

ความวิตกกังวลและกลวิธีการแก้ความวิตกกังวลในห้องเรียนของนักศึกษา
มหาวิทยาลัยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ

นายเหวย เจี้ยนหัว

วิทยานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต
สาขาภาษาอังกฤษศึกษา
มหาวิทยาลัยเทคโนโลยีสุรนารี
ปีการศึกษา 2554

**CLASSROOM ANXIETY AND COPING STRATEGIES
AMONG EFL STUDENTS**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in English Language Studies**

Suranaree University of Technology

Academic Year 2011

CLASSROOM ANXIETY AND COPING STRATEGIES AMONG EFL STUDENTS

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มหาวิทยาลัยที่เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (CLASSROOM ANXIETY AND
COPING STRATEGIES AMONG EFL STUDENTS) อาจารย์ที่ปรึกษา :
อาจารย์ ดร.บุษกร ยอดคำลือ, 206 หน้า

งานวิจัยเชิงสำรวจนี้มุ่งศึกษาระดับความกังวลในชั้นเรียนภาษาต่างประเทศทั่วไปของ
นักศึกษาวิทยาลัยและการใช้ยุทธศาสตร์การเผชิญปัญหาความกังวล ความสัมพันธ์ระหว่างความ
กังวลในชั้นเรียน/ การใช้ยุทธศาสตร์ในการแก้ปัญหา และตัวแปรอิสระทั้ง 4 ตัว เพศ วิชาเอก
ระดับชั้นตามปีการศึกษา ระดับวิทยาลัย และองค์ประกอบที่อาจเป็นสาเหตุทำให้เกิดความกังวลใน
ชั้นเรียน รวมทั้งการใช้ยุทธศาสตร์เผชิญปัญหาความกังวล โดยใช้แบบสอบถามกับนักศึกษาปีที่
หนึ่งและสองของวิทยาลัยปีจำนวน 320 คนใน 3 สาขาหลัก ณ 5 วิทยาลัย 2 ระดับทางตอนใต้
และตะวันตกเฉียงใต้ของจังหวัดกัวโจ ประเทศจีน ใช้คำถาม 10 คำถาม ในการสัมภาษณ์นักศึกษา
25 คน จากการสุ่มตัวอย่าง ผลการวิเคราะห์ข้อมูลแสดงให้เห็นว่านักศึกษาวิทยาลัยเบงไทย มีระดับ
ความกังวลปานกลางและใช้ยุทธศาสตร์ในการเผชิญปัญหาความกังวลระดับปานกลาง มีความ
แตกต่างอย่างมีนัยยะสำคัญ ระหว่างความกังวลในชั้นเรียนภาษาต่างประเทศ การใช้ยุทธศาสตร์ใน
การเผชิญปัญหาและตัวแปรอิสระส่วนมาก มีองค์ประกอบที่เป็นสาเหตุแห่งความกังวล 12 ประการ
ยุทธศาสตร์ในการเผชิญปัญหา 7 ประการ ซึ่งมีบางประการใหม่หรือแตกต่างจากการศึกษาครั้งก่อน
ที่นักศึกษาเผชิญและนำมาใช้ มีการอภิปรายข้อค้นพบ นัยยะสัมพัทธ์และข้อเสนอแนะสำหรับ
อาจารย์และนักศึกษาที่อาจช่วยยกระดับการเรียนรู้และอำนวยความสะดวกในการเรียนรู้
ภาษาต่างประเทศเป็นภาษาต่างประเทศ

WEI JIANHUA : CLASSROOM ANXIETY AND COPING STRATEGIES

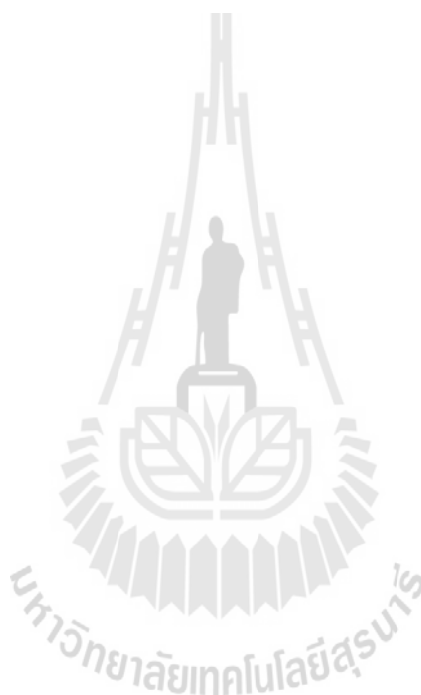
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COLLEGE STUDENTS/ CHINA/ BOUYEI/ FOREIGN LANGUAGE CLASSROOM
ANXIETY/ COPING STRATEGIES

This survey study aims to investigate the level of the college students' general foreign language (FL) classroom anxiety and their coping strategy use, the relationships between their FL classroom anxiety/coping strategy use and the four independent variables, gender, major field of study, level of academic year, and level of college, and possible causal factors contributive to their FL classroom anxiety, as well as their anxiety coping strategies employed. Two previously published written questionnaires were administered to 320 1st- and 2nd-year Bouyei college learners in three main fields of study at five colleges of two levels in south and southwest areas of Guizhou Province, China. Ten interview questions were also administered to 25 interviewees randomly selected from these colleges. The results of the analysis show that the Chinese Bouyei college learners experienced medium level of FL classroom anxiety and employed medium level of anxiety coping strategies; there were significant differences between their FL classroom anxiety/coping strategy use and most of the independent variables; twelve anxiety causal factors and seven coping strategies, among which some are new or different from the findings of the previous

studies, were found experienced and employed by the college learners. Discussion was made on the research findings, followed by relative implications and suggestions for both FL instructors and learners that might help enhance and facilitate students' FL learning.



School of Foreign Languages

Academic year 2011

Student's signature_____

Advisor's signature_____

ACKNOWLEDGEMENTS

This thesis could not be finished without the help and support from many people who deserve acknowledgements.

At the very first, I am deeply indebted to my dedicated supervisor, Dr. Butsakorn Yodkamlue, with whose able guidance I could have worked out this thesis. She has offered me valuable ideas, suggestions, and criticisms with her profound knowledge in the English studies and rich research experience. Her patience and kindness are greatly appreciated. I'm very much obliged to her efforts of helping me complete the thesis through which I have learned a lot at the same time.

I'm also extremely grateful to Chair of the School of Foreign Languages, Associate Prof. Dr. Anchalee Wannaruk, Course Adviser Dr. Sirinthorn Seepho, Course Instructors Dr Butsakorn Yodkamlue, Dr. Nattaya Puakpong and Dr. Jeremy Ward, who have provided me with invaluable instructions, support, help, and encouragement when I was learning the courses for the program of FLS that eventually helped come with the idea of doing research on anxiety, as well as when I had problem in writing the thesis and making preparations for the final defense.

Special thanks should again go to the committee members, Dr. Sirinthorn Seepho, and Dr. Nattaya Puakpong, who further offered their priceless comments on this study through the proposal and final defenses.

I owe a special debt to the students and teachers of the South Guizhou Teachers College for Ethnic Groups, the South Guizhou Vocational College for Ethnic Groups, the South Guizhou Medical Science College for Ethnic Groups, the Xinyi Teachers College for Ethnic Groups, and the Southwest Guizhou Vocational College for Ethnic Groups for their kind cooperation during my data collection, as well as Prof. Xu Yiyun, dean of the School of Foreign Languages, Guangdong Institute of Petrochemical Industry, who kindly permitted 10 days' leave for my thesis defense at SUT.

I would like to extend my special thanks to my classmate Shen Ping who helped submit materials to the school for me when I was back in China, and to other Chinese peers Mr Zhang Bao, Mr Pensixiang, and Mr Chen Jun for their great help and valuable time when I had some questions about the use of SPSS for data analysis.

A last but not least, I would like to thank my wife Mo Yunchun, my son Wei Yanchen, and my elder sister Wei Jianli for their understanding and sincere support all the way from the very beginning of my postgraduate study in Thailand.

Wei Jianhua

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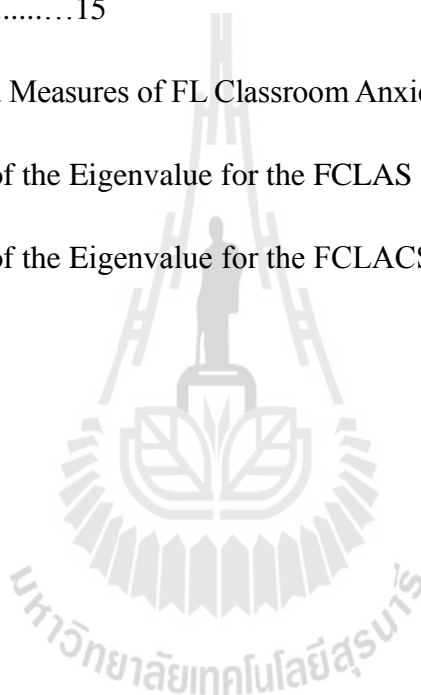
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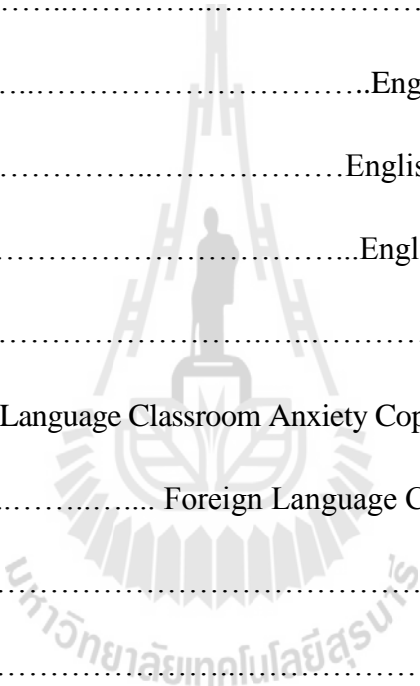
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LIST OF ABBREVIATIONS



ANOVA.....	Analysis of Variance
CET.....	College English Test
ELT.....	English Language Teaching
ESL	English as a Second Language
ESP.....	English as Specific Purposes
FL.....	Foreign Language
FLCACSQ.....	Foreign Language Classroom Anxiety Coping Styles Questionnaire
FLCAS.....	Foreign Language Classroom Anxiety Scale
L1.....	First Language
L2.....	Second Language
RQ.....	Research Question
TAI.....	Test Anxiety Inventory
TEM.....	Test for English Majors
UNESCO.....	United Nations Educational, Scientific, and Cultural Organization

CHAPTER 1

INTRODUCTION

This chapter provides the rationale of the study. It starts with the background of the study. Then it introduces the statement of the problem, purposes of the study, research questions (RQs), limitations of the study, and definitions of key terms. The chapter ends with the significance of the study, followed by an outline of the thesis.

1.1 Background of the Study

With the development of economical and cultural society, English has become one of the major compulsory foreign language (FL) courses that learners at all levels from primary school to college and university must learn in China. The Curriculum Requirements for the Teaching of College English (The Chinese Ministry of Education, 2007) sets forth the general level, the medium level, and the advanced level for all non-English majors at college and university. The college learners, both from the Han and the minority ethnic groups, are required to learn English for the first two years from the same start point, and have chances to attend different bands of College English Test (CET-Bands 4 & 6) in order to obtain relative certificates where the test scores are recorded. For the college students majoring in English, two levels of the national Test for English Majors (TEM-Bands 4 & 8) are also provided.

It is well-known in China that the students with higher CET or TEM scores are more advantageous in finding jobs with higher salary at the enterprises concerning foreign affairs. Aiming at achieving satisfactory results in CET or TEM, the Chinese college students are assigned more homework and tasks for FL learning in spare time than the learning of other courses. They have to be tested by the teachers or do all types of additional examination papers themselves every now and then. However, many of the students' proficiency varies greatly due to different aspects like individual differences, linguistic differences, cultural differences (Cook, 2001; Dörnyei, 2005), and the examination-oriented education system. Chinese scholars (Chen, 2002; Chen & Zhang, 2004; Liu, 2006b; Tan, 2009) have found FL classroom anxiety existent among about one-third or so of the Chinese college students as subjects, and that the students' course grades and interest in English, intentions to continue their study of English, and their CET-4 scores are negatively affected by FL classroom anxiety. They claim that Chinese undergraduate college students with high anxiety are more engaged in irrelevant information input, and hence lost more opportunities to receive meaningful input related to their English learning. These studies have proved that the FL classroom anxiety can lead to learners' low proficiency because of their high level of "affective filter"⁽¹⁾ in FL learning. Moreover, studies have shown that FL classroom anxiety is attributive to several causal factors like gender, education levels, language competence, personality traits, learners' and instructors' beliefs,

⁽¹⁾ "Affective Filter" is a hypothesis that deals with how affective factors relate to second/foreign language acquisition. It covers the ground of the Acculturation Model (H.D. Brown, 1980). This filter controls how much input the learner comes into contact with and how much input is converted into intake. It assumes that learners with high motivation and self-confidence and with low anxiety have low filters and so obtain and let in plenty of input, and vice versa.

instructor-learner interactions, classroom procedure, language testing, and social status and self-identity (See Section 2.4).

To learn English better, the Chinese college learners use different coping strategies to reduce or eliminate their anxiety in class (Chen, 2002). Since Chinese and English as well as Chinese and English cultures are quite different from each other, the strategies used for coping with FL anxiety normally are assumed to vary a great deal in the classroom.

Because of its debilitating nature that enervates one's participation in classroom activities, FL classroom anxiety is widely considered as a factor to be reduced. It is suggested that reducing students' anxiety and providing a less stressful classroom environment might enable teachers to help students improve both their English proficiency and course grades (Elkhafaifi, 2005). Researchers (Kondo, 1997; Zheng, 2003; Marwan, 2007; Iizuka, 2010, etc) have proposed various pedagogical suggestions for anxiety reduction. These suggestions have generally highlighted what teachers can do to help students reduce or manage FL anxiety. In terms of classroom management, teachers are expected to create a supportive and cooperative classroom atmosphere, to develop learner community, or to introduce group work activities in an attempt to create a low-anxiety classroom (Horwitz et al., 1991; Young, 1999; Oxford, 1999b; Young, 1991). However, limited studies have attempted to investigate what students are actually doing when they experience FL anxiety (Kondo & Yang, 2004, 2006). In order to further develop more practical teaching strategies to help students

who are struggling with anxiety, it is of necessity to focus on the voices of students who react in different ways to FL classroom anxiety.

In summary, Chinese college students are considered to have FL classroom anxiety, which refers to what countermeasures they usually use to cope with their anxiety in the FL context. Furthermore, some causal factors have been found contributive to FL classroom anxiety. What college instructors may do to reduce or eliminate FL classroom anxiety commonly existent in learners is worthy of study as to what perspectives the college learners have on their FL classroom anxiety and coping strategies. Researchers have suggested classroom anxiety coping strategies from his/her own perspectives although, how the Chinese college students especially the minority students exactly react when encountering FL anxiety in class is not very well perceived and hence needs a further study.

1.2 Statement of the Problem

Although anxiety research is very mature in psychological aspects, studies of FL classroom anxiety are still very limited in China, particularly in the remote mountainous areas inhabited by minority ethnic groups; neither are the studies of FL classroom anxiety coping strategies. As pointed out by some researchers, there is a psychological unbalance between the ethnic minority students and the Han students due to some historical, economical, cultural, and educational reasons (Zhang, Cun, & Yu, 2003). Meanwhile, some research reports that the number of the ethnic minority students who

have discontinued their schooling is bigger than that of the Han students (Ma, 2007), probably, as it is assumed in this study, partly due to their classroom anxiety. So far, whether the Chinese Bouyei college students experience FL classroom anxiety, what factors may cause their FL anxiety, and what classroom anxiety coping strategies they usually use in the FL classroom are still unknown.

1.3 Purposes of the Study

The major purpose of the research is to find out whether the Chinese Bouyei college students experience FL classroom anxiety; if they do, why they feel anxious while learning English in class, and how they cope with their FL classroom anxiety. In addition, whether their anxiety and coping strategies vary according to gender, education levels, and field of study will also be investigated. This study seeks to discover the phenomenon of FL classroom anxiety including considering the factors that originate from the learner's own beliefs, from the language learning process, or from the situation or social environment s/he is a part of. The second most important aim of this study is to suggest some constructive strategies for language teachers in order to alleviate FL anxiety in the learners. It will also inform the researcher about the phenomenon, as a learner, as well as a practitioner in English language teaching (ELT).

1.4 Research Questions

- (1) Do the Chinese Bouyei college students have anxiety in FL class? If so, what level of FL classroom anxiety do they experience?

- (2) What is the relationship between the Chinese Bouyei college students' FL classroom anxiety and gender, field of study, level of academic year, and level of college?
- (3) What are the major causes of the Chinese Bouyei college students' anxiety?
- (4) Do the Chinese Bouyei college students employ strategies to cope with their anxiety in FL class? If so, what are their strategies?
- (5) What is the relationship between the Chinese Bouyei college students' FL classroom anxiety coping strategies and gender, field of study, level of academic year, and level of college?

1.5 Limitations of the Study

Although this study is mainly to find out the phenomenon of the Bouyei college learners' FL classroom anxiety as well as how they cope with their anxiety in the FL classroom, there are mainly three limitations as below:

(1) This study was limited to only the Chinese Bouyei students in English learning from the regular institutions of higher education which are more likely to share similar characteristics than those studying at other types of institutions like the universities for long-distance education, adult education, and so on.

(2) The study selected five colleges from the whole country for participants whom are considered to be representative of the Chinese Bouyei college students in English learning, because the majority of Bouyeis nowadays inhabit South and Southwest Guizhou, where the five colleges are located.

(3) The study investigated subjects merely from two kinds of education levels: One is two levels of academic years (i.e., first year and second year), and the other is two levels of institutions for higher education (colleges in three-year and four-year undergraduate system) in China, whereas other education levels like primary education, secondary education, and postgraduate education are not included for the selection of subjects.

1.6 Definitions of Key Terms

Foreign language classroom anxiety: As reported by Horwitz et al. (1986), FL classroom anxiety is described as a situation-specific anxiety arising from the uniqueness of the formal learning of a FL, specifically from students' low self-appraisal of their communicative abilities in that language. The general FL classroom anxiety construct underlies three interrelated aspects: communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE) (Horwitz et al., 1986). More details on FL classroom anxiety are described in Chapter Two.

The Foreign Language Classroom Anxiety Scale: Foreign Language Classroom Anxiety Scale (the FLCAS) is a questionnaire as a measuring method originally designed by Horwitz in 1986 initially used to investigate American college learners' Spanish anxiety, and adapted by the researcher of the present study. The FLCAS refers to the measuring method partially revised for the present study as

a mean to understand the different levels of English learners' special psycho-somatic reactions in learning as well as their influences on FL learning. Based on the learners' self-report, experiments, and a series of other measuring methods analyzed, the FLCAS as a five-point Likert scale consists of 33 items of belief within the three aspects of communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE). It aims at measuring the range and quality of Chinese Bouyei college students' classroom anxiety in FL learning. (See *Appendix A*)

Coping strategies: It is a kind of cognitive activity and behavior to reduce the emotional reaction caused by situations that bring about worries (Zeidner & Endler, 1996). In other words, it stands for what a person exactly believes s/he should do and how s/he contends with difficulties and acts to overcome them. "I conduct self-reproach or blame myself when encountering difficulty" is an example of coping strategies (Xiao, 1996). In this study, coping strategies and coping behaviors, are also used to refer to coping styles.

The Foreign Language Classroom Anxiety Coping Styles Questionnaire: The Foreign Language Classroom Anxiety Coping Style Questionnaire (the FLCACSQ) is a 24-item, five-point Likert scale which was originally developed by Chen (2002) to measure the learners' classroom anxiety coping strategies in FL learning. It is applied to the present study to investigate how the Chinese Bouyei college students cope with FL classroom anxiety (See *Appendix B*).

1.7 Significance of the Study

The United Nations Educational, Scientific, and Cultural Organization (UNESCO) claims that a competent 21st century citizen should know at least three languages, i.e., mother tongue, English, and one other language, to establish a sound foundation for his/her successful competence in the forthcoming society (UNESCO, 1996). In accordance with this call, the learning of English as a foreign language is now becoming a tendency of the students of all ethnic groups in China. Since English has nowadays become a compulsory course in the Chinese curricula from primary schools to universities, how to improve the English learning of students, especially those from the minority ethnic families dwelling in the underdeveloped remote mountainous areas of China, is becoming an urgent issue.

It is very much necessary to investigate if the Bouyei college students experience FL classroom anxiety and help alleviate the potential, negative impacts of any variables including the FL classroom anxiety assumed, and hence provide possible pedagogical implications for the English teachers in order to better enhance the English learning of other ethnic learners in the future. As a fact, the Bouyei people, one of the oldest aboriginals who have been existent since the Stone Age, are one of the ten biggest minority ethnic groups of the fifty-five in China, and the place they mainly inhabit is the southern areas of Guizhou—the province as one of the most under-developed in both economy and education throughout the country. However, the Bouyei students study English as a FL with the Han students who are thought to have more advantages

in education than any other ethnic groups (Zhang et. al, 2003; Ma, 2007). The Bouyei college learners' anxiety will not only embody the difficulties of Bouyei college learners in FL leaning, but also function as a reflection of anxiety in the FL learning of other learners' from other ethnic, cultural background in China.

Meanwhile, it is significant for finding how the Bouyei college students cope with FL classroom anxiety. The identification of the subjects' anxiety coping strategies can potentially assist both the learners themselves and the FL teachers to alleviate anxiety in the classroom settings, so that the learners' performance and achievement in the target language learning can be improved in a less stressful and anxiety-provoking classroom environment. Desirably, this research is expected to help make the subjects' frequently used coping strategies explicit to other FL learners who may afterwards employ their strategies to effectively alleviate their classroom anxiety. Both teachers and students could thereby exploit corresponding ways to cope with the anxieties encountered in the English teaching and learning. The researcher of the current study hence believes that the findings will provide some useful pedagogical implications for FL instructors in China as well as for FL learners of both the Bouyei ethnic group and other groups of people from a wide range of linguistic, cultural and ethnic backgrounds.

1.8 Outline of the Thesis

This thesis is composed of five chapters:

Chapter 1 is a brief introduction to the study. It introduces the theoretical background of FL classroom anxiety and FL classroom anxiety coping strategies, statement of the problem, and purposes of the study, research questions, limitations of the study, definitions of key terms, as well as significance of the study.

