



# 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

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## 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

**Jessica J Manson**



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