approaches and theories used shall be explained before the many factors that can cause language anxiety will be presented Having dealt with the causes of it the currently used assessment process will be discussed briefly After that different techniques and methods that language teachers and instructors can use to support learners with language anxiety are presented Finally the current trends in the research of FLA as well as some outlooks will be given **Developing English speaking competences by using picture books in preschool drama activities** SEDA HAVA AK,2025-05-07 Master s Thesis from the year 2023 in the subject Didactics for the subject English Pedagogy Literature Studies grade Preschoolers University of Freiburg course M A E LINGO Teaching English to Young Learners language English abstract This action research uses creative drama activities to develop speaking competence through picture books among preschoolers on online platforms This study aims to determine the creative drama activities I implemented to achieve speaking outcomes in preschoolers The research group consisted of four preschool learners The study s implementations began on October 30 2022 lasted twelve weeks and ended on December 25 2022 Three picture books were used in the research book 1 The Very Hungry Caterpillar by Eric Carle book 2 The Colour Monster by Anne Llenas and book 3 From Head to Toe by Eric Carle Learners read the story and played games sang songs and did creative drama activities during the lessons I emphasized creating a supportive and engaging learning environment that fosters learners sense of comfort and ownership I also emphasized the importance of creative drama techniques in encouraging learners to speak and the need to tailor teaching methods to the learner s needs interests and abilities Learners spoke up and used props efficiently during target tasks To provide evidence of the effectiveness of creative drama and storytelling in improving speaking skills in preschoolers data collection methods including video recordings feedback and questionnaires from parents the observation of a nonparticipant observer and the teacher s journal were used in this study The data collected using these methods was triangulated to ensure the findings validity and reliability Future research could focus on broadening the study s scope to include a larger sample size and a broader range of learner ages It would be interesting to investigate the long term effects of CD activities on speaking abilities and compare their efficiency to other language instruction techniques It would also be helpful to study how learner activities are used and how well they work in online or hybrid learning environments **Foreign Language Test Anxiety in EFL Learners. How Does It Affect the Language Skills of Writing, Reading, Listening and Oral Production?** Leonie Leppich,2023-01-11 Bachelor Thesis from the year 2022 in the subject Didactics for the subject English Pedagogy Literature Studies grade 2 0 University of Hildesheim

language English abstract This bachelor thesis is about foreign language test anxiety in EFL learners Furthermore this thesis deals with two main questions The first question is in which way the test anxiety affects the language skills of reading listening writing and speaking comprehension The second question focusses on the factors that impact language test anxiety in oral production In order to be able to answer these two questions I will write about the theoretical background in the first part of my bachelor thesis First I will introduce second language acquisition in general followed by a general definition of anxiety According to the definition different types of anxiety are represented After explaining different types of anxiety I will explain the topic foreign language anxiety specifically This is followed by an introduction to the topic of foreign language test anxiety After the theoretical background has been presented I will discuss various existing studies to answer the two main questions For this purpose I will deal separately with reading listening writing and oral production regarding the first question In the second question I will then focus specifically on factors that can have an impact on test anxiety At the end the results are discussed and concluded Foreign Language Anxiety. A Case Study of Chinese University Students Learning English as a Foreign Language Yin Xiaoteng,2016-11-15 Case Study from the year 2016 in the subject Didactics for the subject English Pedagogy Literature Studies language English abstract This paper presents an empirical study of Foreign Language Anxiety in Chinese university students learning English as a foreign language The subjects of the present study were 344 college students from Mainland China They responded to a 5 point Likert scale questionnaire adapted from Horwitz s Foreign Language Classroom Anxiety Scale FLCAS Their responses to the questionnaire were submitted to exploratory factor analysis and confirmatory factor analysis with the help of statistical package of SPSS and AMOS for identifying anxiety dimensions The results show that four dimensions of anxiety exist among the subjects and the two dimensions of the FLCAS were closely examined to find the extent to which that the four factor model adequately fit the data The fit indices suggested that the instrument measuring the dimensions of anxiety specific to college students in China was valid construct wise and reliable for future use **Anxiety and Beliefs about Language Learning** Susan Narceille Truitt,1995 *Studies in Applied and Theoretical Linguistics* Ravi Sheorey,Judit Kiss-Gulyás,2007 **Reducing Language Anxiety & Promoting Learner Motivation: A Practical Guide for Teachers of English As a Foreign Language** Fakieh Alrabai,2014-05-19 This guide book is designed in response to the overwhelming need to find some practical techniques to control learners foreign language anxiety and to promote their motivation to learn English as a foreign language Anxiety controlling strategies provided in this guide are practical means developed to tackle anxiety sources that usually stem from learner s characteristics learner s beliefs about learning a foreign language teacher s characteristics language testing classroom atmosphere learning procedures etc Motivation promoting strategies involve those targeting situation specific learner motivational dispositions such as developing a positive relationship with learners and promoting learner curiosity self confidence and autonomy *The Teaching and Learning of Foreign Languages at Home and in the Countries where They*

are Spoken, Especially French and Engliah ,1890

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