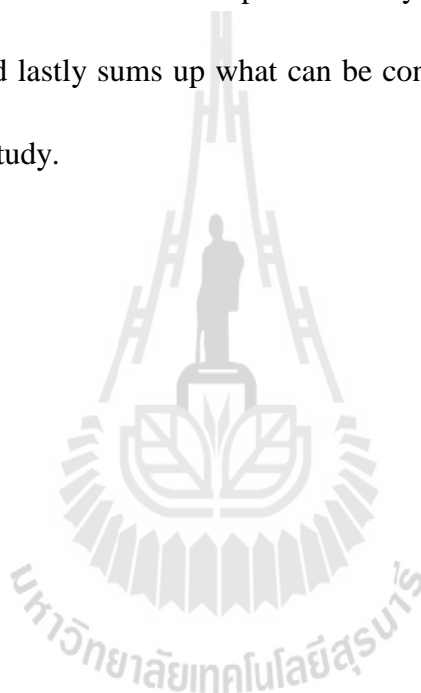
Chapter 2 is a review of the literature on what have relevantly been said as the critical points of current knowledge including substantive findings as well as theoretical contributions to anxiety and related coping strategies of learners in the FL classroom context. First, the chapter presents an overview of two types of anxiety—trait anxiety and state anxiety which are helpful for the study of factors that cause anxiety in the FL context, and three components of FL classroom anxiety (i.e., CA, TA, and FNE) which are thought to have a deleterious effect on L2 (second language) / FL acquisition. Then, negative and positive impacts of classroom anxiety on FL learners, as well as studies of main causal factors contributing to FL classroom anxiety, are covered in this chapter. Lastly, a discussion is provided on what have been discovered as learners' commonly used coping strategies to deal with FL classroom anxiety in two main categories associated with types of immaturity and maturity.

Chapter 3 presents the research methodology of the study. It includes research design, participants, instruments, data collection, and data analysis of the present study.

Chapter 4 presents results of the study including the results of the FLCAS, the

FLCACSQ, and interviews on learners' FL classroom anxiety and their coping strategies in FL learning.

Chapter 5 includes three parts: discussion, recommendation, and conclusion. It first presents discussion on the results of the investigation, then make some suggestions both for further study and for instructors who might utilize the findings and other theoretical statements in the present study to help alleviate learners FL classroom anxiety, and lastly sums up what can be concluded in the study as well as the limitations of the study.



CHAPTER 2

REVIEW OF THE LITERATURE

To review what have relevantly been conducted on anxiety and related coping strategies of learners in the FL classroom context, this chapter starts with a review of two types of anxiety—trait anxiety and state anxiety. It then discusses three components of FL classroom anxiety—communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE), and negative and positive impacts of classroom anxiety on FL learners, as well as studies of main causal factors contributing to FL classroom anxiety. The chapter afterwards makes a discussion about learners' coping strategies to deal with FL classroom anxiety and ends with a summary.

2.1 Types of Anxiety

Anxiety can be divided mainly into two types: (1) trait anxiety (a characteristic of a learner's personality), and (2) state anxiety (apprehension that is experienced at a particular moment in response to a definite situation) (Spielberger, 1983). The cognition of the types of anxiety is helpful for the study of factors that cause anxiety in the FL context.

2.1.1 Trait Anxiety

Spielberg (1983) claims that trait anxiety may be defined as an individual's likelihood of becoming anxious in any situation, and a person with high trait anxiety would be highly likely to become apprehensive in a number of different situations. With regard to this, Wörde (1998) argues that trait anxiety is a part of a person's character as well as a permanent disorder.

It is argued that traits are meaningless unless they are considered in interaction with situations (MacIntyre & Gardner, 1991). Namely, behavior occurs with a person in context. Essentially, as MacIntyre and Gardner (1991) claim, the trait anxiety approach needs people to consider their reactions over a number of situations. That is, for most individuals, anxiety will be provoked in some situations, whereas for others feelings of relaxation will be promoted. To analyze this point, MacIntyre and Gardner (1991) demonstrate two figures concerning the components of trait anxiety on a fictitious scale. Figure 2.1 characterizes two individuals in a language class, both of whom have a same total score on a fictitious trait anxiety scale. This scale has four subscales referring to anxiety experienced in social situations, during written tests or exams, in novel situations, and in dangerous circumstances. The situational elements comprising that score, however, differ dramatically. It is shown that Person 1 feel very anxious in social situations but actually enjoys the challenge of written exams, and Person 2 on the other hand experiences considerable test anxiety but is at ease in social groups; in addition, both of them have similar levels of anxiety in novel and dangerous situations.

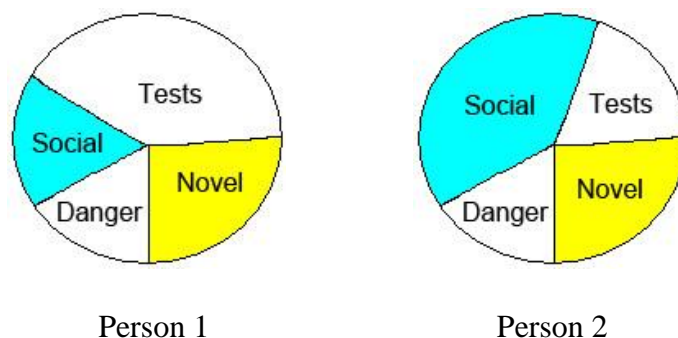


Figure 2.1 Components of Trait Anxiety on a Fictitious Scale

(Source from MacIntyre & Gardner, 1991)

The consequences of these patterns of anxiety for each of these two individuals would be expected to differ. Similarly, suppose that both individuals are enrolled in a FL course. Person 1 might do well if the course does not require classroom participation or presentations. Person 2, on the other hand, might achieve higher marks on oral exams than on written ones. In contrary to this, within a large group of people, the situations provoking anxiety will differ, even among individuals showing similar trait anxiety, and measures of performance might be attributed to a form of averaging over these situations (Spielberger, 1983).

2.1.2 State Anxiety

As a blend of the trait and situational approaches, state anxiety, also referred to as situational anxiety, is apprehension experienced at a particular moment in time, for example, prior to taking examinations, closely associated with vocabulary acquisition, and likely to cause poor performance in language learning (Spielberger, 1983). It is a type of anxiety which occurs because learners are exposed to particular conditions or

situations (Pappamihiel, 2002). There are learners, for instance, who feel anxious if they are requested to speak in front of the class or if they do not understand many of the teachers' words during the class. Accordingly, individuals who are prone to experience anxiety in general (i.e., who have high levels of trait anxiety) show greater levels of state anxiety in stressful situations. Spielberger (1983) suggests that increased levels of trait anxiety are associated with higher state anxiety through the moderately strong correlation usually found between state and trait anxiety. He generalizes that state anxiety is transitory; it occurs when evoked by threatening stimuli, and usually endures for only a limited period after the disappearance of the threat.

It is argued that state anxiety scales may be criticized for skirting around the source of the reported anxiety, because a large number of factors can contribute to a respondent's reaction to such a statement (Spielberger, 1983). For example, the situation under consideration can be defined very broadly (e.g. shyness), more narrowly (e.g. communication apprehension), or quite specially (e.g. stage fright). MacIntyre (1991) points out that the researcher has responsibility to define a situation that is sufficiently specific to be meaningful for the purpose at hand. Since state anxiety refers to anxiety usually experienced in relation to some particular situation or event (Brown, 2001), it then can be a major character trait when language anxiety does not decrease over time. Gardner and MacIntyre (1994) argue that when repeated occurrences cause students to associate anxiety with language performance, anxiety becomes a trait rather than a state.

2.2 Components of FL Classroom Anxiety

In accordance with the model of Foreign Language Classroom Anxiety Scale (FLCAS), which was designed by Horwitz, Horwitz, and Cope (1986) to measure learners' FL classroom anxiety, FL classroom anxiety is mainly made up of three components—communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE). Robinson (1991) concludes that communication apprehension (CA) and fear of negative evaluation (FNE) are considered as relatively enduring personality traits. Whereas, test anxiety (TA) is regarded as a state marked by temporary reactions (e.g., worry and nervousness) to an academic or evaluation situation which Aida (1994) concluded as fear of failing the class as a matter of fact. These three components are viewed by Horwitz et al. to have a deleterious effect on FL/L2 acquisition. This section provides an overview of the literature mainly on what are found as such components, even with some conflictive findings. Whereas, relative, arousal factors or settings specifically contributed to these three components of FL classroom anxiety are wholly discussed in Section 2.4.

2.2.1 Communication Apprehension

Horwitz et al. (1986) define communication apprehension (CA) as a type of shyness characterized by fear or anxiety about communicating with people. Many studies have been devoted to exploring the role of CA in learners' interaction. On the one hand, individuals with high CA have been perceived as less dominant (Porter, 1982), and less assertive and less responsive (Kearney & McCroskey, 1980) than those with low CA.

Individuals with high CA also have been found to be less satisfied with their abilities to express themselves, to meet people, to lead, and to make decisions (Crozer, 1981). On the other hand, low CA is associated with high communication competence and a positive communication effect (McCroskey, 1984).

CA plays a major role in FL anxiety. As Chen (2002) states, people who typically have trouble speaking in groups are likely to experience even greater difficulty speaking in a FL class where they have little control of communicative situation and their performance is constantly dominated by both the teacher and the other learners. As Chen (2002) points out, the special CA during FL learning due to the learner's personal knowledge will certainly produce difficulty in understanding others and making oneself understood; therefore many talkative people become silent in a FL class. Horwitz et al. (1986) argue that the learner, who has immature second language vocabulary although, has to express herself/himself despite her/his mature thoughts and ideas, and this kind of inability either to express oneself or to comprehend another person leads to their frustration and apprehension. More sources of such anxiety will be discussed later in the section on the causal factors of FL classroom anxiety.

2.2.2 Test Anxiety

Test anxiety (TA), as the second component of FL classroom anxiety, as explained by Horwitz et al. (1986), refers to a type of performance anxiety stemming from fear of failure. MacIntyre and Gardner (1991) describe TA as apprehension over academic evaluation. Zeidner (1998) defines TA as anxiety subjectively relating to

taking tests and exams, including anxiety related to the threat of failing an exam and the associated negative consequences.

TA has not been defined exactly the same way, but one common characteristic of these definitions deals with the anticipated apprehension with failure of academic evaluation based on the abovementioned definitions. With regard to the effect of TA on learners, this could happen at two stages, i.e. at the current period of learning and after having finished the course and learners with high test anxiety, or even the brightest students with good preparation, probably experience considerable difficulty or often make errors in use of linguistic items (e.g. a word, a grammatical item, etc.) in ways showing faulty or incomplete learning (Tasee, 2009). Due to error making, learners with TA may not be able to focus on what is going on in the classroom. For susceptible or sensitive learners, testing format, such as oral tests for instance, can increase their communicative anxiety (Horwitz et al, 1986) in the FL context.

Unfortunately, for highly anxious students, evaluation is continually required in L2/FL more than in any other academic subjects by the instructor – the only fluent speaker in the class (Horwitz et al, 1986). In fact, test anxiety is quite pervasive in language classrooms due to its continuous performance evaluative nature. In other words, the learners are usually worried very much about not being able to succeed in the test. Hembree (1988) stresses that the FL learners receive tests very often, and even every day, so that they commonly make mistakes when feeling pushed and anxious over time, but actually, their anxiety will negatively affect their performance on the test and their FL proficiency.

2.2.3 Fear of Negative Evaluation

Fear of negative evaluation (FNE), the last component of the FLCAS, is closely related to the first and broadly based on the previous two aspects. Watson and Friend (1986) define FNE as apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively. When one over-concerns the attitudes from others towards himself/herself, s/he often fails to take the initiative or participate only minimally in conversation (Aida, 1994). Namely, people who are highly concerned about others' evaluations tend to act in ways that minimize the likelihood of negative assessment, or they may avoid or withdraw from social situations in which others might view them negatively (Oxford, 1999a). When contacting others, such persons would not start any topics but choose to be silent and never break in the conversation between others.

In the case of FL, FNE is likely to be in a learner's over concern with academic and personal evaluations of his or her performance and competence in the target language (MacIntyre & Gardner, 1991). In the language classroom, this is observable in behaviors such as keeping silent, responding only when necessary or forced to, being passive, and even avoiding class entirely. Therefore, FNE would probably lead to the individual's failing to participate in some classroom activities such as volunteering answers to questions, or initiating questions (Walker, 1997).

Despite the similarity to TA, FNE is broader in scope because it is not limited to test-taking situations, rather, as Horwitz et al. (1986) claim, it may occur in any social, evaluative situation, such as interviewing for a job or speaking in FL class.

As mentioned previously, FL requires continual evaluation by the teacher as the only fluent speaker in the class (Horwitz et al., 1986), and students may also be acutely sensitive to the evaluations, real or imagined, of their peers. As a result, various forms of FL learners' behaviors can apparently manifest negative evaluation. The result is that they may sit passively in a classroom, withdraw from classroom activities or cut class so that they can avoid an anxiety situation (Horwitz, 1986; Aida, 1994). Generally, high negative evaluation might hinder FL learners from language improvement and cause them to be left behind other learners in the classroom.

As a conclusion, previous research has supported Horwitz et al.'s (1986) construct of FL classroom anxiety that CA, TA, and FNE are the mainly existent in-class anxieties, which are likely to hinder learners from learning FL better. Of course, this does not mean that FL classroom anxiety is the simple combination of these fears transferred to FL learning, although the three components provide useful conceptual building blocks for a description of FL classroom anxiety. However, since the three types of anxieties are frequently encountered in the process of FL learning in class and can negatively affect learners' performance and proficiency, the manifestation of them must be firstly taken into consideration so that we could be explicit as to how they affect learners' FL learning as well as what factors they may be resulted from.

2.3 Research on the Impact of FL Classroom Anxiety on Learners

Although the abovementioned sections have partly discussed how anxiety affects FL learners in some aspects, it is still important and necessary to know more about the

impact of FL classroom anxiety because it can represent an emotionally and physically uncomfortable experience for some students. If the students are very anxious in class, they are probably not fully engaged in class activities.

2.3.1 The Negative Effects of FL Classroom Anxiety

Krashen (1982) regards FL anxiety as a negative factor that attributes to the "affective filter" (See Brown, 1980), because it makes an FL learner less responsive to language input and attempt to convey more concrete messages than those in a non-anxiety-producing setting. Horwitz et al. (1986) points out that anxiety prevents some people from successfully performing in class, and many people find FL learning, especially in the classroom setting, particularly stressful. Numerous studies show that FL classroom anxiety can bring about a consequence of poor outcomes (Gregersen, 2005), and negatively affect learners' performance and achievement in class (Chapell et al., 2005; Chen & Zhang, 2004; Zhao, 2007; Tan, 2009).

To know about the effect of FL anxiety on learners' physical responses, Gregersen (2005) conducted an observation study of the nonverbal behavior of both anxious and non-anxious students enrolled in a beginning French class at a small Midwestern university during a videotaped oral FL exam. Gregersen focused the study primarily on the kinesic signals found in facial expressions, gazing behavior, body movement and gesture, and posture. It was discovered that anxious learners manifested limited facial activities including brow behavior and smiling; maintained less eye contact with the teacher; were more rigid and closed with their posture; and, although they

self-touched and manipulated objects more than the non-anxious, they used fewer illustrative and regulatory gestures. Gregersen reported that it was often not easy for anxious learners to respond to their own errors effectively. Consequently, these effects can lead to poor performance and low achievement in FL learning.

To know the effect of FL classroom anxiety on college learners' learning, a study with a large sample size of 3839 undergraduates and 1575 graduates was conducted by Chapell, Blanding, Silverstein, Takahashi, Newman, Gubi, and McCann (2005). Chapell et al.'s voluntary participants were students at universities in New Jersey, Pennsylvania, and Illinois, 97.0% of whom identified themselves as belonging to an ethnic group, such as African Americans, Asian Americans, European Americans, Hispanic Americans, Native Americans, and multiethnic students. The subjects were administered a one-page general information measure, followed by the one-page Test Anxiety Inventory (TAI) (Spielberger, 1980). The study showed a significant but small inverse relationship between TA and grade point average (GPA), namely, low-test-anxiety undergraduates averaged a B+, whereas high-test-anxious students averaged a B. Although the inverse relationship is not significant, the result indicated that the actual effect of their English learning was affected.

The findings above met consistence with the study conducted by Chinese scholars Chen and Zhang (2004), who studied 54 non-English major undergraduate students in the Chongqing University, China. In use of Horwitz et al.'s FLCAS, they found that there was a negative correlation between the students' general scores in English learning and FL

classroom anxiety ($r=-0.43$, $p<0.05$), whereas a similar negative correlation was found between FL classroom anxiety and listening ($r=-0.38$, $p<0.05$), although the results indicated no significant relationship between FL classroom anxiety and reading ($r=-0.25$, $P>0.05$).

Another study made by Chinese scholar Zhao (2007) also supported the previous findings. Zhao investigated 115 second-year high school students in Shandong Province, China, by employing two instruments, a questionnaire assessing students' anxiety level and an achievement test. The study found that anxiety and English achievement were negatively correlated in terms of test anxiety ($r=-.277$, $p=0.039<0.05$). It was noted that the coefficient of anxiety for English classes was -0.232 which approached the significant level of -0.25 . It was found that anxiety of English classes indeed affected high school students' English achievement ($p=0.037<0.05$).

Tan (2009) in use of the adapted FLCAS had the supportive findings after a survey of 143 Chinese non-English major college students at the Suzhou Institute of Science and Technology, Jiangsu, China. Her research showed that the students with FL classroom anxiety, including communication apprehension, and test anxiety had significantly negative association with their achieved scores in CET Band-4, despite a slight significantly negative relationship found between fear of negative evaluation and their CET scores. That is, students with higher levels of FL anxiety were likely to achieve lower scores in CET Band-4.

In conclusion, anxiety has been found to cause a large number of negative psychological, physical, and social outcomes. It is proved as a major obstacle to be

overcome in classroom activities due to its negative effect on the learners' performance, achievement and proficiency in FL learning, i.e., the higher levels of FL anxiety the learners have, the lower course grades, which hereby proves the necessity of the present study. However, although the negative effects of FL classroom anxiety have received much attention from scholars who applied various instruments to its measurement, it does not mean that negative effects are the very impact that FL classroom anxiety merely has on learners' FL learning. This is what the following section will discuss.

2.3.2 The Positive Effects of FL Classroom Anxiety

Although the negative effects in FL learning are supported by the predominance of the evidence, there are studies that have obtained different and even reverse findings. These studies have discovered some positive effects of L2/FL classroom anxiety on learners, such as reinforcing students' learning performance, leading to learners' extra effort as compensation for interferences from anxiety, helping learners extend to test taking behavior, and motivating learners to study harder (MacIntyre & Gardner, 1994; Tanveer, 2007).

To know about the effect of FL classroom anxiety on learners, MacIntyre and Gardner (1994) studied 97 participants from first-year credit courses in French-as-a-second-language at a large, monolingual (English) Canadian university. This study examined some of the more specific cognitive processes in terms of a three-stage model of learning: Input, Processing and Output, in use of three scales that focus on the stages of learning identified by Tobias (1986). As for the process of Input,

MacIntyre and Gardner found a small, positive correlation between the Input Anxiety scale and the French T-Scope Latency ⁽²⁾. Although anxious students appeared to be slightly slower to recognize that a word was being presented in French, their accuracy of identification did not appear to suffer, given the extra time devoted to the task. It was found that more anxious students tended to take more time to study the words and to complete the tests they took, and the extra time spent studying the words eventually paid off for the more anxious students and hence their language learning could be reinforced. This indicated that anxious students were capable of showing high levels of achievement if they were given sufficient time to study. Furthermore, when test scores correlated with anxiety, the time taken to complete the test correlated with anxiety; when the correlation between anxiety and test scores was non-significant, the correlation between anxiety and test Latency was non-significant. MacIntyre and Gardner suggested that extra effort can compensate for the interference created by anxiety, and the effect seems to extend to test taking behavior as well.

In spite of the above-stated studies, not much recent research has been seen in the literature on the positive effects of FL classroom anxiety, except for some comments made on the related facilitating nature of anxiety on learners. However, the previous studies have provided significant evidence as to how anxiety can facilitate FL learning. It was believed that some anxiety might actually enhance performance, because such

(2) *T-Scope Latency: Participants used the computer mouse to indicate whether a word presented on the computer screen, representing a number from one to nine, was a French word (e.g. deux) or an English word (e.g. two). Half the words were presented in English and the other half in French. A total of 48 French and 48 English items were presented at random. The number of words correctly identified as English or French were counted (Score) and the time taken to respond correctly was recorded by the computer (Latency).*

anxiety is usually referred to as facilitating anxiety and can help motivate learners to study harder and make stronger efforts to perform better on classroom tasks (Brown, et al., 2001). Tanveer (2007) also emphasized that anxiety both in its debilitating and facilitating forms served simultaneously to motivate and to warn the learner so that s/he could hence become more diligent in order to make better improvement in FL learning.

In summary, evidence has manifested that FL classroom anxiety is not always detrimental but sometimes facilitating to students' FL learning by further stimulating learners' motivation to study harder. The negative effects of FL anxiety have been proved in many studies including learners' poor outcomes, and unsatisfactory performance and achievement in FL learning; whereas, the positive effects are also discovered as an reinforcement of FL learning and motivation for some learners to obtain good performance and higher scores. A pity is that the research on the positive effects of FL anxiety is not commonly found in the literature, which indicates a need for researchers to conduct further investigations.

2.4 Research on Main Causal Factors of FL Classroom Anxiety

It has been proved that FL learning involves various factors as affective variables that play an important role in learning a new language (Brown, 2000; Ellis, 2004). To explore what are exactly contributing to FL classroom anxiety, many researchers have conducted various studies through various methods such as questionnaires, interviews, etc. This section will discuss what these scholars have stated and discovered previously as the main relative anxiety causal factors.

2.4.1 Gender of Learners

Whether gender can cause learners FL classroom to vary is always an argument in previous studies. Some researchers have proved that learners' anxiety can vary according to gender within the classroom settings (Cheng, 2002; Chapell et al., 2005; Donovan & MacIntyre, 2005); whereas others found no significant difference between males and females in FL anxiety (Donovan & MacIntyre, 2005; Dewaele, 2007) in some aspects. The cognition of gender as an independent variable may be helpful to make instructors explicit to and then show more concern about treating female and male students differently in English lessons.

To know whether gender can cause anxiety to vary, Cheng (2002) found that females were more anxious than males in FL class. Cheng's participants in this study were 165 English majors (83% female) at one university in northern Taiwan, China. By employing Horwitz's FLCAS, and other two anxiety scales—the Chinese Speaking Anxiety Scale (CSAS) and the Chinese Writing Anxiety Scale (CWAS) specially developed for the study, Cheng found that female learners were found to suffer significantly higher levels of English writing anxiety ($M=85.67$, $SD=16.28$) than male learners ($M=77.41$, $SD=18.73$).

Another study with a large sample size of undergraduates and graduates by Chapell et al. (2005), as described in section 2.3.1, has also shown a similar relationship between males and females in FL anxiety. Among Chapell et al.'s participants, 97.0% belonged to an ethnic group, such as African Americans, Asian, etc., who were

administered a one-page general information measure. The results of their data analysis showed that female undergraduates had significantly higher test anxiety than male undergraduates, and female graduate students had significantly higher test anxiety than male graduate students. This study appeared supportive to Cheng's (2002) findings.

One study that partially supported the above two studies was made by Donovan and MacIntyre's (2005). One of their main study purposes was just to find out the relationship between gender and learners' willingness to communicate (WTC). They enrolled three education levels of samples—the junior high school sample consisting of students in a French immersion program, the senior high school sample composed of French immersion students and core French students, and the university sample drawn from students enrolled in university courses. Post-hoc Tukey's HSD tests showed that females were more willing to communicate than males in the junior high group, but there were no significant differences in WTC between males and females in either the senior high school or university group. Among the junior high school and senior high school students, no significant gender differences in CA or self-perceived competence were observed. However, in the university group, it was found that women had higher CA and lower self-perceived competence than men.

Nevertheless, Dewaele (2007) obtained a totally reverse finding through an investigation of 106 students (61 females) enrolled in Access, B.A. and M.A. courses in the School of Languages, Linguistics and Culture at Birkbeck, University of London. Participants completed a questionnaire based on Baker (1992). Through data analysis,

independent *t*-tests revealed no differences in anxiety levels between the male and female participants in speaking with friends in the L1, L2, L3, and L4; again, gender did not have an effect on anxiety levels with speaking with strangers in the L1, the L2, the L3, and the L4. As a result, only a significant difference in classroom anxiety levels between males and females did emerge when speaking in public in the L1.

2.4.2 Education Levels of Learners

It seems that learners' education levels affect their FL classroom anxiety because learners with higher levels of education may have better achievements in FL learning and hence have less FL classroom anxiety. This assuming has been proved to be true by some scholars (Elkhafaifi, 2005; Chen, 2002), but a different result was also obtained (Chen, 2002; Cheng, 2002). The anxiety differences in relation to levels of academic year and college as stated as follows are useful in helping instructors to recognize and understand the importance of utilizing different teaching strategies in face of students at relative levels of education that may cause them to have various levels of anxiety.

With respect to the effect of education levels, Elkhafaifi (2005) conducted a study of 233 students enrolled in Arabic language programs at six U.S. universities. Regarding their year in school, juniors accounted for 29% of the respondents, followed by 22% for sophomores. Seniors comprised 21% of the sample, and graduate students comprised 15%. The post-hoc Scheffé test showed that students in third-year Arabic reported significantly lower levels of listening and learning anxiety (Listening 41.33; Learning 76.17) than either students in first year Arabic (Listening

57.21, Learning 92.81) or students in second-year Arabic (Listening 53.66, Learning 88.61). However, the results showed no significant differences between the students of first- and second- year Arabic on either listening anxiety or learning anxiety.

Meanwhile, a Chinese researcher Chen (2002) studied 170 Chinese students from five colleges and universities located in the mainland, who were divided into three groups in accordance with their different stages of education—two-year college students, four-year undergraduates, and postgraduates. According to Between-Subjects test, significant difference was found among these three groups in TA and FNE. However, in terms of TA, four-year undergraduates were extremely different from postgraduates whose levels of anxiety were lower; while four-year undergraduates had a lot in common with two-year college students, which indicated they shared similar levels of anxiety. In terms of FNE, four-year undergraduates and two-year college students had no significant difference, while they had extreme difference with post-graduates. The results also showed that there was no significant difference among the three education levels in terms of CA.

Also in the same year when Chen was studying Chinese mainland students' anxiety affected by education levels, another Chinese scholar Cheng (2002) investigated 165 English majors at one university in northern Taiwan, China on the factors associated with FL writing anxiety, as previously stated in section 2.4.1. However, the findings displayed that no significant effects were found for grade level (year in school). On the other hand, the differences in the level of English writing anxiety between the groups of freshmen ($M=81.75$, $SD=14.651$), sophomores

($M=84.74$, $SD=16.921$, and juniors ($M=86.83$, $SD=19.42$) did not reach the level of statistical significance, although English writing anxiety appeared to increase as the EFL majors progressed to higher levels at college.

2.4.3 Language Competence of Learners

Studies have shown that learners' language competence or proficiency is perceived as a causal factor of FL classroom anxiety. Onwuegbuzie et al. (1999) indicates that students with low oral and writing ability in their native language have a higher possibility of experiencing FL anxiety than those with more competence in use of their native language. Aida (1994) points out that the FL anxiety is just resulted from the low-language-proficiency learners' experiences of too much failure which they will recall and take notice of many times, because their sorrowful memories of such failures will enlarge their anxiety at the same time and lead the learners to more negative, unrelated thoughts before and within the test. Some researchers' studies have found some proofs for these statements (Tasee, 2009; Dewaele et al., 2008). It is obvious that this factor is of importance for instructors to pay adequate attention to for the unavoidable, actual fact of the learners' English current proficiency so that appropriate teaching tactics could be taken into account for their better performances in English lessons.

To find out the factors of FL classroom anxiety, Tasee (2009) conducted a survey of 963 students at Rajabhat University, Thailand majoring in English. The results revealed that a bigger number of students with lower speaking ability than those with higher ability

felt anxiety when speaking English in class. Meanwhile, when the task assigned was difficult, low-speaking-ability students were more worried than high-speaking-ability students in English class; and students with lower speaking ability reported feeling nervous to perform a speaking task no matter how difficult or easy the task is.

To make sure if more proficient language users suffered less from FL anxiety than less-proficient language users, Dewaele, Petrides, and Furnham (2008) conducted a study of 464 multilingual adults in the U.K. with two questionnaires they developed. It was concluded that learners' language competence was inversely linked with levels of CA and FL anxiety. They found a near-linear decrease in FL anxiety levels for higher proficiency in the L2, L3, and L4; the higher the proficiency, the lower the level of FL anxiety. However, very different findings were also obtained for the L1 and maximally proficient L1 users do not suffer much from CA. Apparently, their findings indicate that learners' FL and even their L1 competence can positively affect the levels of their FL classroom anxiety. That is, if a learner's language competence is high, s/he is likely to suffer less from FL anxiety.

2.4.4 Main Personality Traits of Learners

Personality traits, referring to complex patterns of overt and covert behaviors, such as collective character, behavioral, temperamental, emotional, and mental characteristics of a person, are claimed to universally exist among learners of different languages (McCrae & Costa, 1997). The personality traits related and interrelated to language anxiety are considered mainly to be self-confidence, self-esteem, and introversion and extraversion as below.

2.4.4.1 Self-Confidence

Self-confidence, also defined as “self-perceptions of competence” (Macintyre et al, 1999), is an important variable closely related to anxiety interpretation (Hanton et al., 2004). Studies have proved that lack of self-confidence may lead to learners’ underestimation of their FL proficiency which would probably in return lead to more anxiety and impair their progress in FL learning, further undermining their self-confidence, as in a vicious circle (Cheng et al., 1999; Cheng, 2002; Matsuda & Gobel, 2004). It is of no doubt that self-confidence plays an important role in learners’ experience of FL classroom anxiety, which is worthy of study in the present study and also will be further discussed in later chapters.

In order to know about self-confidence as a causal factor of FL anxiety, Cheng et al. (1999) investigated 433 English majors (aged 17-30) at four universities in Taiwan, China who were simultaneously taking both English speaking and English writing classes. The study employed the FLCAS and Daly-Miller Writing Apprehension Test (SLWAT) both in Chinese. The findings indicate that in the context of FL learning, students with low self-confidence might tend to underestimate their ability to learn a FL and have negative expectations about their performance, thereby feeling insecurity or anxiety in the face of the language learning tasks.

In 2002, Cheng conducted a study of the relationships among students’ perceptions of their FL writing anxiety and various learner differences, and among FL writing anxiety and other forms of language anxiety. His participants, as stated in previous sections, were

165 university learners at Taiwan, China (See 2.4.1 & 2.4.2). it is particularly noteworthy that individuals' confidence in English writing explained the largest amount of variance in FL writing anxiety (34%). This finding buttresses the findings and theoretical predictions of previous research that suggest a close link between language anxiety (either L1 or L2) and self-confidence or self-perceptions of competence.

The two abovementioned studies also met support from Matsuda and Gobel (2004), who conducted a research on the factors of FL anxiety. A total of 252 first-, second-, and third-year students (aged 18-21) majoring in English at a large university in Kyoto participated in the research. Their proficiency in English ranged from high beginner to high intermediate, with all classes containing mixed proficiencies. The majority of the beginners were in the first-year classes. Two instruments were used in this study: the FLCAS (Horwitz et al., 1986), and FLRAS (Saito et al., 1999). The results showed that self-confidence was existent as a key variable in learners' experience of FL classroom anxiety. The study also indicates that it is very important for the instructor to foster students' self-confidence in the classroom so that the students' FL classroom anxiety can be reduced, or prevented from taking place for the sake of their entire involvement in classroom activities if they are directed to follow the path from self-confidence to proficiency.

2.4.4.2 Self-Esteem

The term 'self-esteem' can be referred to as 'risk-taking' and 'making positive statements' (Kimura, 2002). It is claimed as a person's evaluative attitudes of approval

or disapproval towards himself/herself indicating the extent to which an individual believes himself/herself to be capable, significant, successful, and worthy (Laine, 1987). It is interrelated to self-confidence or self-perceived language competence and has been found to be strongly linked with language anxiety (Rubio, 2007). Some researchers have found a significant negative relationship between self-esteem and language anxiety (Hauck & Hurd, 2005; Wang, 2009).

Through a questionnaire they developed, Hauck and Hurd (2005) conducted a study of anxiety causal factors with a group of 145 distance French learning students at the Open University's Institute of Technology (IET), United Kingdom. Their results suggested that there was a strong link between cognitive and affective factors and self-esteem, i.e., the more self-esteem the learners had, the more self-efficacy or self-confidence and achievement beliefs they obtained, and hence the less FL anxiety they experienced.

To know the correlations among language learners' self-esteem, state anxiety, and their language proficiency, Wang (2009) conducted a study of 228 students who completed two questionnaires he developed—English Learners Situational Anxiety Scale and English Learners Self-esteem Scale. These participants were from three universities in China. They had been tested to have limited proficiency in understanding and speaking English, and little skill in reading and writing English. The results showed that the learners' self-esteem was negatively correlated with the factors of situational anxiety. That is, the learners' classroom anxiety, test

anxiety and communication apprehension were substantially correlated with their self-esteem in English learning and speaking English, and all of their absolute correlation coefficients were about or greater than 0.5. In particular, their self-esteem in speaking English was closely connected with their FL anxiety, especially with their communication apprehension. The study indicated that learners with high level of self-esteem usually experienced low level of anxiety and could set appropriate goals to fulfill their learning tasks, whereas learners with low level of self-esteem usually experienced high level of anxiety when their shortcomings were focused on because they adjusted themselves poorly to the negative feedback from outside.

2.4.4.3 Introversion and Extraversion

Introversion and extroversion are two characterizations of how one relates to the outside world. Zheng (2008) stresses that an introvert is a person who is more interested in his/her own thoughts and feelings than in things outside himself/herself and is often shy and unwilling to speak or join in activities with others, while an extrovert means a person who is more interested in what is happening around him than in his own thoughts and emotions. That is to say, an introvert tends to remain "in" oneself, and an extrovert experiences the world more through contact with others than through self-examination or study. Some researchers have found that introversion and extraversion are closely associated with L2/FL anxiety arousal (Liu et al., 2010), although there is a contradiction in some of the findings (Dewaele, 2002).

A study by Liu, Zhang, and Lu's (2010) found evidence for the difference

between introversion and extroversion in FL learning. These researchers made an investigation of 24 participants from various disciplines for an elective ESP (English as Specific Purposes) poetry course—Appreciation of English Poetry (AEP) at a top university in Beijing. In Liu et al.'s eyes, the students were fairly proficient in English and should be (quite) confident in that they had been top students and were admitted to almost the best university in China. However, they found that, introverted people, even with high proficiency, also preferred to be silent; while the extroverted people, whatever proficiency they had, were usually more active to offer comments. In addition, they also found that if an introverted student had developed the habit of volunteering to respond to others in class, s/he behaved more actively during classroom discussions, and those who have not formed this habit often choose to be listeners. The results imply that introverts are likely to be more anxious than extroverts in FL class so that introverts choose to be less active in class.

Despite a conflict in the context of one particular language, Dewaele's (2002) research meets some consistence as well with the previous studies. Dewaele investigated 100 pupils in their last year of secondary education at the Koninklijk Atheneum I in Bruges, Belgium. By means of the short version of the Eysenck Personality Questionnaire (EPQr) (Eysenck, Eysenck, & Barrett, 1985), as well as a questionnaire based on Baker (1992), Dewaele found that students who scored high on extraversion reported significantly lower levels of anxiety in English. However, extraversion was not found as a significant predictor for communicative anxiety in

French. This suggests that extroverts experience significantly less communicative anxiety than introverts in English, but not in French, which implies that the link between extroversion and anxiety varies according to the particular FL context.

To sum up, in the whole section 2.4.4, evidence has indicated that personality traits, such as self-confidence, self-esteem, and introversion and extroversion are strong linked with L2/FL anxiety. That is, learners who have high self-confidence and self-esteem, and who are extroverted, are more likely to experience less FL anxiety, and vice versa, in spite of that the previous findings were not consistent in all aspects.

2.4.5 Learners' Beliefs on FL Learning

Beliefs are said to "act as very strong filters of reality" (Arnold, 1999, p. 256). Students' beliefs about foreign language learning, including "beliefs about the time needed to attain fluency, beliefs about relative abilities of children and adults to learn a foreign language, beliefs about the roles of risk taking and communication in foreign language learning" (p.394) and so on, are of critical importance to the success or failure of any student's efforts to master a foreign language (Rifkin, 2000). Some scholars claim that learners' "erroneous" beliefs on language learning, which are derived from their unrealistic, incorrect conceptions about language learning, can lead to a great source of language anxiety (Ohata, 2005). These statements have met support from some studies (Dai & Wang, 2002; Bao, 2011).

To explore students' beliefs on FL learning, Dai and Wang (2002) made a survey of 54 second-year undergraduate students majoring in English at the Qufu Teachers

University. The subjects were asked to fill out a 5-point Likert scale specially designed by the researchers. Their findings revealed that 76% of the subjects agreed and strongly agreed that some learners were gifted more than others in FL learning and only 16.7% of the subjects believed they had the ability to learn a FL well. Although most respondents agreed that English was difficult to learn, still, 7.5% of the subjects thought that English was easy or very easy to learn. However, a high percentage of the subjects still thought that everybody could learn English well; surprisingly, 37% of them believed that they could acquire the English language within one to two years, even though it is obviously impossible according to a common sense. Nevertheless, a high percentage of the subjects (88.9%) believed that children are much more advantageous than adults in learning English, although in fact both children and adults have their own advantages in FL learning. With respect to learning strategies, over half of the subjects believed that the memorizing vocabulary and grammatical rules are the most important in English learning, and the highest percentage of the respondents took listening to the tape (88.8%), drills and practice (94.3%), and reading-aloud (75.8%) as the most commonly accepted learning strategy. The results imply that learners who hold inappropriate beliefs on FL learning are likely to experience FL anxiety when they encounter all sorts of frustration beyond their expectations in the process of FL learning.

Consistent results were obtained through another study by Bao (2011) who investigated 238 non-English-major undergraduates at a university of technology in China with a questionnaire. The findings demonstrated that the percentage of the

subjects (72%) who believed that some people were specially gifted in FL learning was a bit smaller than Dai and Wang's. With respect to whether a person could learn a FL well, 82% of the subjects believed that everybody was able to learn at least one FL, while 55% of them thought that they would not have a good mastery of English unless after they have studied English for five years by spending one hour per day. The study also showed that most subjects (89%) regarded children as much more capable in learning a FL, but only 43% believed memorizing vocabulary and grammatical rules as the most important things. Furthermore, 94% of the informants believed drills and practice are very important, but the informants who would like to practice speaking English with the foreigners they encounter in the street merely reached 42%, and listening to the tape or CD was still a commonly accepted learning strategy. Although the results of her study were a bit different from Dai and Wang's, it was evident that there were still a large number of learners whose beliefs on FL learning were beyond acceptance and could lead to frustration towards students' own poor performance, which were closely related to FL anxiety arousal due to the distance between their incorrect beliefs and the reality in which their learning is undertaken.

2.4.6 Instructors' Beliefs on FL Learning/Teaching

Some instructors' beliefs on language learning and teaching have been found to create anxiety. As claimed by Young (1991), the potential sources of language anxiety were closely associated with the instructional practice. In other words, the teachers' beliefs about language teaching and learning, which will affect their actual

instructional procedures in the classroom, have the potential to create anxiety in students. Some studies have obtained some evidence for this theory (Tanveer, 2007; Zhang, 2009; Huang, 2008).

To know about the impact of instructors' beliefs on English learning and teaching, a study was conducted by Tanveer (2007) who interviewed fourteen experienced practitioners and teachers in the EFL (English as a Foreign Language) Unit and Department of Education at the University of Glasgow. He found that the authoritative, embarrassing and humiliating attitude of the teachers towards students, particularly when they make mistakes, could induce learners' anxiety, and have severe consequences on learners' cognition and hence their willingness to communicate in the class.

In the study by a Chinese researcher Zhang (2009), 21 English teachers from primary schools located in the remote mountainous areas of Guizhou Province, China were interviewed. The research results demonstrated that most teachers believed that their jobs were to help the students to get high marks in the course of English, and grades in exams could mostly account for the learners' achievements in their English learning. Of the participants, 40.74% insist that the traditional teaching methods, like grammar-translation, and so on, were the most effective in their classroom instructions, and that a teacher should be doing most of the talking and teaching, as well as correcting the learners' mistakes in time in class, so that the learners would not lose chances to know what mistakes they had made, and then could understand the grammatical rules so as to follow the teacher accurately. This indicates, as a result,

that the teachers' role they preferred is more like a drill sergeant's than a facilitator's and will for sure lead to teachers' inappropriate ways of teaching and their reluctance to develop rapport with their students, which can contribute to learners' anxiety in their FL learning.

Another research by Huang (2008) was conducted on ten English teachers in Taiwan, China who were all very experienced in English teaching at university. The instrument was a Chinese version of 36-item teacher self-report questionnaire—Preference Level on the In-class Activity Questionnaire (PLIAQ) with some open-ended questions. Different from Zhang's (2009) findings, pair-work and students' oral presentations in front of the class were two of the activities that most of the teachers preferred, because they thought this kind of activities could offer more opportunities to learners for improving their speaking ability. However, there were still other teachers who had opposite opinions on this belief, because they predicted that their students would not prefer having an oral presentation in front of the class which seemed like a great pressure for them. The beliefs on "listening to the tape or CD" and "repeating texts and dialogue" also won high preferences by the teachers. In addition, seven out of ten teachers considered "dictation tests on vocabulary or texts" and "doing grammar exercises" as unnecessary and inappropriate to be applied in the college oral programs. It appeared that most teachers were aware of the importance of meaningful communication in oral training classes. However, there were still a certain percentage of teachers who had opposite beliefs which might greatly influence their attitudes to classroom activities, in which learners' FL anxiety took place or increased.

Furthermore, Huang found that the learners' anxiety could also be induced and go up to a higher level due to their beliefs on classroom activities which did not always match the teachers' own.

2.4.7 Instructor-Learner Interactions

Instructor-learner interactions are considered as sources that might contribute to FL anxiety in class (Oxford, 1999a). Such sources as limited interactions between instructor and learners, and the instructor's frequent negative feedbacks have been found to cause anxiety on FL learners through various studies (Tsui, 1996; Liu, 2006a; Wörde, 2003). From the perspective of the researcher of the present study, this factor can be reckoned as most popular for the common sense that the very process of English teaching and learning is simply what is being carried on between the instructor and the students as the two principal sorts of interlocutors in class.

Tsui (1996) conducted a study based on the classroom action research project reports of 38 ESL practicing teachers enrolled in the Postgraduate Certificate in Education program at the University of Hong Kong, China. The respondents were predominantly Chinese, with teaching experience ranging from two to thirty years, most of who were teaching in secondary schools. The findings demonstrated that the sources for learners' anxiety basically came from the teacher's intolerance of silence from learners, that is, many teachers reported that they disliked or were afraid of silence and that they felt very uneasy or impatient when they failed to get a response from students. Therefore, when a response was not forthcoming, they usually

allocated the turn to another student, provided the answer themselves, or repeated or modified the question themselves. Actually, in the opinion of the researcher of the present study, this kind of instructor-learner interactions offered very limited time for the one learner required to offer an answer which might need a bit more time in fact. Whereas, for the need of saving time, some teachers gave very little or no wait time and switched the turn to others. As a matter of fact, s/he was putting a great deal of pressure on students to come up with an answer literally within seconds. As a result, the students would be frightened while their thinking was stopped, and eventually, their wish to answer questions would be suppressed.

Liu's (2006a) study strongly supported Tsui's (1996) findings. Through interviews of 34 students and 3 teachers in a key comprehensive university in Beijing, China, she found that all of the students acknowledged that they appeared the most anxious when required for response to the teacher with an immediate reply. As Liu claimed, the students' descriptions were confirmed by both teacher and video-recorded observations, because only a few of them were observed to volunteer to respond to their teachers in each lesson, though a few more students at a higher band level volunteered to do that. When the teacher expected a quick response from the class which actually needed a bit more time, especially when the response was challenging, about two-thirds of the students looked down at their desks, reading or thinking about what to say or how to say it. The results indicate that time is needed for students to think over what to respond, or anxiety will arise.

The two studies mentioned above met consistence with the study by Wörde (2003) who otherwise found that the instructor's negative feedbacks could lead to anxiety arousals. Wörde interviewed 15 students from a diverse set of language classrooms (French, German, and Spanish) at the Northern Virginia Community College. The study showed that the interactions between the instructor and learners were complained by the subjects to be anxiety provoking, that is, most teachers scarcely adjusted the class pace when introducing grammar items, but called on students one after another in seating order without providing enough time for comprehension. Meanwhile, the most disturbing aspect of the class was claimed to be directly related to the teacher's negative feedbacks which might make the students unhappy. Concerning the teacher's negative feedbacks, many students reported becoming frustrated when the teacher would correct their errors before they completely formulated a response. Moreover, comments made by several students pertained to teachers interrupting to correct speaking errors that would frequently cause students to lose their focus. Some informants responded that "the teacher was trying to make you feel stupid" and an astonishing number of the students regarded their English teacher as a "nasty", "scaring", and "obnoxious" person who even lost temper in class and then broke the course due to the students' inability to provide a quick, correct answer. The findings imply that unharmonious instructor-learner interactions could become anxiety provoking to students.

2.4.8 Classroom Procedure

The term “classroom procedure” is interpreted as “speaking in front of peers” (Kitano, 2001, p.554). In the literature, classroom procedure, especially having to do an oral presentation individually in class, has been claimed most anxiety-provoking, (Jackson, 2002; William & Andrade, 2008). The researcher of the present study holds that the cognition of this factor can help instructors realize the importance and necessity of establishing harmonious, relaxing atmospheres in English class.

Jackson (2002) made a study including a strong element of triangulation through multiple source data collection: survey, interviews, observations, and video recordings. Her data analysis facilitated a deeper understanding of the assumptions, perceptions, and behavior of the Chinese Hong Kong students at a university during the full-class case discussions in which the lecturer strives to draw students into the analysis of a case (a narrative describing a dilemma in an organization). The findings of the study showed that students were less hesitant to speak outside of class, but appeared reticent when they were figured out to speak in the discussions. As Jackson explained, if asked to express their thoughts in English in class, some Chinese students were concerned about their ability for the tasks, and others were more anxious about being the center of attention and would be as brief as possible when responding. In these situations, nearly all of the interviewees, both male and female, stated that they would be worried about the value of their “points” in front of so many people. The study implies that classroom procedure in a large group is

more likely to induce their fear of losing face or being laughed at if they make a mistake in front of others, whereas speaking in pairs or small groups is less anxiety-provoking.

A study by Williams and Andrade (2008) supports the above findings. In the study, they investigated 243 first and second year non-English majors randomly selected at six private universities in Japan. The instrument was an abbreviated version of the questionnaire developed by Matsumoto et al. (1988). Their research results manifested that anxiety was often associated with in-class tasks involving speaking in front of others. In particular, having to deliver a self-introduction at the beginning of the course, either in front of the class or in a small group, was frequently mentioned by the informants as a source of anxiety. Also frequently mentioned was feeling uncomfortable when being stared at by other students while speaking. Similar to Jackson's (2002) insight, William and Andrade suggested that speaking in front of others in small groups or pairs, however, was less a problem or not a problem at all, if the participants knew each other very well.

2.4.9 Language Testing

Language testing seems to be an anxiety factor unavoidable in language learning, since it is known to all that as a form of assessment, language testing of various kinds is rather an influential task in education that a learner encounters frequently when learning a FL, especially in China (Wu, 2001). Since test anxiety has been previously mentioned in detail as a component of FL classroom anxiety (See 2.2), it is for sure understandable

that language testing is a main causal factor of FL classroom anxiety. As Horwitz et al. (1986) claim, language testing can pervasively induce test anxiety on learners due to its continuous performance evaluative nature. Various researchers have found evidence that supports this point (Chapell et al., 2005; Chen, 2007; Onwuehuzie, 1995).

A study by Chapell et al.'s (2005) with a large sample size of 3839 undergraduates, as stated in section 2.3.1, through a one-page questionnaire adopted from Spielberger (1980) found that language testing could lead to a great pressure on the undergraduates, because the learners were always constantly pushed into worries if they would fail in the test.

Another study by M. Chen (2007) investigated 81 freshman students in the Department of Applied English at the Ming Chuan University, Taiwan, China. The instrument used to gather data was the 27-item Cognitive Test Anxiety Scale (Cassady & Johnson, 2002). The results proved that language testing could lead to test anxiety in the FL context which would at the same time negatively affect learners' reading comprehension in the test undertaken. With regard to the findings, Chen explained that this might be due to the fact that Taiwan's educational system had been dominated by tests for a long time, so there were students who worried over frequent testing and examinations in a FL classroom.

Early in 1995, with consideration about test format, Onwuehuzie through questionnaires studied 21 graduate students, aiming to know if timed or untimed language testing could cause FL anxiety. By comparing time and untimed testing

situations, the research findings demonstrated that time-limited test conditions place considerable threat on high-anxious female students than other low anxious individuals. However, Onwuehbuzie's study did not relate to other test formats that might likely produce FL anxiety.

The above three studies indicate that language testing usually makes learners preoccupied by irrelevant thoughts or particularly distracted by the evaluative pressure in a test-like setting, as well as put unrealistic demands on themselves and feel that anything less than a perfect test performance was a failure. It can be concluded that for EFL students, language tests are seen as extreme threats that could lead them to failure.

2.4.10 Social Status and Self-Identity

FL anxiety has been found related to social status and self-identity involved in instructor-learners interactions and classroom procedure as mentioned previously. McCroskey (1980) asserts that when a young person is placed in a classroom in which s/he represents an ethnic minority culture, the person is likely to have anxiety and then become very quiet due to ethnic/cultural divergence that may lead to learners' sensitive feeling of self-perceived social status and self-identity. Chick (1985) agrees with McCroskey's idea, claiming that effects of social status in terms of perceived power over another can effectively induce a person's anxiety that leads to his/her keeping silence in a conversation. Doughty and Pica (1986) further suggests that there is less interaction when the relationship is unequal, such as, teacher-to-students, because in

such interaction, L2/FL learners may feel anxious due to the fear of social or cultural embarrassment and a threat to their social identity. These statements have met consistence with the studies by some researchers (Zhang et al., 2003; Tanveer, 2007).

Zhang, Cun, and Yu (2003) through a questionnaire conducted a study of 588 ethnic minority students at vocational school, Yunnan Province, China. They found that the number of ethnic minority students enrolled by colleges and universities is much smaller than that of the Han students whose education level, economic level, and standards of living-conditions were much higher than those of the ethnic minority students who have to share the same starting point by attending the National Entrance Examinations to Higher Education, in which English is a very important part. The findings also showed that the inequality in relation to the previous aspects would lead to a strong psychological unbalance among the ethnic minority students who always kept in mind the depression and anxiety that they were from the minority ethnic groups lower in social status. Zhang et al. emphasized that this could potentially affect the ethnic students' internal sense of self-image caused by a sense of power, social distance and self-identity that and hence give rise to their anxiety in classroom conversational interactions.

In the study mentioned in section 2.4.6, Tanveer (2007) interviewed six undergraduates besides fourteen experienced practitioners and teachers in the EFL (English as a Foreign Language) Unit and Department of Education at the University of Glasgow. One of the findings showed that social status or social distance between interlocutors could lead to speakers' sense of inferiority complex while talking to

someone higher in status and cause stress or anxiety for them. The study displayed that unequal status between students and teachers also could be a source of anxiety for the students. The remarks of a Chinese Taiwanese female ESL/EFL practitioner, who Tanveer interviewed, revealed the worries induced by social status, “Absolutely, every time I have a meeting with my tutor, I try to speak perfect English, because I am very nervous to talk to somebody higher in status. Their English is perfect”. This implies that if one is not confident to his/her linguistic competence, s/he is likely to identify the “inferior” status her/himself and then have much anxiety while communicating with someone who has full command on language (e.g. native speakers, or the instructor, and even other students higher in linguistic competence). Accordingly, social status and self-identity can become anxiety arousal which are worthy of considerations in FL learners’ interactions with one another in social relationships.

In summary, ten categories of factors that may contribute to FL classroom anxiety have been mainly discussed in section 2.4. It does not mean that these categories cover all the anxiety causal factors. However, as the findings display, these factors were found closely associated with anxiety arousals by some scholars while in some studies the results were a bit different, and even contradictory. One thing is for sure that based on the abovementioned statements, these factors are also closely interrelated with each other and most of them are not likely to take place separately. However, some factors might “vary” according to different settings with different subjects as well as how studies are conducted. As to whether these abovementioned

factors are responsible for the existence of the Bouyei college students' FL classroom anxiety, Chapter 3 presents relative research methods to be used for an investigation.

2.5 Research on Learners' FL Classroom Anxiety Coping Strategies

The previous statements have presented the anxiety causal factors found through various studies. In this section, how learners usually cope with their FL classroom anxiety will be discussed through reviewing the literature so that instructors can be more informed about how to help learners reduce their anxiety effectively.

It is concluded by Chen (2002) that two categories of coping strategies—the “immature” type and the “mature” type in the FL context—can be allocated as follows: The “immature” type as the continuum of “avoidance”, “imagination”, and “reproach”, which may reflect a immaturity of person's mental development; and the “mature” type as that of “help-seeking”, “rationalization”, and “problem-solving” because of the learner's positive correlation with problem-solving.

2.5.1 Learners' “Immature” Type of Coping Strategies

As far as the “immature” type is concerned, some anxious people often cope with difficulties or setbacks in life through “avoidance”, “reproach”, etc., seldom utilize “problem-solving” method actively, and often manifest a kind of neurotic character, whose emotion and behavior lack stability (Chen, 2002). For example, in fear of the teacher who would probably ask questions, some anxious students do not feel “safe” unless they choose to seat at the back of the class, while other anxious students might

blame themselves as very slow persons who are always unable to utter very quick responses to what the teacher is saying in class. However, according to Prins (1986) and Bailey et al. (1999), avoidance is one of the most common coping strategies as an “immature” type for learners in the FL context. This insight meets support from various studies (Pappamihel, 2002; Chen, 2002; Kondo & Yang, 2004).

Pappamihel (2002) studied the classroom anxiety coping strategies of 178 Mexican immigrant students undertaking programs of English as a Second Language (ESL) in U.S. When asked what they did to avoid being anxious in their mainstream classroom, most participants responded that they did not speak in class. One student commented, “I just sit there, silent.” Additionally, when asked what their teachers could do to reduce their anxiety, the participants said they wanted their teachers to leave them alone and not require them to speak in front of the class or when they were really nervous. The findings indicate that “avoidance” is a passive act in the class as the most common strategy used by the students to reduce their language anxiety. That is, the students chose to keep silence during the class.

Similar to Pappamihel (2002), Chen made an investigation on the English classroom anxiety coping strategies of 170 students by using the Foreign Language Classroom Anxiety Coping Strategies Questionnaire (FLCACSQ). The FLCACSQ is a five-point, 24-item Likert scale questionnaire generalized into three dimensions, i.e., avoidance, problem-solving, and help-seeking. Chen’s findings showed that the items related to “avoidance”, like “Whenever I am supposed to do some oral work in class, I ask for leave”

and “To avoid being asked questions by the teacher, I choose to be seated at the back in English class”, ranked first among all the items in both male and female students' anxiety coping. This expresses that both male and female college students have the tendency of escaping from class or being off-task if they are supposed to do oral work in class.

Kondo and Yang (2004) investigated 209 participants enrolled in basic English courses at two universities in Central Japan. All the respondents were requested to answer an open-ended questionnaire, and write down the specific strategies they used to deal with their FL anxiety. Their investigation revealed that the participants' FL anxiety coping strategies included the category of “Resignation” among other four categories, which will be discussed later. The apportionment of respondents who reported using “Resignation” as coping reached 28.2%. This was apparently characterized by students' reluctance to do anything to alleviate their language anxiety (e.g. giving up, sleeping in class). That is, students who reported examples of “resignation”, similar to “avoidance”, seemed intent on minimizing the impact of anxiety by refusing to face the problem.

In general, the “avoidance” coping strategy has been found commonly used by anxious learners in the FL context, although it has not been proved effective in avoiding anxiety. As stated previously in section 2.4, this can be due to learners' FL insufficient proficiency (Onwuegbuzie et al., 1999; Wu & Zhao, 2006) and personality traits like lower self-confidence (Culler and Holahan, 1980) and introversion (Zheng, 2008) that might make them afraid of being laughed at or socially rejected

(Pappamihel, 2001) with concern about self-esteem (Greenberg et al., 1992). Eventually, avoidance, or resignation, usually in the forms of reticence, giving up, sleeping in class, leaving the class, refusing to face the problem, not voluntarily answering questions, etc. takes place for the purpose of effectively alleviating learners' anxiety (Kondo & Yang, 2004). As a conflict, however, Marwan's (2007) findings through a study of 76 university learners as informants showed that resignation was not considered by participants as a strategy they used to cope with their anxiety in FL classroom.

To sum up, this section demonstrates some studies with findings as to what “immature” type of classroom is manifested. Through these studies, it is clear that “immature” anxiety coping strategies reflect learners' intrinsic response to what they feel as threats that make them uncomfortable in class. As interfered with FL classroom anxiety in class, many learners are likely to apply what they think could effectively help them escape from getting disturbed to the anxious situation. “Avoidance” is seemingly a sort of “tried and true” strategy for anxious students, which is helpful for them to get out of embarrassment as quickly as possible, no matter if such a strategy could result in loss of opportunities to participate in all classroom activities in FL learning that they need to improve their proficiency as a matter of fact.

2.5.2 Learners' “Mature” Type of Coping Strategies

According to Xiao and Xu (1996), young learners with anxiety often employ “problem-solving” and “help-seeking” methods rather than avoidance, reproach, or

imagination, to cope with an emergency when they face such a situation. These learners often show a kind of mature and stable character and behavior style. This insight is consistent with the findings of some studies concerning learners' anxiety coping strategies in the FL context (Kondo & Yang, 2004; Marwan, 2007; Lizuka, 2010).

Kondo and Yang (2004) reported five categories of college learners' coping strategies after an investigation of 209 participants enrolled in basic English courses at two universities in Central Japan. Of the five categories of coping strategies, four refer to "Preparation", "Relaxation", "Positive Thinking", and "Peer Seeking", and one is "resignation". The first category, Preparation, is students' efforts to overcome their feeling of anxiety or threat by improving their learning and study strategies. The second, relaxation, deals with ways to minimize the symptoms of anxiety. The third, Positive Thinking, refers to the efforts to divert attention from stressful situation to positive and pleasant cues and bring relief to the anxious students. The fourth, Peer Seeking, is the attempt to find other students who also feel anxious in their language class. The apportionment of respondents who reported at least one tactic in each of these four strategy clusters was as follows: Preparation, 60.4%; Relaxation, 11.9%; Positive Thinking, 26.2%; and Peer Seeking, 11.4%. According to Chen's (2002) statements, all these coping strategies, except "resignation", can be taken as the "mature" type of coping strategies that reflect a continuum of "help-seeking", "rationalization", and "problem-solving", because of the learners' positive correlation with problem-solving.

Marwan's (2007) findings support Kondo and Yang's (2004) research. Through an investigation of 76 university learners as informants, Marwan claimed that the four strategies—preparation, relaxation, positive thinking, and peer seeking, as the “mature” type stated above—were commonly used by learners in positively coping with their FL classroom anxiety. Furthermore, Marwan (2007) found that, of these four strategies, peer seeking and relaxation are used by the majority of learners in their attempt to reduce their anxiety followed by the other two, preparation and positive thinking.

Lizuka (2010) conducted a survey research on the anxiety coping strategies of 105 students at a university in Japan. The results revealed that the students were most likely to use positive strategies when anxiety arose in the English classroom. For example, they attempted to address anxiety with positive attitudes, by being well-prepared, or by making a greater effort. Furthermore, the students frequently reported using the strategy of asking classmates for help, especially when they failed to understand the teacher's explanations. Although this study did not evaluate the efficacy of these requests for assistance, for some students, these cooperative interactions with classmates might play an important role in dealing with FL anxiety in certain classroom situations.

However, there is no evidence showing that a person can employ merely one fixed “immature” or “mature” coping strategy in the FL context so far. On the contrary, a person often uses more than one coping style to cope with an anxious situation, and

some people even have various coping strategies to deal with the same event (Chen, 2002). However, in Xiao and Xu's (2002) study, "rationalization" as a coping strategy may have two sides both in the form of immaturity and maturity, that is, it shows positive correlation both with mature factors, i.e., problem-solving and help-seeking, and with immature factors, i.e., avoidance and imagination. According to Kronström (2011), the term rationalization, which does not always relate to positive thinking, also means that an individual may deal with his/her emotional conflict or internal or external stressors by concealing the true motivations for his or her own thoughts, actions, or feelings through the elaboration of reassuring or self-serving in an "immature", incorrect direction. For example, some learners may respond to the difficulty in class by passively "rationalizing" that what they encounter is "an unavoidable fate" (Xiao & Xu, 2002, p.166), which potentially indicates that they abandon themselves to despair or give themselves up as hopeless due to the feeling of self-abase that will be followed by higher level of anxiety. This shows that people's coping behaviors can combine both mature and immature coping strategies, which often lead their contradictory mentality and two-sided character (Chen, 2002).

As a conclusion, this section presents to us an overview of how learners utilize the "mature" type of strategies to positively copy with FL anxiety in class. However, the conception of "maturity" and "immaturity" may be interpreted differently according to the understanding of different scholars from different perspectives. Nevertheless, the researcher of the present study holds that the so-called "mature" type of coping

strategies evidently stands for the actual effects that can help learners effectively get rid of anxiety, especially, for the sake of maintaining a more salutary, beneficial environment for learners' FL learning as a means of problem-solving. That is to say, such "mature" types of coping strategies are not expected to bring about a negative impact that leads to FL learners' "escape" from active instructor-learner interactions, classroom procedure, and other instructive situations, but help learners to get involved in the whole process of FL learning in class.

2.6 Summary

The abovementioned literature has gone through the research on the types of anxiety, components of FL classroom anxiety, impact of FL classroom anxiety, main causal factors of FL classroom anxiety, as well as FL learners' anxiety coping strategies. However, some other contradictory findings are also discussed in relation to some of the causal factors and coping strategies, which otherwise indicates the value and necessity of the present study. The following chapters focus on the research methods for and research findings from an investigation of the levels of the Bouyei college students' FL classroom anxiety and their coping strategy use, as well what cause their anxiety and how they usually cope with their anxiety in FL learning.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter provides the procedure of the current study and discusses the principles of the research methodology. It consists of the research design, the participants from whom data was collected, what instruments were employed for data collection, and then how data were collected and analyzed. The chapter ends with a summary of the whole chapter.

3.1 Research Design

This study was directed in use of a survey study design. According to Creswell, a survey design is one of the research procedures used to “describe trends in a population of individuals” (2005, p.52). Cohen and Manion (1985) maintain that surveys are the most commonly used descriptive method in educational research. In the context of this survey study, what were described is related to anxiety and relevant coping strategies from the Chinese Bouyei college learners’ perspectives in the FL classroom. It is hypothesized that the results of the research would be helpful for the English teachers, as well as the FL learners of both the Bouyei ethnic group and other groups of learners from a wide range of linguistic, cultural and ethnic backgrounds, to help better enhance both FL teaching and FL learning. The

researcher investigated the Chinese Bouyei college students' FL classroom anxiety and their coping strategies, mainly through questionnaires, in addition to semi-structured individual interviews employed among students for more ideas about their anxiety and coping behaviors that could not be completely investigated through questionnaires, both for eliciting answers to the five research questions (RQs) stated in the first chapter.

3.2 Participants

The participants were randomly selected from the students in various classes at each of the following five colleges: the South Guizhou Teachers College for Ethnic Groups (hereby symbolized as College 1), the South Guizhou Vocational College for Ethnic Groups (College 2), the South Guizhou Medical Science College for Ethnic Groups (College 3), the Xinyi Teachers College for Ethnic Groups (College 4), and the Southwest Guizhou Vocational College for Ethnic Groups (College 5), located in the south and southwest areas of China's Guizhou Province where a majority of the Chinese Bouyei people are living. Furthermore, a large number of students enrolled in these five colleges are usually local population, a bigger percentage of who are more characteristic of authentic Bouyei ethnic culture relatively less assimilated by the Han culture.

With the help of the student recruitment departments, the total number of the target population of the Bouyei college students at the five colleges is known as

1893 up to September 8, 2011. Since the criterion suggested by Krejcie and Morgan (1970) shows that a sample size for a given population of 1,800 is 317, and for that of 1,900 is 320 (See *Appendix C*), therefore, the survey study in use of questionnaires was determined to be conducted basically among 320 participants selected from 1st- and 2nd-year Chinese Bouyei college students (aged 18-20) categorized as science-oriented, non-science-oriented, and English majors. However, in case that some students might not be able to arrive for the investigation, 425 students, bigger than the expected number, were actually involved in filling out the two questionnaires. Then the finished questionnaires of 320 participants were randomly picked out as formal participants for the need of the study (Table 3.1). The specific specialties of the participants included Mathematics, Physics, Chemistry, Biology, Business Administration, Agricultural Forestry Economy and Administration, English Language and Literature, Business English, Chinese Language and Literature, Politics and Economy, Mechanic and Electronic Engineering, Medical Inspection Technology, Computer Network Technology, Marketing, Automobile Application technology, etc.

According to the theory of Almond, Cameto, Johnstone, Laitusis, Lazarus, Nagle, Parker, Roach, and Sato (2009) who suggest a criteria of sample size for qualitative research like interviews with 20 to 30 participants to achieve saturation, the representative interview sample size for the present study were 25 students in all as informants from the five different colleges who participated in the individual

interviews within a limited duration of time that could be afforded by the researcher. Glaser and Strauss (1967) point out that although no statistical rationale has been provided previously for increasing sample size in qualitative studies, larger sample sizes (generally 20 or more participants) can increase the probability that themes will emerge and repeat themselves until no new information arises. Johnstone, Bottsford-Miller, and Thompson (2006) also claim that the sample size in cognitive interview research is often small because of the labor-intensive nature of the method. Whereas, Van Someren, Barnard, and Sandberg (1994) otherwise argue that all cognitive interviews should have five or more research participants with similarly defined characteristics or coming from the same groups.

Based on the data obtained from the Students Recruitment Departments of each target college, below is a table showing the expected number of informants who actually participated in and were randomly selected for the questionnaire and interview research.

Table 3.1 Allocation of the participants

Colleges	Bouyei Student Population	Participants for Questionnaires				Participants for Semi-structured Individual Interviews
		All	Science-oriented	Non-science-oriented	English	
College 1*	584	99	47	24	28	8
College 2	295	50	12	11	27	4
College 3	355	60	28	32	0	5
College 4*	402	68	20	20	28	5
College 5	257	43	20	23	0	3
Sum Total	1893	320	127	110	83	25

Notes: (1) The colleges with “” are 4-year-system undergraduate colleges; while the others are 3-year-system specialized colleges. (2) There is no specialty of English in both College 3 and College 5.*

To explain the allocation of participants, the table shows that the expected sample size of 320 is approximately 16.9 % of 1893, the total Bouyei student number of the five colleges, and then the number of participants allocated to each college was decided according to the number of the Bouyei students at each college as displayed above. For example, the number of participants from College 1 is 98.7 as the product of $584 \times 16.9\%$. Whereas, for the sake which is possible for operation, even numbers of participants are given to each of the college, hence 99 is allocated to the box for College 1, and 50 for College 2, and so on. The researcher of the present study intended to allocate equal number of the participants to each of the variables like fields of English, science-oriented, and non-science-oriented in order that the data collected could more reliably embody the variables. However, the actual situation did not fully satisfy the researcher' expectation because College 3 and College 5 did not enroll any students as English majors at present, as displayed in the table above. Meanwhile, the interview research sample size 25 is approximately 7.8% of 320, the total number of the participants, which indicates that, for example, an even number for College 4 is 5 based on the product of $68 \times 7.8\%$, and so forth.

3.3 Instruments

In order to achieve the purpose of the present study and to answer the five research questions mentioned in section 1.4, two close-ended written questionnaires in which some open-ended questions are included, and semi-structured individual interviews were used to collect data in the present study. The first questionnaire (the FLCAS) aimed to

elicit responses to Research Questions (RQs) 1-3 about whether and how much classroom anxiety were experienced by the Bouyei college students, as well as if gender, and field of study, education levels (levels of academic year and college), could cause anxiety to vary, including information about possible causal factors of classroom anxiety; and the second questionnaire (the FLCACSQ) was for getting answers to the last two RQs about what anxiety coping strategies were used by the participants, and what independent variables like gender, education levels, and fields might cause the participants' coping strategies to vary. The individual interviews aimed to collect data as additional, supplementary responses to RQs 1-5. The following is the rationale for and an introduction to the exact instruments.

3.3.1 Close-ended Questionnaires

Questionnaires have been used predominantly in the language anxiety studies (e.g. Hoewitz et al., 1986; Aida, 1994; Pappamihel, 2002; Chen, 2002; Chen & Zhang, 2004; Elkhafafi, 2005; Yan & Horwitz, 2008; Tasee, 2009; Andrade & Williams, 2009; Liu et al., 2010). Nunan (1992) regards questionnaire as one of the most commonly used elicitation techniques in survey research. Cohen and Scott (1996) stress that written questionnaires are used to elicit learner responses to a set of questions, and they require the researcher to make choices regarding question format and research procedures. J.D. Brown (2001, p.6) defines the term “questionnaire” as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting

from among existing answers.” One advantage of closed-ended written questionnaires include that they are almost non-threatening when administered in use of paper and pencil under conditions of confidentiality (Oxford & Burry-Stock, 1995).

Dörnyei (2003) therefore states that questionnaires can yield three types of data about the respondent—factual, behavioral, and attitudinal—for its main attraction as unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources. By administering a questionnaire to a group of people, one can collect a huge amount of information in a very short time. Furthermore, a well-constructed questionnaire is good for fast data processing which is relatively straightforward, especially by using some modern computer software. Besides cost-effectiveness, Dörnyei (2003) emphasizes that closed-ended questionnaires are also very versatile, which means that they can be used successfully with a variety of people in a variety of situations targeting a variety of topics, and that the major advantage of closed-ended questions is that their coding and tabulation is straightforward and leaves no room for rater subjectivity. Accordingly, these questions are sometimes referred to as “objective” items, particularly suited for quantitative, statistical analyses because the response options can easily be numerically coded and entered into a computer database.

Nevertheless, Robson (1993) argues that there are some drawbacks with this kind of questionnaire, i.e., such drawbacks may occur because of respondents’ lack of honesty or response seriousness, time-constrictions and interpretation. Additionally,

the researcher should first check the reliability of the questionnaire items in a small scope by using SPSS in order to know whether the Cronbach's alpha coefficient is reliable or not, as George and Mallery (2003) maintain that items can be claimed to have a high degree of reliability if they achieve a score of 0.8 or higher in the reliability statistics analysis.

In conclusion, despite some drawbacks, closed-ended questionnaires have been proved as commonly used instruments with various advantages for data collection in educational quantitative research, and will be applied to the present survey study for findings to answer the RQs. In the following are discussed two closed-ended questionnaires that were applied to the present study.

3.3.1.1 Foreign Language Classroom Anxiety Scale (FLCAS)

Foreign Language Classroom Anxiety Scale (FLCAS) is a 33-item questionnaire originally designed by Horwitz et al. (1986) as a 5-point rating Likert scale type ranging from "Strongly Disagree" to "Strongly Agree" with values 1–5 assigned from left to right for them respectively. In the FLCAS are included three components of FL classroom anxiety, that is, communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE), as mentioned in section 2.2. The FLCAS was administered to the students to measure the levels of anxiety assumed to take place in English language classrooms. Examples are "*I get upset when I don't understand what the teacher is correcting*" (Item 15), "*I often feel like not going to my language class*" (Item 17), and "*I get nervous when the language teacher asks questions*

which I haven't prepared in advance" (Item 33). The possible range for the FLCAS is 33 to 165, with lower scores indicating lower anxiety and higher scores indicating higher anxiety under the condition that 9 items (i.e., items 2, 5, 8, 11, 14, 18, 22, 28, & 32) are inversely scored for their meaning totally opposite to all the others'.

Meanwhile, the 33-item FLCAS itself elicited the subjects' responses related to some general categories of factors like Lack of Confidence, Fear of Making Mistakes, Fear of Failing English Class, and Fear of Speaking in Class, etc., along with other factors like Gender, Field of Study, Level of Academic Year, and Level of College that the informants are required to offer simultaneously.

However, to measure the reliability of the FLCAS, Horwitz et al. (1986) administered it to the students in introductory undergraduate foreign language classes at the University of Texas at Austin. The FLCAS demonstrated internal reliability, achieving an alpha coefficient of .93 ($n=75$), and the test–retest reliability over a period of 8 weeks yielded $r=.83$ ($p<.001$), with all items showing significant corrected item–total scale correlations. This demonstration has been consistent with various studies by other researchers (e.g., Saito et al., 1999; Saito & Samimy, 1996; Sellers, 2000; Elkhafaifi, 2005; Yan & Horwitz, 2008; Tasee, 2009; Liu et al., 2010), who used the FLCAS as an instrument to measure FL classroom anxiety on different learners in different countries.

Since there is no other comprehensive questionnaire, the FLCAS used as a basis for previous investigations also has a number of constraints, because the original FLCAS

was designed to be used in a context different from that of the current investigation. Therefore, the researcher had to make some changes to the questionnaire to gain valid data for the present investigation by modifying some items to suit the context of the study. For example, the word “*language*” or “*foreign language*” was changed into “*English*” in the items instead, because “*English*” for most Chinese students, as well as for the tentative participants, is a compulsory course at college and university, in spite of that Japanese, French and Russian, etc. are as well taken as courses of the first, second, or third FL in some areas. Another example was that item 15 “*I get upset when I don’t understand what the teacher is correcting*” (Horwitz, 1986, p.129) which was likely to indicate “what the teacher is correcting” could be mistakes made in other classes, not only in English classes, so “*in English class*” was added to the end of the item. For the whole version revised, see *Appendix A*.

In order to ensure real, reliable data collection, all the items were translated into Chinese to guarantee expressively faithful ideas of the English items (*Appendix A*). To check the reliability of the revised FLCAS, it was administered to 96 students at the South Guizhou Teachers College for Ethnic Groups. According to a general formula for coefficient alpha, $\alpha = n (1 - \sum \sigma_i^2 / \sigma_x^2) / (n-1)$, the scale achieved an alpha coefficient of .928 ($n=96$) which as well indicated a high degree of internal reliability.

In the meanwhile, it is necessary to mention here that in order to obtain as much useful information as possible from the informants in case that the 33 items did not

cover, one open-ended question about the causal factors of FL anxiety was provided after the FLCAS.

3.3.1.2 Foreign Language Classroom Anxiety Coping Styles Questionnaire (FLCACSQ)

The Foreign Language Classroom Anxiety Coping Styles Questionnaire (FLCACSQ) is a 24-item questionnaire originally developed by Chen (2002) as a 5-point rating Likert scale type ranging from “Never Used” to “Always Used” with values 1–5 assigned to them respectively. The FLCACSQ, which encompasses three main dimensions including an “immature” type of coping like avoidance, and a “mature” type of coping like problem-solving and help-seeking, etc., were administered to the students to measure their strategies in coping with their anxiety in English language classrooms. Examples are, “*To avoid being asked questions by the teacher, I choose to be seated at the back in English class*” (item 9), “*I ask for leave once I realize the teacher will ask me questions*” (item 11), and “*To calm down, I take a deep breath each time before an English test*” (item 17) (Chen, 2002, pp.57-58). Apparently, the possible range for the FLCACSQ is 24 to 120, with lower scores indicating less use of FL anxiety coping strategies, and higher scores indicating more use of FL anxiety coping strategies (See *Appendix B*).

Nevertheless, Chen’s (2002) study did not indicate information about the internal reliability of this instrument before it was used to measure Chinese college learners’ FL classroom anxiety coping strategies. In order to ensure real, reliable data collection, a Chinese version of the FLCACSQ was made (See *Appendix B*). To check the

reliability of the FLCACSQ, it was administered to the same group of 96 students as informants from whom data for the FLCAS were collected at the same time. Based on the formula for coefficient alpha, i.e., $\alpha = n (\sum \sigma_i^2 / \sigma_x^2) / (n-1)$, the FLCACSQ achieved an alpha coefficient of .80 ($n=96$) which still indicated a certain high degree of internal reliability according to George and Mallery's (2003), although it is a bit lower than that of the FLCAS.

It is necessary in the meanwhile to mention here that in order to obtain as much useful information as possible from the informants in case that the 24 items did not cover, one open-ended question about the students' coping strategies of FL classroom anxiety was also provided after the closed-ended questionnaire.

3.3.2 Semi-structured Individual Interviews

Although questionnaires can elicit abundant responses from the participants about their FL classroom anxiety and coping strategies, semi-structured interviews are also helpful in the present study. To get more information that is valuable from various sources of elicitation, semi-structured interviews will be used.

The rationale for the use of semi-structured interviews as a data collection tool is that it can provide supplementary access to things that cannot be directly or completely observed, such as feelings, thoughts, intentions, or beliefs, especially the learners' anxiety causal factors and coping strategies, that the previous close-ended questionnaires are not bound to cover. Rubin and Rubin (1995) claim that in semi-structured interviewing, the interviewer requires more focused information and asks specific questions to gain it. In essence, the researcher opens the discussion, listens and uses prompts to guide the

respondent. Dowsett (1986) asserts that semi-structured interviews are quite extraordinary because the interactions in interviews are extraordinarily rich and “the data indicate that you can produce extraordinary evidence about life that you do not get in structured interviews or questionnaire methodology” (1986, p.53).

Individual interviews are the most widely-used data collection tool in qualitative research (Sandelowski, 2002). The reason for the use of individual interviews is that they are appropriate to elicit participants’ individual expressions of their experiences which reflect their reality as well as to formulate participants’ answers to the research questions (Macdonald, 2006). In other words, an interviewee may feel like conducting an individual face-to-face communication with the interviewer for the sake of “feeling safe” so that more valuable information might be produced at the moment, especially about the causal factors that are not completely known through a questionnaire. Accordingly, this approach was chosen to collect detailed accounts of the Bouyei participants’ thoughts, attitudes, beliefs, and knowledge pertaining to specific questions which were prepared for individual interviews about classroom anxiety more than coping strategies, with a consultation of other researchers’ studies (e.g., Tanveer, 2007; Tasee, 2009). Accordingly, this study utilized a qualitative semi-structured, individual interview format to investigate the possible factors that might cause learners’ anxiety in FL class as well as how they coped with their FL classroom anxiety from the Chinese Bouyei college students’ perspectives.

As to what questions would be raised for the individual interviews, some initial questions were prepared prior to formally contacting research subjects by the researcher

of the present study and administered the questions through initial focus group interviews with some college students at the Qiannan Teachers College for Ethnic Groups. Then ten main questions were prepared and then sent to two experts experienced in FL teaching at a college for further improvement. Finally, the ten questions for the individual interviews were confirmed in order to elicit supplemental responses mainly to answer the RQ 1, and RQ 4 about the Bouyei college students' FL classroom anxiety, the causal factors of anxiety, and their opinions about coping strategies (See *Appendix D*). How the individual interviews were carried out in procedure is explained in section 3.4.2.

3.4 Data Collection

3.4.1 Procedure of the Questionnaires

The FLCAS and the FLCACSQ, both with some open-ended questions, were administered in September at the five colleges respectively located in the south and southwest areas of Guizhou Province of China, where the majority of the Bouyei ethnic minority people inhabit. As stated previously, in order for the students to understand the questionnaires better, the questionnaires have been appropriately translated into Chinese (See *Appendices A-B*). Most Bouyei subjects, whose ID cards showed the name of the ethnic group they belonged to, spent fifteen to twenty minutes to finish these two scales one after the other in specially arranged classrooms and offices. Below is a table in which details of the procedure are introduced as the procedure of the FLCAS and the FLCACSQ.

Table 3.2 Procedure of the FLCAS and the FLCACSQ

Steps	How Questionnaires Were Administered for Data Collection
Step 1	<i>Contacting the leaders and teachers at each of the five colleges about the plan of the project, and make decisions about the number of Bouyei informants (See Table 3.2), exact date, and length of time for the questionnaires to be conducted at each college.</i>
Step 2	<i>Confirming who would be available for helping to select participants and conduct data collection.</i>
Step 3	<i>Elaborating all the requirements about how to fill out the questionnaires to the teacher helpers for data collection at the time of appointment for the survey.</i>
Step 4	<i>Delivering one piece of paper (on each side of which is printed one questionnaire) to each of the participants at the beginning of a class time, explaining the purpose of the survey to the participants at the same time.</i>
Step 5	<i>Emphasizing the significance of the survey that might help the participants know about themselves as well, so that they could anonymously respond to each of the items according to what they were really feeling while reading the items.</i>
Step 6	<i>Starting to read the directions and notices as to how they filled out the questionnaires, where boxes with number for gender, academic years, level of college, field of study, and alternative choices as responses to each of the items were provided. Only ONE “ ✓” could be placed in each set of the boxes.</i>
Step 7	<i>Collecting the questionnaire papers filled out within 15-20 minutes.</i>

Furthermore, the number of the subjects to fill out the questionnaires was 425, bigger than the expected number stated in section 3.2 in case that some of the subjects were absent in order to guarantee the adequate sample size of 320 expected. Then, the questionnaires that were incomplete, and the students who could not be located to fill out both questionnaires, were eliminated from the study, while other randomly chosen students were invited to fulfill their tasks.

3.4.2 Procedure of the Semi-structured Individual Interviews

Since the researcher had worked out the main areas of the interviews to be covered in advance through focus group discussions as mentioned in Section 3.3.2, and ten

questions for the individual interviews had been refined afterwards (See *Appendices 4*), the researcher formally administered the ten questions to collect information from the interviewees about how they interpreted and reacted to the questions raised in the individual interviews. The following is a table showing the procedure of the interviews in which the researcher was the only interviewer.

Table 3.3 Procedure of the individual interviews

Steps	How Individual Interviews Were Conducted for Data Collection
Step 1	<i>Conducting informal individual interviews at College 1 in use of the interview questions prepared before with the refinement of the questions finished later.</i>
Step 2	<i>Contacting some course leaders in relative departments and the relevant class teachers of the five target colleges as access to the interviewees.</i>
Step 3	<i>Making appointments as the questionnaires were filled out at the same time with the purposively selected interviewees who are informed about the purpose and significance of the study, as well as the time and the rooms for the interviews.</i>
Step 4	<i>Providing a clear explanation to interviewees about the characteristics of the study: voluntary, use of Chinese, tape-recorded, recording to be deleted, and strictly confidential information.</i>
Step 5	<i>Seeking permission from the course leaders and teachers to further contact more subjects if necessary, and to schedule the volunteer learners for other interviews at their conveniences through mobile text messages, e-mails, or phone calls.</i>
Step 6	<i>Asking the interviewees open-ended questions like “What’s your name?” ... etc., to establish a rapport with the subjects before starting each set of the interviews.</i>
Step 7	<i>Conducting each set of interviews (within 15-20 minutes approximately) by using the prepared questions as a guideline in a semi-structured, low-pressure style, encouraging the interviewees to talk in their own way.</i>
Step 8	<i>Ending each set of interviews with gratefulness expressed to the participants.</i>

For the individual interviews, the researcher talked with each of the 25 students individually in a quiet room appointed after finishing the questionnaires at each college for the college learners’ responses mainly to FL anxiety. As to how the interviews were carried out, it must be stressed that unlike unstructured interviews over which the researcher has little or no control in a relatively unpredictable

direction, the semi-structured interviews of the current study was flexibly controlled in order to follow a tentative direction for very apparent purposes. Meanwhile, the interviewer made efforts to establish a harmonious atmosphere during the whole interviews by conducting very relaxing, low-pressure, and flexible talks and discussions with and among the interviewees, not just reading aloud the predetermined questions to the interviewees as in structured interviews.

3.5 Data Analyses

The data from the closed-ended questionnaires and semi-structured individual interviews were analyzed to respectively answer the five research questions (RQs) stated in section 1.4 of the present study. This section focuses on how the data obtained were analyzed, interpreted, and reported.

3.5.1 Analyzing the Data of the Closed-ended Questionnaires

The researcher tallied and tabulated the returned questionnaires with the assistance of the SPSS computer program to identify the levels of the participants' FL classroom anxiety and their coping strategy use for RQ 1 and RQ 4 respectively, as well as the main anxiety causal factors for RQ 3. The researcher also attempted to find and analyze the correlated relationships between the dependent variables like all the items of the questionnaires and the four independent variables such as the participants' gender, field of study, levels of academic year, and level of college as answers to RQ 2 and RQ 5.

It must be first noted that the frequency of Bouyei college students' classroom anxiety reported has been categorized as "low", "medium", and "high" levels of both

anxiety and coping strategy use. This is determined by students' responses to the FLCAS and FLCACSQ. The frequency of anxiety/coping-strategy-use levels is indicated on a five-point rating scale, ranging from "strongly agree"/"never used" valued as 1; "agree"/"unused" valued as 2; "neutral" valued as 3; "disagree"/"used" valued as 4; and "strongly agree" /"always used" valued as 5. Then the average value of frequency of anxiety/coping-strategy-use levels can be valued from 1.00 to 5.00. The mid-point of the minimum and maximum values is 3.00. The mean scores of FL classroom anxiety and coping strategy use of each item valued from 1.00 to 2.59 is determined as "low level", from 2.60 to 3.39 as "medium level", and from 3.40 to 5.00 as "high level". In addition, the 'medium' interval is not so wide as the "low" and the "high", for the former was not consolidated with any scale while the latter were the results of the consolidation of other two scales. Figure 3.1 below is the applied measures.

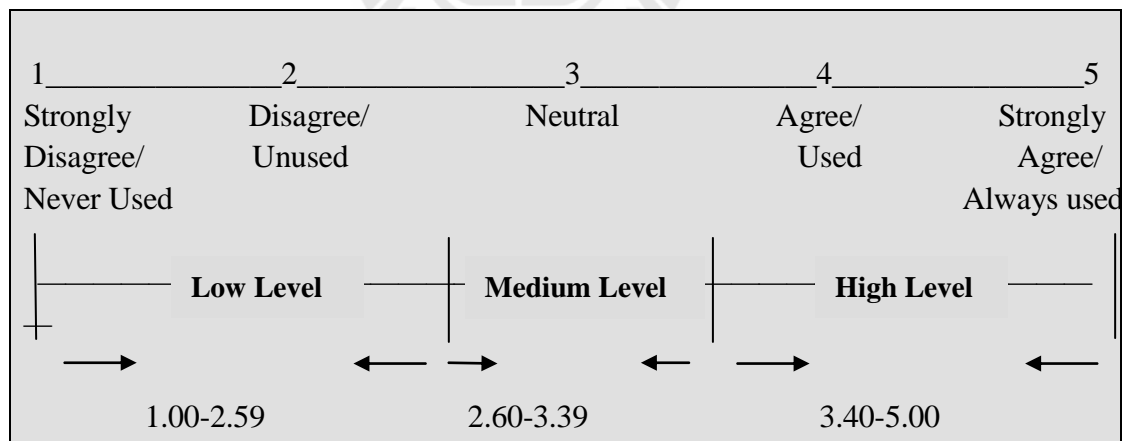


Figure 3.1 The applied measures of FL classroom anxiety level

To achieve the research purpose in terms of analysis and interpretation of the data obtained through the written questionnaires, different statistical methods with the

assistance of SPSS program were used. These include: 1) frequency of anxiety and the use of anxiety coping strategies, 2) analysis of variance (ANOVA), 3) the post-hoc Scheffé test, and 4) factor analysis.

1) Frequency of FL Classroom Anxiety and Coping Strategy Use: To answer RQ 1 and the first half of RQ 4, the method was used to compare the extent to which FL classroom Anxiety and anxiety coping style use were reported experienced /employed frequently or infrequently by students in general. Three levels (low, medium, high) of both anxiety and coping strategy use were defined by the researcher according to the holistic mean scores of frequency of anxiety and coping strategy use.

2) Analysis of Variance (ANOVA): According to Nunan (1989), ANOVA is used to test the significant differences among the means of two groups on a variable to see whether the variation is greater than predicted. It is known to all that the independent variables are usually nominal, and the dependent variable is usually an interval. Hence, to answer most of RQ 2 and RQ 5, the method was used to determine the relationship between the Chinese Bouyei college learners' overall FL classroom anxiety as well as their coping strategy use as the dependent variables, and a) gender (male or female), b) level of academic year (1st-year or 2nd-year), and c) level of college (3-year-system specialized college or 4-year-system undergraduate college) as the independent variables.

3) The post-hoc Scheffé tests: The post-hoc or posterior Scheffé test is a statistical method used to determine the significant differences as the results of ANOVA where the variables have more than two groups (Byrkit, 1975; Roscoe, 1975). If the researcher wants to know which pair has different means among groups, the

post-hoc Scheffé test is used to indicate which pair of the groups under such a variable contributes to the overall differences. In the context of the current investigation, the post-hoc Scheffé test was used to test the significance of differences of “field of study” (English, Social Sciences, and Natural Sciences) in order to answer part of either RQ 2 or RQ 5.

4) Factor Analysis: Factor analysis is a procedure used to reach a meaningful interpretation of the ways in which the variables in a data set are more related to each other (Cohen & Manion, 1994), by reducing attribute space from a large number of variables to a similar number of variables referred to as factors, and determining the nature of underlying patterns among large number of variables (Horwitt & Cramer, 2000). In the context of this present study, the researcher emphasizes finding the underlying patterns of learners’ FL classroom anxiety and their coping strategies emerging from such analysis to answer RQ 3 and the second part of RQ 4.

For the data obtained through the open-ended questions below the closed-ended questionnaire items were analyzed by categorizing them in accordance with the relative themes sharing the same or similar characteristics in order to see if any other causal factors of anxiety and the learners’ coping strategies were produced in addition to what had been found in the previous analyses.

3.5.2 Analyzing the Data of the Semi-structured Interviews

The primary objective of data analysis in this section was to elaborate the anxiety causal factors and the learners’ strategies to cope with anxiety by identifying the key elements of the anxiety and coping strategies, especially those that closed-ended questionnaires were not able to elicit.

For the semi-structured interviews, firstly, the researcher listened to and comprehensively transcribed the individual interviews audio-recorded, an indispensable process of interview data analyses and interpretation.

Secondly, the statements of the subjects were written down in relevant sections according to the similarities of the context or situation from which the FL anxiety was resulted and for which the coping strategies were employed. Below is a table as an initially conducted example in analyzing the data of the individual interviews.

Table 3.4 Statements of the subjects in a relevant section (Sample)

<p>● Possible Causal Factors</p> <p>ST5: <i>...The regulations of the college manifest that if we cannot pass the makeup, we would lose the credits of the course, which mean that we have to undertake another term's study of the course. I'm a bit worried about it.</i></p> <p>ST7: <i>...We learn English which is not needed in everyday communication. So, I'm usually afraid of being laughed at due to my inability to communicate with others when I do not know how to express my mind.</i></p> <p>ST25: <i>...I feel bad in English class...It seems as if I were an idiot in English class, ... although I feel much relaxed and confident in other courses.</i></p> <p>...</p>

Thirdly, data reduction like coding, synthesis, etc. operated iteratively according to the “open coding” and “axial coding” ⁽³⁾ techniques proposed by Paunch (2005) and Strauss and Corbin's (1998). The researcher reduced raw data into units on the basis of common themes on the learners' FL anxiety causal factors and coping strategies, then analyzed the language patterns of the participants. Accordingly, suitable headings assumed like Negative Attitudes

(3) “Open coding” is the process of “breaking down, examining, comparing, conceptualizing, and categorizing, data”; it is “the part of analysis that pertains specifically to the naming and categorizing of phenomena through close examination of data” (Paunch, 2005:207-211). Whereas, “Axial coding” is “a set of process whereby data are put back together in new ways after open coding paradigm involving conditions, context, action/interactional strategies and consequences” (Strauss & Corbin, 1998: 61-62).

towards English Class, Lack of Confidence, Low FL Ability, Lack of Preparation, Sense of Inferiority, and so on were given to represent causal factors as answers to RQ 3; and Preparation, Help/Peer Seeking, Positive Thinking, Relaxation and so on to represent FL anxiety coping strategies as answers to the second part of RQ 4. Below is a conducted example in analyzing data of the individual interviews.

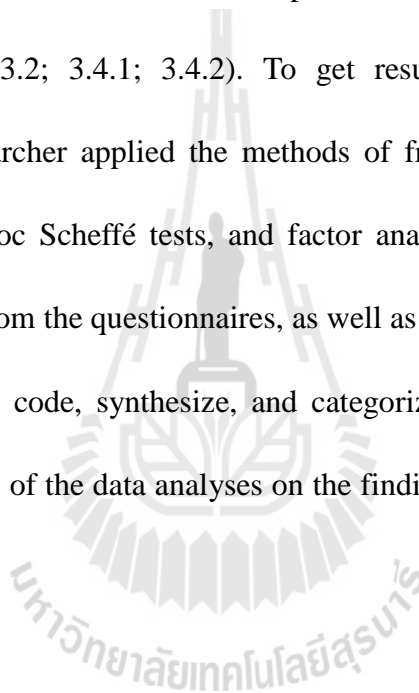
Table 3.5 Coding the data obtained (Sample)

(2) Help/Peer Seeking (HPS)
HPS 2.1: Seeking help from peers
HPS 2.2: Seeking help from the teacher
HPS 2.3: Seeking help from the use of Chinese
(3) Positive Thinking (PT)
PT3.1: Planning to work harder at English learning
PT3.2: Conducting self-encouragement
....

3.7 Summary

In this chapter, what methods and how these methods were used have been mainly introduced. With regard to obtaining data to answer the five research questions (Section 1.4) on the Chinese Bouyei college learners' levels of FL classroom anxiety and their coping style use, what factors mainly contribute to the learners' classroom in English class, what coping strategies are commonly used to deal with their anxiety, as well as if the anxiety and coping strategies vary by gender, education levels, and field of study, this chapter has discussed the rationale of the research methodology for the present investigation, including the population of the study, expected sample size of participants (Section 3.2), the FLCAS and FLCACSQ used as statistic data-collection

instruments (Sections 3.3.1.1 & 3.3.1.2), semi-structured individual interviews as a qualitative data-collection instrument (Sections 3.3.2.1 & 3.3.2.2). The process of how the questionnaire items and initial interview questions were modified and developed is also explained in details. Points that the researcher followed in the process of the survey study are especially highlighted in order for ensuring a reliable quantitative and qualitative data collection procedure in which steps in details are presented in tables (3.2; 3.4.1; 3.4.2). To get results to answer the five RQs respectively, the researcher applied the methods of frequency, analysis of variance (ANOVA), the post-hoc Scheffé tests, and factor analysis to analyze, interpret and report data obtained from the questionnaires, as well as used “open coding” and “axial coding” techniques to code, synthesize, and categorize the data obtained from the interviews. The results of the data analyses on the findings are all demonstrated in the fourth chapter.



CHAPTER 4

RESULTS

This chapter presents the quantitative and qualitative results on the Bouyei college students' anxiety and their coping strategies, which are reported in light of the five research questions formulated for the study. The chapter begins with the quantitative results of the FLCAS and the statistical analyses to answer RQ1 and RQ2. Next, the quantitative and qualitative results both from factor analysis for the FCLAS and from the semi-structured interviews regarding RQ3 and RQ4 are reported. Then, the quantitative results concerning RQ5 are presented. The chapter ends with a summary of the major findings.

4.1 Results of FL Classroom Anxiety Levels, and Levels of Communication Apprehension (CA), Test Anxiety (TA), and Fear of Negative Evaluation

4.1.1 Levels of FL Classroom Anxiety

The frequency of FL classroom anxiety from the FLCAS was used to measure the level of the Bouyei college students' anxiety in FL class and to answer RQ1: *“Do the Chinese Bouyei college students have anxiety in FL class? If so, what level of FL classroom anxiety do they experience?”*

The determination of the level of FL classroom anxiety is made in terms of the applied measures of FL classroom anxiety level (See Figure 3.5.1, Section 3.5.1, Chapter 3), i.e., the mean scores of FL classroom anxiety of each item valued from 1.00 to 2.59 is determined as ‘low level’, from 2.60 to 3.39 as “medium level”, and from 3.40 to 5.00 as ‘high level’. The results from the descriptive statistics were shown in Table 4.1.

Table 4.1 Level of Bouyei college students’ overall anxiety

Anxiety Variables	Mean Frequency Score (\bar{x})	Standard Deviation (SD)	Frequency Category
Overall FL Classroom Anxiety	3.10	.68	Medium Level

Table 4.1 shows the results of the holistic mean frequency score across the FLCAS administrated to 320 Bouyei college students. The mean frequency scores of these students’ overall FL classroom anxiety level are 3.10 ($SD=.68$). The results demonstrate that these 320 Bouyei college students experienced moderate level of FL classroom anxiety as a whole.

4.1.2 Levels of Communication Apprehension (CA), Test Anxiety (TA), and Fear of Negative Evaluation (FNE)

As mentioned in section 2.2 of Chapter 2, FL classroom anxiety is made up of three components: communication apprehension (CA), test anxiety (TA), and fear of negative evaluation (FNE). Therefore, an analysis of frequency levels of the three components of the FL classroom anxiety has been conducted to provide further information on levels of the students’ anxiety in relation to these three components. Table 4.2 indicates the frequency levels of Bouyei students’ anxiety in each component.

Table 4.2 Levels of Bouyei college students' CA, TA, and FNE

Anxiety Variables	Mean Frequency Score (\bar{x})	Standard Deviation (SD)	Frequency Category
(1) CA	3.23	.79	Medium Level
(2) TA	3.27	.93	Medium Level
(3) FNE	3.20	.82	Medium Level

According to Table 4.2, the mean frequency scores of anxiety levels for CA, TA, and FNE are 3.23 ($SD=.79$), 3.27 ($SD=.93$), and 3.20 ($SD=.82$) respectively. The results show that the levels of the students' CA, TA, and FNE were moderate.

However, the percentage of frequency category (low, medium, high) of each individual FL classroom anxiety (CA, TA, FNE) has been calculated to examine the levels of anxiety of each variable in particular. Table 4.2 indicates the number of items and its percentage for each individual anxiety variables based on the FLCAS results.

Table 4.3 Summary of levels of individual anxiety items in CA, TA, and FNE

Anxiety Variables	Low Level		Medium Level		High Level	
	Number	%	Number	%	Number	%
(1) CA	0/0	0/0	6/10	60%	4/10	40%
(2) TA	1/4	25%	0	0	3/4	75%
(3) FNE	1/9	11%	6/9	67%	2/9	22%
Overall	2/23	8.7%	12/23	52.2%	9/23	39.1%

As can be seen from Table 4.3, of all twenty-three anxiety items, twelve (52.5%) fall into “medium level” category, while nine (39.1%) are into “high level” category,

and only two (8.7%) are in “low level” category (See *Appendix H*). These results further support the statement that the Bouyei college students suffered medium level of FL classroom anxiety in general.

Nevertheless, for the component of CA, four items (i.e., items 14, 18, 9, & 29) (40%) out of ten could be classified as “high level” anxieties, while six items (i.e., items 1, 4, 13, 27, 30, & 32) (60%) out of ten could be classified as “medium level” anxieties and none has been found in “low level” anxieties. This indicates that the students would be nervous speaking with native speakers, did not feel confident when speaking in class, started to panic when having to speak without preparation in English class, and got nervous when they did not understand every word the English teacher said; whereas, they could feel moderately worried in all the other situations.

For TA, three items (i.e., items 8, 10, & 25) (75%) out of four could be classified as “high level” anxieties, while only one item (i.e., item 21) (25%) could be a “low level” anxiety. The results show that the students could be most anxious during tests, worried about the consequences of failing English class, as well as about getting left behind in tests, but they felt less confused gradually as they studied more for a language test. It is noteworthy that although there is no item found in the “medium level” category, and the number of items in the “high level” category is bigger than that in the “low level” category, the students’ overall TA still falls into “medium

level” category based on the sum of the mean frequency scores of the four items (See Table 4.3 and *Appendix H*).

For FNE, two items (i.e., items 20, & 33) (22%) out of nine could be classified as “high level” anxieties; one item (i.e., item 19) (11%) could be a “low level” anxiety, whereas, six items (i.e., items 2, 3, 7, 23, 24, & 31) (67%) indicate “medium level” anxieties. The results demonstrate that the students could be most worried with hearts pounding when going to be called on in English class, and feel most nervous when asked questions that they had not prepared in advance; they might feel moderately worried about making mistakes, being not so good at English as others and then laughed at by others, and speaking English in front of others in class, whereas they might feel less afraid that their English teacher is ready to correct every mistake they made.

4.2 The Relationship between the Students’ FL Classroom Anxiety and the Four Independent Variables

This section presents the results to answer RQ2: *“What is the relationship between the Chinese Bouyei college students’ FL classroom anxiety and gender, field of study, level of academic year, and level of college?”*

To answer RQ2, an ANOVA was conducted to determine the statistical differences and patterns of variation of three independent variables, i.e., gender, level of academic year, and level of college, while post-hoc Sheffé tests were used to obtain the differences and patterns of variation of one independent variable, i.e., field of study.

4.2.1 Gender and the Students' FL Classroom Anxiety

The following table indicates the relationship between male and female in relation to the pattern of variation of the overall FL anxiety and of each anxiety component.

Table 4.4 Summary of variation in the students' anxiety according to gender

Gender	Male (n=127)		Female (n=193)		Significance Level	Pattern of Variation
	Mean (\bar{x})	SD	Mean (\bar{x})	SD		
Overall FL Anxiety	2.96	.75	3.20	.62	.002*	Female>Male
(1) CA	3.05	.85	3.37	.72	.001*	Female>Male
(2) TA	3.12	1.04	3.36	.85	.55	/
(3) FNE	2.91	.80	3.38	.78	.001*	Female>Male

Significance level $p < .05$ *

According to the statistical results of overall FL anxiety, the mean of males' anxiety was 2.96 ($SD=.75$), while the mean of females' was 3.20 ($SD=.62$). A significant difference between male and female students was found ($p=.002$), indicating that the level of female Bouyei college students' FL classroom anxiety was higher than that of their male counterparts'.

Similar to the results of the overall FL classroom anxiety, the mean of males' overall CA was 3.05 ($SD=.85$), while the mean of females' was 3.37 ($SD=.72$). A significant difference between male and female students was found ($p=.001$), indicating that female Bouyei college students had higher level of FL

classroom anxiety than their male counterparts when participating activities associated with communication in class.

Different from the above findings, the mean of males' overall TA was 3.12 ($SD=1.04$), while the mean of females' was 3.36 ($SD=.85$). No significant difference between male and female students was found ($p=.55$), indicating that both female and male Bouyei college students worried about tests nearly at the similar level.

The results in relation to FNE support the findings on the overall anxiety and CA, but not TA. The mean of males' overall CA was 2.91 ($SD=.85$), while the mean of females' was 3.38 ($SD=.78$). A significant difference between male and female students was found ($p=.001$), indicating that female Bouyei college students had higher level of FNE than their male counterparts.

4.2.2 Field of Study and the Students' FL Classroom Anxiety

Table 4.5 indicates the relationship between students in the three fields of study (science- =127; non-science-=110; English=83) in relation to the pattern of variation of the overall FL anxiety as well as their CA, TA, and FNE.

Table 4.5 Summary of variation in the students' overall anxiety by field of study

Field of Study	Fields in Multiple Comparison		Mean	SD	Significance Level	Pattern of Variation
Overall FL Anxiety	Science-	Non-science-	3.27 vs 3.05	.61 vs .69	.047*	Science-> Non-science-≈ English
		English	3.27 vs 2.91	.61 vs .71	.001*	
	Non-science-	Science-	3.05 vs 3.27	.69 vs .61	.047*	
		English	3.05 vs 2.91	.69 vs .71	.333	
	English	Science-	2.91 vs 3.27	.71 vs .61	.001*	
		Non-science-	2.91 vs 3.05	.71 vs .69	.333	
(1) CA	Science-	Non-science-	3.44 vs 3.18	.69 vs .83	.034*	Science-> Non-science-≈ English
		English	3.44 vs 3.02	.69 vs .80	.001*	
	Non-science-	Science-	3.18 vs 3.44	.83 vs .69	.034*	
		English	3.18 vs 3.02	.83 vs .80	.342	
	English	Science-	3.02 vs 3.44	.80 vs .69	.001*	
		Non-science-	3.02 vs 3.18	.80 vs .83	.342	
(2) TA	Science-	Non-science-	3.50 vs 3.22	.87 vs .91	.072	Science-> English
		English	3.50 vs 2.98	.87 vs .95	.001*	
	Non-Science-	Science-	3.22 vs 3.50	.91 vs .87	.072	
		English	3.22 vs 2.98	.91 vs .95	.188	
	English	Science-	2.98 vs 3.50	.95 vs .87	.001	
		Non-science-	2.98 vs 3.22	.95 vs .91	.188	
(3) FNE	Science-	Non-science-	3.30 vs 3.20	.79 vs .86	.597	/
		English	3.30 vs 3.03	.79 vs .80	.054	
	Non-science-	Science-	3.20 vs 3.30	.86 vs .79	.597	
		English	3.20 vs 3.03	.86 vs .80	.354	
	English	Science-	3.03 vs 3.30	.80 vs .79	.054	
		Non-science-	3.03 vs 3.20	.80 vs .86	.354	

Significance level $p < .05$ *

According to Table 4.5, the means of the overall anxiety of science-oriented, non-science-oriented, and English majors were 3.27 ($SD=.61$), 3.05 ($SD=.69$), and 2.91 ($SD=.71$) respectively. The results demonstrate significant differences both between science-oriented and non-science-oriented majors and between science-oriented and English majors ($p<.05$), but no significant difference between non-science-oriented and English majors ($p=.333$). This indicates that science-oriented majors experienced higher level of overall anxiety in class than

non-science-oriented and English majors; while non-science-oriented and English majors might have the similar level of overall anxiety.

Supportive results were obtained according to the statistic in relation to CA. Table 4.5 shows that the means of science-oriented, non-science-oriented, and English majors' CA were 3.44 ($SD=.69$), 3.18 ($SD=.83$), and 3.02 ($SD=.80$) respectively. Significant differences between science-oriented and non-science-oriented majors, as well as between science-oriented and English majors, were found ($p<.05$); however, no significant difference between non-science-oriented and English majors was found ($p=.333$). This further indicates that science-oriented majors might have higher level of CA in FL class than non-science-oriented and English majors; while non-science-oriented and English majors might have CA at the similar level.

Similar results have been found in the relationship between TA and the students' field of study. A significant difference was found ($p=.001$) between science-oriented ($M=3.50$, $SD=.87$) and English ($M=2.98$, $SD=.95$) majors, but no significant difference was found ($p>.05$) both between science-oriented ($M=3.50$, $SD=.87$) and non-science-oriented ($M=3.22$, $SD=.91$) majors, and between English ($M=2.98$, $SD=.95$) and non-science-oriented ($M=3.22$, $SD=.91$) majors. This reveals that science-oriented majors had higher level of TA than non-science-oriented and English majors; while science-oriented and non-science-oriented majors, as well as English and non-science-oriented majors, might have TA as much as each other's.

Nevertheless, the statistic displays different findings in relation to FNE. According to Table 4.5, the means of science-oriented, non-science-oriented, and English majors' FNE were 3.30 ($SD=.79$), 3.20 ($SD=.86$), and 3.03 ($SD=.80$) respectively. No significant differences were found ($p>.05$) between any of the three fields of study, indicating that the students in the three fields might have similar level of FNE in FL class.

4.2.3 Level of Academic Year and the Students' FL Classroom Anxiety

Table 4.6 indicates the relationship between students in the 1st and 2nd year in relation to the pattern of variation of the overall FL anxiety as well as their CA, TA, and FNE.

Table 4.6 Summary of variation in the students' anxiety by level of academic year

Level of Academic Year	Freshmen (n=162)		Sophomores (n=158)		Significance Level	Pattern of Variation
	Mean	SD	Mean	SD		
Overall FL Anxiety	3.26	.62	2.94	.71	.001*	Freshmen> Sophomores
(1) CA	3.46	.70	3.01	.81	.001*	Freshmen> Sophomores
(2) TA	3.49	.89	3.05	.91	.001*	Freshmen> Sophomores
(3) FNE	3.26	.79	3.13	.85	.131	/

Significance level $p < .05$ *

According to the statistic shown in Table 4.6, the mean of freshmen's overall anxiety is 3.26 ($SD=.62$), while the mean of sophomores' was 2.94 ($SD=.71$). A significant difference between freshmen and sophomores was found ($p=.001$),

indicating that 1st-year students had higher level of overall FL classroom anxiety than the 2nd-year students.

Similar to the results of the students' overall anxiety, the mean of freshmen's overall CA is 3.46 ($SD=.70$), while the mean of sophomores' was 3.01 ($SD=.81$). A significant difference between freshmen and sophomores was also found ($p=.001$), indicating that the 1st-year students had higher level of fear than the 2nd-year students when communicating with others in FL class.

Supportive results were obtained according to the statistic in relation to TA. The mean of the freshmen's overall TA was 3.49 ($SD=.89$) while the mean of the sophomores' was 3.05 ($SD=.91$). A significant difference between freshmen and sophomores was found ($p=.001$), indicating that the 1st-year Bouyei college students felt worried about tests in FL class more than their 2nd-year counterparts.

However, concerning the pattern of variation in FNE, the mean of the freshmen's overall FNE was 3.26 ($SD=.79$), while the mean of the sophomores' was 3.13 ($SD=.85$). The results show no significant difference between freshmen and sophomores ($p=1.31$), indicating that the 1st-year and 2nd-year Bouyei college students experienced fear of negative evaluation in class nearly at the same level.

4.2.4 Level of College and the Students' FL Classroom Anxiety

Table 4.7 indicates the relationship between students at specialized college and undergraduate college in relation to the pattern of variation in frequency of the overall FL anxiety as well as their CA, TA, and FNE.

Table 4.7 Summary of variation in the students' anxiety by level of college

Level of College	Specialized Colleges (n=153)		Undergraduate Colleges (n=167)		Significance Level	Pattern of Variation
	Mean	SD	Mean	SD		
Overall FL Anxiety	3.17	.65	3.04	.71	.07	/
(1) CA	3.30	.75	3.19	.82	.194	/
(2) TA	3.36	.91	3.20	.95	.117	/
(3) FNE	3.30	.83	3.10	.81	.024*	Specialized College > Undergraduate College

Significance level $p < .05$ *

According to the statistical results of overall FL anxiety, the mean of the specialized college students' overall anxiety was 3.17 ($SD=.65$), while the mean of the undergraduate college students' was 3.04 ($SD=.71$). No significant difference between specialized college students and undergraduate college students was found ($p=.07$), indicating that Bouyei college students at lower-level college (3-year-system specialized college) suffered overall FL classroom anxiety nearly as much as their counterparts at higher-level college (four-year-system undergraduate college).

Similar to the students' overall anxiety, the mean of the specialized college students' overall CA was 3.30 ($SD=.75$), while the mean of the undergraduate college students' was 3.19 ($SD=.82$). No significant difference between specialized college students and undergraduate college students was found ($p=.194$), indicating that Bouyei college students at lower-level college were anxious about communication in FL class nearly as much as their counterparts at higher-level college.

The statistic indicates supportive results with respect to TA. The mean of the specialized college students' overall TA was 3.36 ($SD=.91$), while the mean of the undergraduate college students' was 3.20 ($SD=.95$). Again, no significant difference between specialized college students and undergraduate college students was found ($p=.117$), illustrating that Bouyei college students at lower-level and higher-level colleges seemed to have the same level of TA.

Unlike the results mentioned above, a different pattern of variation is illustrated in FNE. The mean of the specialized college students' overall FNE was 3.30 ($SD=.83$), while the mean of the undergraduate college students' was 3.10 ($SD=.81$). A significant difference between specialized college students and undergraduate college students was found ($p=.024$), indicating that Bouyei college students at lower-level college had higher level of TA in FL class than their counterparts at higher-level college.

4.3 Causes of the Chinese Bouyei College Students' FL Classroom Anxiety

This section presents results to answer RQ3: *“What are the major causes of the Chinese Bouyei college students' anxiety?”*

To answer RQ3, factor analysis was conducted both quantitatively and qualitatively to seek the causes of students' FL classroom anxiety according to the principles and approaches commonly applied in previous studies (e.g., Matsuda, 2004; Cheng, 2002; Mayuree 2007); and “open coding” and “axial coding” techniques

(Paunch, 2005; Strauss & Corbin, 1998) were used to qualitatively analyze the data from the open-ended question in the FLCAS and the individual interviews. The results are as follows.

4.3.1 Results from the Factor Analysis of the FLCAS Items

In seeking the causal factors of students' FL classroom anxiety, the 33 anxiety items of the FLCAS were reduced by the processes of factor analysis starting with a principal component factor analysis through the extraction methods, followed by the varimax rotation method for the correlations of the 33 items as shown in Table 4.8, Figure 4.1, and Table 4.9

Table 4.8 The sums of squared factor loadings of the initial factors for the FLCAS

Components	Extraction Sums of Squared Loadings (Eigenvalues)		
	Total	% of Variance	Cumulative %
1	9.127	27.659	27.659
2	2.271	6.881	34.540
3	1.757	5.324	39.864
4	1.601	4.852	44.717
5	1.349	4.088	48.805
6	1.148	3.479	52.284
7	1.079	3.269	55.553

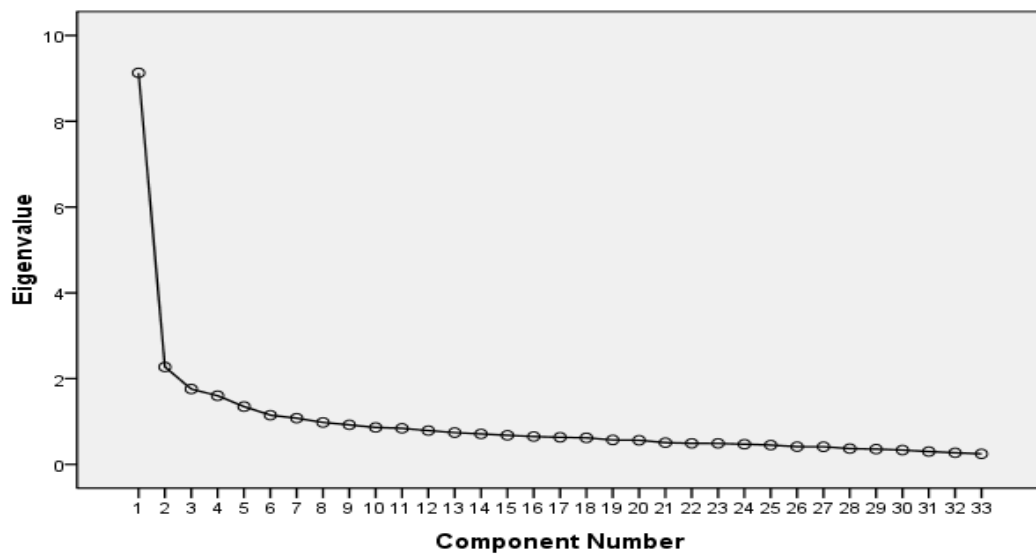


Figure 4.1 Scree plot of the eigenvalue for the FCLAS

Table 4.8 demonstrates the initial seven extracted components that accounted for 55.55% of the variability among the 33 FLCAS components. However, the seventh extracted component is hard to interpret because the eigenvalue for this component is 1.079 which is very much close to the eigenvalue of 1.00. Furthermore, as obviously seen in Figure 4.3.1 concerning the scree plot of the eigenvalue, the seventh extracted component (i.e., *Component Number 7*) is close to the sixth extracted one (i.e., *Component Number 6*) seemingly in a horizontal line. Therefore, reducing the number of components from seven to six was further examined in order to make it easier for interpretation, instead of using the initial seven extracted components.

Having taken the factor interpretation into repeated account in comparison with Table 4.8, and Figure 4.1, as well as results of the Rotated Component Matrix of Factor Analysis for the FLCAS shown in Table 4.9 below, the researcher found it

more straightforward to interpret the extracted six components rather than other extracted ones through considering the similar underlying correlation and inner-characteristics each of the extracted components shares. Additionally, the percentages of variance indicate that 52.28% of the total variation between the frequency of FL classroom anxiety level is high enough to be explained by the first six principal components.

Table 4.9 Results of the Rotated Component Matrix of Factor Analysis for the FLCAS

Item	Anxiety Items	F1	F2	F3	F4	F5	F6
4	It frightens me when I don't understand what the teacher is saying in English.	.684					
29	I get nervous when I don't understand every word the English teacher says.	.675					
15	I get upset when I don't understand what the teacher is correcting in English class.	.664					
10	I worry about the consequences of failing my English class.	.643					
25	English class moves so quickly that I worry about getting left behind in tests.	.637					
16	Even if I am well prepared for English class, I feel anxious about it.	.590					
33	I get nervous when the English teacher asks questions which I haven't prepared in advance.	.497					
30	I feel overwhelmed by the number of rules I have to learn to speak in English.	.493					
26	I feel more tense and nervous in my English class than in my other classes.	.433					
7	I keep thinking that the other students are better at English than I am.		.767				
23	I always feel that the other students speak English better than I do.		.728				
24	I feel very self-conscious about speaking English in front of other students.		.593				
1	I never feel quite sure of myself when I am speaking in my English class.		.522				
13	It embarrasses me to volunteer answers in my English class.		.506				

31	I am afraid that the other students will laugh at me when I speak English.	.420
20	I can feel my heart pounding when I'm going to be called on in English class.	.719
3	I tremble when I know that I'm going to be called on in English class.	.650
27	I get nervous and confused when I am speaking in my English class.	.547
9	I start to panic when I have to speak without preparation in English class.	.537
11	I ask for leave once I realize the teacher will ask me questions.	.459
17	I often feel like not going to my English class.	.684
6	During English class, I find myself thinking about things that have nothing to do with the course.	.669
5	It wouldn't bother me at all to take more English classes.	.556
21	The more I study for a language test, the more confused I get.	.485
12	In English class, I can get so nervous when I forget things I know.	.402
22	I don't feel pressure to prepare very well for English class.	.554
18	I feel confident when I speak in English class.	.552
19	I am afraid that my English teacher is ready to correct every mistake I make.	-.493
28	When I'm on my way to English class, I feel very sure and relaxed.	.482
8	I am usually not at ease during tests in my English class.	.461
14	I would not be nervous speaking English with native speakers.	.735
32	I would probably feel comfortable around native speakers of English.	.593
2	I don't worry about making mistakes in English class.	.370

The six extracted components were then taken as six categories of anxiety causal factors, each of which was given a name by the researcher of the present study according to the underlying correlation and common inner-characteristics each of the six components share. However, item 11 was deleted based on its lowest factor loading and

communality and also its low relationship with the third component. The six extracted categories of anxiety causal factors are displayed in the following table.

Table 4.10 The six categories of the extracted components for the FLCAS

Factors	Name of the Factor	Items	% of Variance
Factor 1	Fear of Lagging Behind	4, 10, 15, 16, 25, 26, 29, 30, 33	27.66
Factor 2	Fear of Losing Face	1, 7, 13, 23, 24, 31	6.88
Factor 3	Fear of Speaking in Class	3, 9, 20, 27	5.32
Factor 4	Negative Attitudes towards English Class	5, 6, 12, 17, 21	4.85
Factor 5	Lack of Confidence	8, 18, 19, 22, 28	4.09
Factor 6	Fear of Making Mistakes	2, 14, 32	3.48

The findings in Table 4.10 indicate that Fear of Lagging Behind seems to be the most commonly asserted anxiety causal factor according to the percent of the variance among the components.

4.3.2 Results from the Responses to the Open-ended Question in the FLCAS

The open-ended question, i.e., “*What else do you think are the reasons or causal factors that contribute to your FL classroom anxiety?*” was administered with the FLCAS in order to elicit supplementary information on the causal factors contributing to the Bouyei college students’ FL classroom anxiety. The question received responses merely from 67 students out of 320, and six additional categories of anxieties were found in accordance with the results from the qualitative analysis (Appendix I). Table 4.11 shows the new categories of anxiety causal factors following in sequence number the five categories of causal factors which have been already stated in section 4.3.1, with one example cited for each of them.

Table 4.11 Additional causal factors elicited from the open-ended question in the FLCAS

Factors	Name of Factors	Examples
F7	Low FL Ability (LFLA)	<i>LFLA1: I can't understand a thing that the teacher is teaching in class.</i>
F8	Teacher's Problem in Teaching (TPT)	<i>TPT6: The teacher doesn't spend enough time in improving our ability in the four skills.</i>
F9	Poor Learning Efficiency (PLE)	<i>PLE4: I am always very weak at learning grammar no matter how hard I work.</i>
F10	Sense of Inferiority (SOI)	<i>SOI: I feel inferior when the teacher criticizes me in class.</i>
F11	Lack of Preparation (LP)	<i>LP7: I am not so well prepared before class.</i>
F12	Societal Interferences (SI)	<i>SI1: Some of my friends influence me with the idea that learning English is a waste of time rather than learning other courses which are more practical.</i>

Table 4.11 shows six supplementary categories of anxiety causal factors: Low FL Ability, Teacher's Problem in Teaching, Poor Learning Efficiency, Sense of Inferiority, Lack of Confidence, and Societal interferences. Besides the statements above, some students also expressed that they experienced anxiety due to the sources similar to previous categories of factors like Lack of Confidence, Fear of Losing Face, Fear of Making Mistakes, Fear of Failing to Keep Pace with English Class, etc., which are hence excluded in this part (See Appendix I for more details).

Neither included in this part are also those responses that the students kindly and actively offered which are not reckoned as valuable or relevant sources to English anxiety, such as "I feel anxious in class when I feel like going to the toilet", "...when I feel bad after just having recovered from illness", and "...when I catch a cold", etc., which might be broadly experienced by any student in any courses, but not specifically in FL class.

4.3.3 Results from the Semi-structured Individual Interviews

To have an overall picture of the interviewees' anxiety causal factors, the results from the interviews include all possible causal factors with detailed information. Each of the interviewees was labeled with a code according to the time order of being interviewed. For example, *ST1* refers to a student who was the first one to be interviewed. Through the data analysis of the interviews, the present study found nine categories of anxiety causal factors, under each of which are relative aspects, followed by the interviewees' responses in details (See *Appendix F*). Examples condensed for each category of causal factors are illustrated as an inventory in Table 4.3.3 below.

Table 4.12 Categories of causal factors reported by interviewees

	Causal Factors in Various Aspects	Examples (Condensed)
1	Low FL Ability (LFLA)	
	LFLA5.1: Inability in listening	<i>ST8: ...My spoken English is not so good and I worry if I make many mistakes.</i>
	LFLA5.2: Inability in speaking	<i>ST6: ...I'm not so anxious in pair work except in bigger groups or speaking in class.</i>
	LFLA5.3: Inability in reading	<i>ST2: ...I often feel anxious in reading because my vocabulary is small...</i>
	LFLA5.4: Inability in writing	<i>ST16: ...I can't make sentences although I know the meanings of the words.</i>
2	Teacher's Problem in Teaching (TPT)	
	TPT8.1: Unequal treatment	<i>ST10: ...The students better at speaking are given more chances to answer questions.</i>
	TPT8.2: Talking too much in class	<i>ST17: ...The teacher talks too much and gives us less chance to speak...</i>
	TPT8.3: Humdrum teaching strategies	<i>ST3: ...The English teacher's class is so boring for me.</i>
	TPT8.4: Emotion inappropriately shown	<i>ST15: Some teacher seems a bit moody in class.</i>
3	Negative Attitudes towards English Class (NAEC)	
	NAEC3.1: More anxiety in English class than in other classes	<i>ST16: ...We are Chinese and so feel bigger anxiety in learning English than in learning Chinese.</i>
	NAEC3.2: No interest in English class	<i>ST1: ...Once I sit in English class, I feel worried. I'm not interested in it. ...</i>
	NAEC3.3. Nothing learned in English class	<i>ST5: ...I know it might be too late for me to learn it now. I fear I am wasting my time.</i>

4	<i>Societal Interferences (SI)</i>	
	SI9.1: Pressure from CET and TEM	ST4: ... <i>I find everything we do is just for passing CET, not for anything else...</i>
	SI9.2: Concerns about other tests	ST9: ... <i>I will take part in National Computer Test for more opportunities in job-seeking.</i>
5	<i>Lack of Confidence (LC)</i>	
	LC4.1: Being unconfident in communication	ST22: ... <i>I feel embarrassed when not knowing what to say in group discussions.</i>
	LC4.2: No confidence even when prepared	ST5: ... <i>It's strange that I still feel anxious even when I'm well prepared...</i>
6	<i>Fear of Failing English Class (FFEC)</i>	
	FFEC1.1: Fear of doing badly in tests	ST2: <i>I tremble when entering the examination room until t absorbed doing the papers...</i>
	FFEC1.2: Fear of makeup	ST17: <i>Makeup is what we do not expect and it worries us most and makes us feel tense.</i>
	FFEC1.3: Fear of lengthened study	ST4: ... <i>To study the course for another term is really a nightmare for each of us...</i>
7	<i>Fear of Losing Face (FLF)</i>	
	FLF2.1: Afraid of being laughed in class	ST24: ... <i>I never expect being laughed by others in class...That is not a good thing anyway.</i>
	FLF2.2: Upset when the teacher corrects my mistakes in public	ST15: ... <i>I dislike the teacher seriously correcting my mistakes in class when I speak...</i>
8	<i>Lack of Preparation (LP)</i>	
	LP6.1: Not studying so hard as expected	ST12: ... <i>I can be very anxious... when I do not prepare as required.</i>
	LP6.2: Difficulty in preparation	ST25: ... <i>I feel bad in English class no matter how I'm prepared...It seems as if I were an idiot in English class...</i>
9	<i>Sense of Inferiority (SOI)</i>	
	SOI7.1: Unbalanced mentality in face of students better at English	ST19: <i>I am a bit worried when my classmates can speak more fluently.</i>
	SOI7.2: Feeling of low social status	ST7: ... <i>Actually, I used to be self-inferior to others who came from the urban areas....</i>

Table 4.12 demonstrates nine categories of causal factors as follows:

(1) Low FL Ability, a causal factor covering four aspects of worries in both receptive and productive abilities which include: “inability in listening”, “inability in

speaking”, “inability in reading”, and “inability in writing”. These aspects illustrate that the students felt nervous just because their FL competence does not meet the needs of using English to fulfill the tasks in class.

(2) Teacher’s Problem in Teaching, a causal factor that some Bouyei students very much complained as what worried them in English class. It concludes four aspects: “unequal treatment”, “talking too much”, “humdrum teaching strategies”, and “emotion inappropriately shown”. These aspects demonstrate that some Bouyei students complained about the teacher’s teaching strategies and weaknesses in personality, which were likely to result in their loss of interests in English class.

(3) Negative Attitudes towards English Class, a causal factor referring mainly to what the students negatively consider English class is like. It consists of three aspects: “more anxiety in English class than in other classes”, “no interest in English class”, and “nothing learned in English class”. These aspects reveal that some students did not like English class at all due to their lowly perceived FL ability and their loss of interests in the course.

(4) Societal Interferences, a causal factor referring in the present study to what is originated from the society outside class and distracts the students’ concentrations away from normal classroom activities in English learning. This factor includes: “pressure from CET and TEM”, and “concerns about other tests”. These aspects make clear that some of the Bouyei students spent too much time being concerned about national tests that might result in less daily course study.

(5) Lack of Confidence, a causal factor consisting of two main aspects: “being

unconfident in communication”, and “no confidence even when prepared”. These aspects show that some students’ perceived language competence was low and they were hence not confident of performing very well in classroom activities.

(6) Fear of Failing English Class, a causal factor mainly referring to what the students felt worried about whether they would possibly not be able to pass in the final exam of the English course, as well as the successive result the learners were not willing to encounter. It consists of three aspects: “fear of doing badly in tests”, “fear of makeup”, and “fear of lengthened study”. These aspects display that some students were worried about doing badly in English tests, as well as receiving a make-up exam and possible lengthened course study.

(7) Fear of Losing Face, a causal factor mainly referring to what causes the students to feel embarrassed regarding other’s opinions, comments or judgment upon themselves in English learning. It includes two main aspects, i.e., “afraid of being laughed in class”, and “upset when the teacher corrects my mistakes in public”. These aspects indicate that some students were afraid of being negatively looked upon by others for not performing so well in class.

(8) Lack of Preparation, also reported by some of the interviewees as the factor contributing to their anxiety. This factor consists of two aspects: “not studying so hard as expected” and “difficulty in preparation”. These aspects manifest that some of the interviewees did not spend adequate time in English learning, and that their learning was as well inefficiently and inadequately conducted.

(9) Sense of Inferiority, a causal factor mainly referring in the present study to the students' feeling of self-contempt due to unsatisfactory behaviors or performances in classroom activities. It includes: "unbalanced mentality in face of students better at English" and "feeling of low social status". These aspects illustrate that some students kept thinking of their weaknesses in English which resulted in more worries in class.

Lastly, it is noteworthy that 8 anxiety causal factors out of 9 from the interviews are supportive to the factors obtained from the closed-ended and open-ended questions in FLCAS. They are Fear of Losing Face, Negative Attitudes towards English Class, and Lack of Confidence, Low FL Ability, Teacher's Problem in Teaching, Societal Interferences, Lack of Preparation, and Sense of Inferiority. However, one causal factor, i.e., Fear of Failing English Class, was found as the additional one distinctive from any of those already stated in the previous two sections (4.3.1 & 4.3.2).

4.4 Results of Level of the Chinese Bouyei College Students' FL Classroom Anxiety Coping Strategy Use

The frequency of FL classroom anxiety coping strategy from the FLCACSQ was used to measure the level of the Bouyei college students' anxiety coping strategy use in FL class concerning RQ4: "*Do the Chinese Bouyei college students employ strategies to cope with their anxiety in FL class?...* "

The determination of the level of FL classroom anxiety is made in terms of the applied measures of FL classroom anxiety coping strategy use (See figure 3.1, section

3.5.1, Chapter 3), i.e., the mean scores of FL classroom anxiety coping strategy use of each item valued from 1.00 to 2.59 is determined as ‘low use’, from 2.60 to 3.39 as “medium use”, and from 3.40 to 5.00 as ‘high use’. The results from the descriptive statistics were shown in Table 4.13.

Table 4.13 Frequency of level of the students’ anxiety coping strategy use

Number of Students (n)	Mean Frequency Score (\bar{x})	Standard Deviation (SD)	Frequency Category
320	2.91	.53	Medium Use

Table 4.13 shows the results of the holistic mean frequency scores across the FLCACSQ administered to 320 Bouyei students. The mean frequency score of students’ overall FL classroom anxiety coping strategy use is 2.91 ($SD=.53$). This indicates that the 320 Bouyei college students did employ FL classroom anxiety coping strategies; meanwhile, their overall anxiety coping strategy use was found to be in the “medium use” category, which means that they neither lowly nor highly employ anxiety coping strategies in their FL learning.

However, the percentage of frequency categories (low, medium, high) of each individual anxiety coping strategy has been calculated to examine the levels of anxiety coping strategy of each variable in particular. Table 4.4-2 indicates the number of items and its percentage for each individual coping strategy variable based on the FLCACSQ results.

Table 4.14 Summary of levels of individual anxiety coping strategy items

Anxiety C Variables	Low Use		Medium Use		High Use	
	Number	%	Number	%	Number	%
Sum Total	6/24	25%	15/24	62.5%	3/24	12.5%

As can be seen from Table 4.14, of all twenty-three anxiety coping strategy items, fifteen (62.5%) fall into the “medium use” category, while three (12.5%) are into the “high use” category, and six (25%) are in the “low use” category (See *Appendix J*). These results further support the statement that the Bouyei college students employed medium level of FL classroom anxiety coping strategy in general.

Meanwhile, some indications are obtained from the three levels of individual anxiety coping strategies (See *Appendix J*) as follows: The Chinese Bouyei college students highly employed some individual anxiety coping strategies like “attempting to correct their oral mistakes pointed out”, “taking a deep breath when entering the examination room”, and “sometimes communicating with the classmates who had passed exams”. Mostly, the students moderately carried out these individual coping strategies such as “preparing”, “practicing”, “keeping silence”, “avoidance”, “imagination”, “communicating with others”, “doing something positive”, “changing embarrassment into humor”, etc. Nevertheless, the students lowly used some individual anxiety coping strategies like “making a plan”, “listening to and imitating English broadcasting programs”, “asking for leave”, “improvising an English speech by themselves”, and so on.

4.5 The Bouyei College Students' Anxiety Coping Strategies

This section presents the results to further answer RQ4: “...*what are their strategies?*”

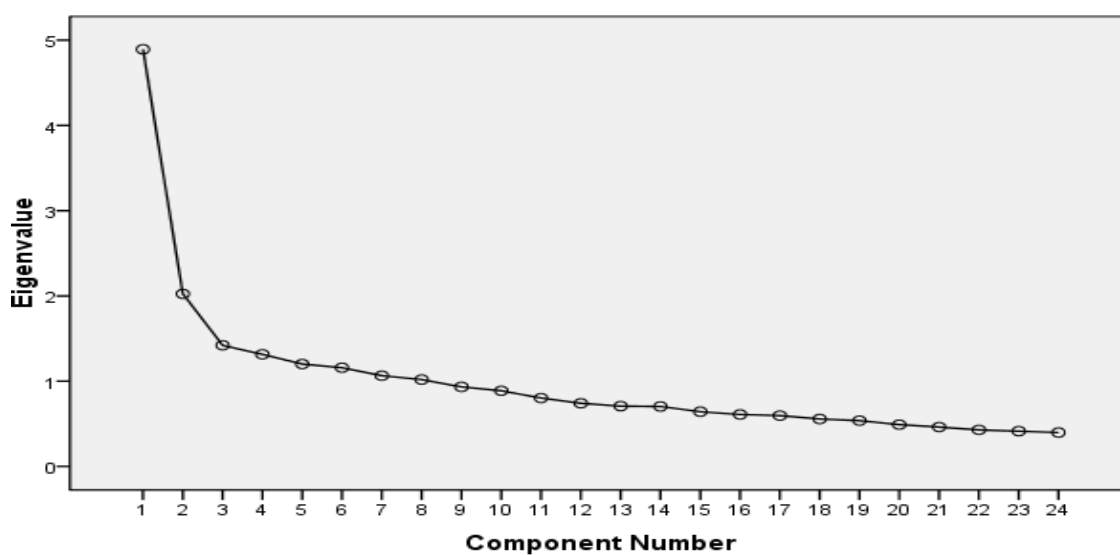
To find out the anxiety coping strategies employed by the students, factor analysis was first conducted for the FLCACSQ items both quantitatively and qualitatively to seek the nature of the underlying pattern or structure of their FL classroom anxiety coping strategies, and “open coding” and “axial coding” techniques (Paunch, 2005; Strauss & Corbin, 1998) were also used to qualitatively analyze the data from the open-ended question in the FLCAS and the individual interviews.

4.5.1 Results from the Factor Analysis of the Closed-Ended Questionnaire

In seeking the nature of underlying pattern or structure of FL classroom anxiety, the 24 anxiety items of the FLCACSQ were reduced by the processes of factor analysis starting with a principal component factor analysis through the extraction methods, followed by the varimax rotation method for the correlations of the 24 items as shown in Table 4.15, Figure 4.2, and Table 4.16.

Table 4.15 The sums of squared factor loadings of the initial factors for FLCACSQ

Factor	Extraction Sums of Squared Loadings (Eigenvalues)		
	Total	% of Variance	Cumulative %
1	4.893	20.386	20.386
2	2.024	8.435	28.822
3	1.421	5.920	34.741
4	1.315	5.478	40.220
5	1.201	5.004	45.224
6	1.158	4.823	50.047
7	1.064	4.435	54.482
8	1.019	4.244	58.726

**Figure 4.2** Scree plot of the eigenvalue for the FLCACSQ

The statistic in Table 4.15 demonstrates the initial eight extracted components that accounted for 58.726% of the variability among the 24 components. However, the eighth and seventh extracted factors are hard to interpret because the eigenvalues for these two components are 1.019 and 1.064 which are very much close to the eigenvalue of 1.00; Furthermore, as obviously seen in Figure 4.2 concerning the scree plot of the eigenvalue, the sixth extracted component (i.e., *Component Number 6*) is close to the fifth extracted component (i.e., *Component Number 5*) seemingly in a horizontal line. Therefore, reducing the number of components from eight to five was further examined in order to make it easier for interpretation, instead of using the initial eight extracted.

Having taken the factor interpretation into repeated account in comparison with Table 4.15, and Figure 4.2, as well as results of the Rotated Component Matrix of Factor Analysis for the FLCAS shown in Table 4.16 below, the researcher found it more straightforward to interpret the extracted five factors rather than other extracted ones through considering the similar correlation and inner-characteristics each of the extracted components shares. Additionally, the percentages of variance indicate that 45.22% of the total variation between the frequency of FL classroom anxiety level is high enough to be explained by the first five principal components.

Table 4.16 Results of the rotated component matrix of factor analysis for the FLCACSQ

Item	Anxiety Items	F1	F2	F3	F4	F5
7	I listen to and imitate English broadcasting programs.	.766				
8	I do morning reading and recite favorite English poems or articles in order that I can talk more in English class.	.715				
19	I often improvise an English speech by myself.	.636				
1	I seize all opportunities to practice speaking with the English native speaker or other classmates in class.	.628				
14	I voluntarily answer the teacher's questions in English class.	.564				
12	I do a lot of simulation exercises in order to pass examinations.	.513				
5	I hope my teacher and classmates can help me with a solution to my anxiety in English learning.		.712			
20	I would like to confide my anxiety in English learning to my parents or friends.		.665			
21	I usually eliminate anxiety by doing something positive or creative like drawing, woodworking, etc.		.515			
2	To overcome my anxiety in English learning, I occasionally read some books in psychology.		.495			
17	To calm down, I take deep breath each time when I enter the examination room.		.470			
18	I sometimes communicate with the classmates who have passed exams so that I can assimilate others' experiences and reduce anxiety.		.462			
23	I sometimes take part in short-term trainings for passing some important exams.		.455			
6	I make a plan that I strictly follow in order to overcome anxiety.		.416			
3	I usually keep silence when experiencing anxiety such as disappointment, compunction, uneasiness, and indignation emerging in the English lessons.			.609		
22	I am not willing to see any negative evaluation on English learning from others.			.568		
4	Being oblivious of myself in working helps cast off my anxiety in English learning.			.482		
11	I ask for leave once I realize the teacher will ask me questions.				-.720	
9	To avoid being asked questions by the teacher, I choose to be seated at the back in English class.				-.447	
10	I attempt to correct my oral mistakes that the teacher and classmates have pointed out.				.433	
13	I rarely keep English classroom anxiety in mind.					.718
24	I usually change embarrassment into humor when someone laughs at my oral mistakes.					.548
16	To alleviate anxiety, I usually imagine that maybe his/her Chinese is not as good as my English when I communicate with a foreigner, so I sometimes use Chinese instead.					.432
15	I never care for others' negative evaluation, but let English learning anxiety develop itself.					.431

The five extracted components were then taken as five categories of anxiety causal factors, each of which was given a name by the researcher according to the potential interrelation and common inner-characteristics each of the categories share. However, items 10 and 17 were deleted based on their low relationship with the same category. The five extracted categories are displayed in the following table. To be distinct from the previous terms of causal factors, Coping Strategy 1 (CS1)-Coping Strategy 5 (CS5) will be used instead of Factor 1-Factor 5 in the following Table.

Table 4.17 The five categories of the extracted components for the FLCACSQ

Coping Strategy	Name of the Factor	Items	% of Variance
CS 1	<i>Practicing</i>	1, 7, 8, 12, 14, 19	20.39
CS 2	<i>Help/Peer Seeking</i>	2, 5, 6, 17, 18, 20, 21, 23	8.45
CS 3	<i>Problem Solving</i>	3, 4, 22	5.92
CS 4	<i>Resignation</i>	9, 11	5.48
CS 5	<i>Positive Thinking</i>	13, 15, 16, 24	5.004

The findings in Table 4.5.1-3 indicate that *Practicing* and *Help/Peer Seeking* seem to be the most commonly employed categories of anxiety coping strategies according to the percent of the variance among the components.

4.5.2 Results from the Responses to the Open-ended Question in the FLCACSQ

The open-ended question, i.e., “*What else can you tell me about how you deal with your FL classroom anxiety?*” was conducted with the FLCAS in order to elicit

supplementary information on how the students cope with their FL classroom anxiety. The question received responses merely from 46 students out of 320 and only one additional category of coping strategies was found. Table 4.5.2 shows the new category of coping strategies following in sequence number the previous five categories of coping strategies which have already been stated in section 4.5.1, with a few examples cited for this category.

Table 4.18 Additional categories of coping strategies elicited from the open-ended question

Coping Strategy	Name of Factor	Examples
CS6	<i>Relaxation (R)</i>	<i>R2: I listen to favorite English songs.</i> <i>R3: I would sing karaoke songs with the computer in my dorm.</i> <i>R7: I would relax by watching some English movies at home.</i> <i>R12: I would not push myself so much in English class.</i>

Interestingly, it seems that the students frequently stated employing the strategies of “listening to music”, and “playing football or basketball after class” in order to reduce their FL classroom anxiety. Besides the statements above, some students also expressed that they used other coping strategies consistently like Positive Thinking, Help Seeking, Problem Solving, and Resignation which have been already presented in section 4.5.1, and hence are not included in this section as the additional categories of anxiety coping strategies (See *Appendix K* for more details).

4.5.3 Results from the Semi-structured Individual Interviews

To have an overall picture of the interviewees’ anxiety coping strategies, the results from the interviews include all possible coping strategies with detailed

information. Each of the interviewees was labeled with a code according to the time order of being interviewed. For example, *ST1* refers to a student who was the first one to be interviewed. Through the data analysis of the interviews, the present study has found five categories of anxiety coping strategies, under each of which are relative aspects, together with the interviewees' responses wholly shown in *Appendix G*. Examples condensed for each category of anxiety coping strategies are illustrated in Table 4.19 below.

Table 4.19 Categories of anxiety coping strategies reported by interviewees

Coping Strategies in Various Aspects	Examples (Condensed)
¹ Preparation (P)	
P1.1: Working hard for various tests	<i>ST 15: ...I usually do some simulation test papers in order to pass CET.</i>
P1.2: Preparation for classroom activities	<i>ST7: ...I try my best to be prepared to answer the teachers' questions in class in order to improve my ability.</i>
² Help/Peer Seeking (HPS)	
HPS 2.1: Seeking help from peers	<i>ST13: I can tell my best friends about it and get some opinions from them.</i>
HPS 2.2: Seeking help from the teacher	<i>ST15: If I meet new words while reading in class, I will ask the teacher for help.</i>
HPS 2.3: Seeking help from the use of Chinese	<i>ST25: In discussions, sometimes I utter Chinese words instead.</i>
³ Relaxation (RLX)	
RLX 4.1: Turning concentration away from class activities	<i>ST2: When I feel worried about my English learning, I choose to read some stories instead.</i>
RLX4.2: Taking a deep breath	<i>ST3: I'd like to take a deep breath when the teacher asks me to go to the Bb.</i>
RLX4.3: Imagining the audience to be less prepared	<i>ST8: So I choose to force myself to think that other people may be "stupid" and I am smart enough in many aspects..</i>

4 Resignation (RSN)	
RSN5.1 Avoiding participation in classroom activities	<i>ST6: I sometimes turn to chat on my cell-phone if the English teacher's class is quite boring.</i>
RSN 5.2 Staying away from class	<i>ST12: I occasionally resign some single class if I cannot hand in my homework the next day.</i>
5 Positive Thinking (PT)	
PT3.1: Planning to work hard at English learning	<i>ST1: However, I will not totally give up English learning especially English speaking.</i>
PT3.2: Conducting self-encouragement	<i>ST11: I usually say to me, "Your difficulty is merely temporary. Go ahead."</i>

Table 4.19 demonstrates five categories of anxiety coping strategies as follows:

(1) Preparation, claimed by some of the Bouyei students as a strategy they employed to cope with their FL classroom anxiety. This coping strategy consists of “working hard for various tests”, and “preparation for classroom activities”. The two aspects demonstrate that some students spent much time on English study before and after class in order to achieve better in learning English with less anxiety.

(2) Help/Peer Seeking, consists of three aspects: “seeking help from peers”, “seeking help from the teacher”, and “seeking help from the use of Chinese”. The three aspects makes clear that some students did not wait but sought assistance in order to go on English learning successfully.

(3) Relaxation, consisting of three aspects: “turning concentration away from class activities”, “taking a deep breath”, and “imagining the audience to be less prepared”. The three aspects display that some students conducted such tactics that could effectively help them relax in order to perform better in FL class.

(4) Positive Thinking, consisting of two aspects: “planning to work harder at English learning”, and “conducting self-encouragement”. The two aspects indicate that some students decided to take some measures to improve their FL learning, as well as not to lose hope in FL learning.

(5) Resignation, consisting of “avoiding participation in classroom activities”, and “staying away from school”. The two aspects illustrate that some students did not leave English class but chose to do something else like sleep in class, chat on the cell-phone, and refuse to take part in any classroom activities, and some stayed away from class by asking for leave, playing truant, and leaving early during class.

The above findings reveal that four coping strategies out of five from the interviews are supportive to the strategies obtained from the closed-ended FLCAS as well as from the open-ended question. The four strategies are Help/Peer Seeking, Resignation, and Positive Thinking, and Problem Solving. However, one coping strategy, i.e., Preparation, was found as the additional one distinctive from any of those already stated in the previous two sections (4.5.1 & 4.5.2).

4.6 The Relationship between the Students’ FL classroom Anxiety Coping Strategy Use and the Four Independent Variables

This section presents the results to answer RQ5: *“What is the relationship between the Chinese Bouyei college students’ FL classroom anxiety coping strategies and gender, field of study, level of academic year, and level of college?”*

To answer RQ5, an ANOVA was conducted to determine the statistical differences and patterns of variation of three independent variables, i.e., gender, level of academic year, and level of college, while post-hoc Sheffé tests were used to obtain the differences and patterns of variation of one independent variable, i.e., field of study.

4.6.1 Gender and the Students' Anxiety Coping Strategy Use

The following table indicates the relationship between male and female in relation to the pattern of variation of the overall FL anxiety coping strategy use.

Table 4.20 Summary of variation in the students' anxiety overall coping strategy use by gender

Gender	Male (n=127)		Female (n=193)		Comments	
	Mean	SD	Mean	SD	Significance Level	Pattern of Variation
Overall Anxiety Coping Strategy Use	2.78	0.54	3.0	0.51	.001*	Female>Male

Significance level $p < .05$ *

According to the statistical results of the overall anxiety coping strategy use, the mean of males' overall anxiety coping strategy use was 2.78 ($SD=.54$), while the mean of females' was 3.0 ($SD=.51$). A significant difference between male and female students was found ($p=.001$), indicating female Bouyei college students employed relatively higher level of FL classroom anxiety coping strategies than their male counterparts.

4.6.2 Field of Study and the Students' Anxiety Coping Strategy Use

Tables 4.21 indicates the relationship between students in the three fields of

study (science= 127 ; non-science= 110 ; English= 83) in relation to the pattern of variation of the overall FL anxiety coping strategy use.

Table 4.21 Summary of variation in the students' overall anxiety coping strategy use by field of study

Field of Study	Fields in Multiple Comparison	Mean	SD	Significance Level	Pattern of Variation
Overall FL Anxiety	Non-science-Science-	2.69 vs 3.05	.46 vs .54	.001*	English \approx Non-science > Science-
	English	2.69 vs 3.06	.46 vs .53	.001*	
	Non-science-Science-	3.05 vs 2.69	.54 vs .46	.001*	
	English	3.05 vs 3.06	.54 vs .53	1.00	
	Non-science-Science-	3.06 vs 2.69	.53 vs .46	.001*	
	English	3.06 vs 3.05	.53 vs .54	1.00	

Significance level $p < .05$ *

According to Table 4.21, the means of science-oriented, non-science-oriented, and English majors' anxiety coping strategy use were 2.69 ($SD=.46$), 3.05 ($SD=.54$), and 3.06 ($SD=.53$) respectively. Significant differences between *science-oriented* and non-science-oriented majors as well as between science-oriented and English majors were found ($p=.001$); whereas, no significant difference between non-science-oriented and English majors was found ($p=1.00$). This indicates that the English majors employed relatively higher level of coping strategies in class than science-oriented majors; while the non-science-oriented and English majors might share relatively similar level of anxiety coping strategy use.

4.6.3 Level of Academic Year and the Students' Anxiety Coping Strategy Use

Table 4.22 indicates the relationship between students in the 1st and 2nd year in

relation to the pattern of variation of the overall FL anxiety coping strategy use.

**Table 4.22 Summary of variation in students' overall anxiety coping strategy use
by level of academic year**

Level of Academic Year	Freshmen (n=162)		Sophomores (n=158)		Comments	
	Mean	SD	Mean	SD	Significance Level	Pattern of Variation
Overall Anxiety Coping Strategy Use	2.74	.46	3.09	.55	.001*	Sophomores > Freshmen

Significance level $p < .05$ *

According to the statistic in Table 4.22, the mean of freshmen's overall anxiety coping strategy use was 2.74 ($SD=.42$), while the mean of sophomores' was 3.09 ($SD=.55$). A significant difference between freshmen and sophomores was found ($p=.001$), indicating that the 2nd-year students employed relatively higher level of FL classroom anxiety coping strategies than the 1st-year students.

4.6.4 Level of College and the Students' Anxiety Coping Strategy Use

Table 4.23 indicates the relationship between students at specialized college and undergraduate college in relation to the pattern of variation in frequency of the overall FL anxiety coping strategy use.

Table 4.23 Summary of variation in the students' overall anxiety coping strategy use by level of college

Level of College	Specialized Colleges (n=153)		Undergraduate Colleges (n=167)		Comments	
	Mean	SD	Mean	SD	Significance Level	Pattern of Variation
Overall Anxiety Coping Strategy Use	2.99	.56	2.84	.50	.012*	Specialized College > Undergraduate College

Significance level $p < .05$ *

According to Table 4.23, the mean of specialized college students' overall anxiety coping strategy use was 2.99 ($SD=.56$), while the mean of undergraduate students' was 2.84 ($SD=.50$). A significant difference between students at specialized college and undergraduate college was found ($p=.001$), indicating that students at lower-level college employed relatively higher level of FL classroom anxiety coping strategies than the students at higher-level college.

4.7 Summary of the Research Findings

This chapter has presented the results of data analyses from the FLCAS, the FLCACSQ, and the semi-structured individual interviews on the Bouyei college students' classroom anxiety and their coping strategies to answer the five research questions (RQs) respectively.

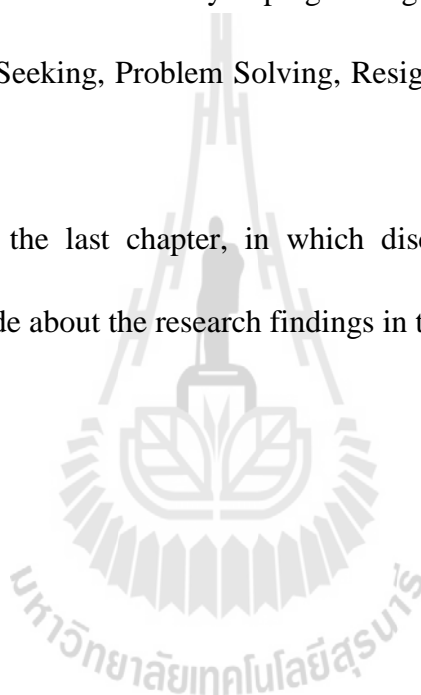
The results on FL classroom anxiety reveal that the Bouyei college students' reported overall FL classroom anxiety, as well as the anxieties of CA, TA, and FNE, was at the medium level. In general, it is found that three independent variables, except level of college, can cause their Bouyei' college students' overall FL

classroom anxiety to vary significantly in most aspects except FNE. That is, (1) female Bouyei college students reported experiencing more FL classroom anxiety as well as CA and FNE than their male counterparts; (2) science-oriented majors reported experiencing overall FL anxiety as well as CA and TA in class the most frequently, while English majors the least frequently among the three fields of study; (3) The first-year students were anxious more than the second-year students in relation to overall FL classroom anxiety as well as TA; (4) Students at 3-year-system specialized college were only found experiencing anxiety in relation to FNE more than the students at 4-year-system undergraduate college. It is also shown that in addition to the independent variables that significantly caused the students' overall anxiety to vary, thirteen main categories of causal factors were found contributive to Bouyei college students' FL classroom anxiety. They are Fear of Lagging behind, Fear of Losing Face, Fear of Failing English Class, Low FL Ability, Lack of Confidence, Fear of Making Mistakes, Fear of Speaking in Class, Negative Attitudes towards English Class, Poor Learning Efficiency, Lack of Preparation, Sense of Inferiority, Teacher's Problem in Teaching, and Societal Interferences.

The results on FL classroom anxiety coping strategies demonstrate that the Bouyei college students' overall FL classroom anxiety coping strategy use was at the medium level. All the four independent variables were found to cause the Bouyei college students' overall coping strategy use to vary. That is, (1) female students used coping strategies more than their male counterparts; (2) English and

non-science-oriented majors used FL classroom anxiety coping strategies in general more than science-oriented majors; (3) the second-year students had relatively higher level of anxiety coping strategy use than the first-year students; and (4) Bouyei students at lower-level college used anxiety coping strategies more than those at higher-level college. The results also show that seven main categories of Bouyei college students' FL classroom anxiety coping strategies were found as Preparation, Practicing, Help/Peer Seeking, Problem Solving, Resignation, Positive Thinking, and Relaxation.

What follows is the last chapter, in which discussion, recommendation and conclusion will be made about the research findings in the present study.



CHAPTER 5

DISCUSSION, RECOMMENDATION AND CONCLUSION

This chapter first of all discusses the research findings of the Bouyei college students' FL classroom anxiety and relative causal factors, as well as what they usually did to reduce their anxiety. Then recommendation for English teachers is made. The chapter ends with a conclusion, in which the limitations of the present study are as well stated.

5.1 Discussion

This section aims to further discuss the research findings in relation to the levels of the Bouyei college students' FL classroom anxiety and their coping strategy use, the independent variables investigated, the reported causal factors contributive to FL classroom anxiety, and their strategies to cope with their anxiety.

5.1.1 Bouyei College Students' Reported FL Classroom Anxiety

The results demonstrate in general that the Bouyei college students experienced a medium level of both overall FL classroom anxiety and the three components of FL classroom anxiety, i.e., CA, TA, and FNE. These findings reveal that FL classroom anxiety is existent in the Chinese Bouyei college students, consistent with previous studies (Chen, 2002; Chen & Zhang, 2004; Liu, 2006; Tan, 2009).

In terms of Communication Apprehension, Bouyi students had “high level” anxiety when they spoke in English class, even without preparation, or with native speakers, and when they were not able to understand every word the English teacher said. According to Crozer (1981), individuals with such high level of CA have been found to be less satisfied with their abilities to express themselves, to meet people, to lead, and to make decisions. Some Bouyei college students regarded *Low FL Ability* as one of the main causal factors responsible for their FL classroom anxiety as a result in the present investigation, which will be discussed later.

As for Test Anxiety (TA), the students suffered “high-level” anxiety, i.e., they were usually not at ease during tests in English class, and worried about the consequences of failing English class, as well as about getting left behind in tests. Accordingly, with such high level of test anxiety, the Bouyei learners may not be able to focus on what is going on in the classroom, or even after having finished the course; moreover, they may experience considerable difficulty or often make errors in use of linguistic items even if they are the brightest students with good preparation, as also claimed in the previous study by Tasee (2009).

In terms of Fear of Negative Evaluation (FNE), only two items out of nine referred to “high level” of anxiety, which reveals that the students could feel their heart pounding when they were going to be called on in English class, and they got nervous when asked questions which they hadn’t prepared in advance. However, as stated by Aida (1994), these situations, along with others at the medium level, may

embody the attitudes of the students that can be over-concerned from others towards himself/herself and hence cause him/her to fail to take the initiative or participate only minimally in conversation.

Obviously, based on the theory of “Affective Filter” (See Brown, 1980), the high-level anxieties mentioned above, along with other medium-level anxieties, are likely to become handicaps at various levels that stop the Bouyei college students from learning English better, because the students with such anxieties are more engaged in irrelevant information input and hence lost more opportunities to receive input related to their English learning.

It must be noted that the FL classroom anxiety frequently reported by the Bouyei students was related to TA, followed by CA and then FNE respectively in comparing the mean frequency scores. The results might refer to that tests are what most disturbed Bouyei college students. It seems to confirm the long-existent phenomenon of “exam-oriented” higher education system in China, which indicates the necessity of further research in future.

What follows is the discussion about the findings related to the relationship between the four variables (i.e., gender, field of study, level of academic year, and level of college) and the students’ FL classroom anxiety.

(1) Gender and FL classroom anxiety

The findings of the present investigation indicate that female Bouyei college students’ overall level of FL classroom anxiety and levels of CA and FNE were

significantly higher than their male counterparts'; whereas, there was no significant relationship between male and female in the anxiety level concerning TA as well as other individual anxieties in the three components, which is different from Chapell et al.'s (2005) findings that female undergraduates had significantly higher test anxiety than male undergraduates.

Through the findings of the present study, it is suggested that gender of the Bouyei college learners was significantly related to the levels of FL classroom anxiety. This is supported by previous studies (Cheng, 2002; Chapell et al., 2005; Donovan & MacIntyre, 2005) that have also claimed female learners to be more anxious than male learners. This may be because, same as Nyilos (1990) claims, females attach great importance to expressing themselves verbally, while males appear to value facility with visual and spatial information, although other studies found no significant difference between males and females in FL anxiety (Donovan & MacIntyre, 2005; Dewaele, 2007) in some aspects.

(2) Field of Study and FL classroom anxiety

Field of study has also been found related to the Bouyei college students' FL classroom anxiety in the present study, which is very much different from Chen's (2002) study in which no significant differences were found in these three dimensions. According to the mean scores, science-oriented majors asserted most frequently experiencing overall FL classroom anxiety, as well as CA and TA; while no significant difference was found between non science-oriented majors and English

majors in the level of overall FL classroom anxiety, as well as between any of the three fields of study in the level of FNE, as also found in Chen's (2002) investigation. On the other hand, non science-oriented majors more than science-oriented majors and English majors were found being nervous when speaking English with native speakers in English class, which still has no other support in the previous studies and indicates the value of further study in future.

(3) Level of Academic Year and FL classroom anxiety

Level of Academic Year has been found to result in the students' overall FL classroom anxiety as well as CA and TA to vary significantly. That is, freshmen experienced overall FL classroom anxiety as well as CA and TA more than sophomores, although no significant difference was found between freshmen and sophomores in the level of FNE. This might reveal that the Chinese Bouyei college students were more anxious in the first year and less anxious in the second year with respect to most aspects, probably because their adaptability in English learning had been enhanced through their experience of one year's study at college. These findings were different from Cheng's (2002) and Elkhafaifi's (2005) studies that found no differences between the 1st- and 2nd-year college students learning English in northern Taiwan, China, as well as the 1st- and 2nd-year college students learning Arabic in the U.S.A.

(4) Level of College and FL classroom anxiety

The research findings have indicated that Bouyei college students at lower-level college reported experiencing FL classroom anxiety nearly as much as their

counterparts at higher-level college in terms of overall FL classroom anxiety, CA, TA, and other individual anxieties; whereas, the Bouyei college students at lower-level college underwent FNE more than their counterparts at higher-level college. Nevertheless, the study by Chen (2002) found extremely significant difference between students in both TA and FNE, but no significant difference in CA. To be more exact, the Bouyei college students at lower-level college (3-year-system specialized college) were more worried about being negatively evaluated than the students at higher-level college (4-year-system undergraduate college), but shared the same level of communication apprehension and test anxiety with them.

5.1.2 Relative Causal Factors Contributing to FL Classroom Anxiety

Thirteen anxiety causal factors have been found (see Chapter 4). Many of them, like Fear of Failing English Class, Low FL Ability, Lack of Confidence, Fear of Making Mistakes, Fear of Speaking in Class, Negative Attitudes towards English Class, and Lack of Preparation, are consistent with the previous studies. Meanwhile, some of them, like Fear of Lagging behind, Fear of Losing Face, Poor Learning Efficiency, Sense of Inferiority, Teacher's Problem in Teaching, and Societal Interferences are new or different in certain aspects.

According to the results of factor analysis, Fear of Lagging Behind seems to be the most common, which is quite different from the findings of Matsuda's (2004). Matsuda claims that the anxiety causal factor accounting for the biggest percent of the total variance is Familiarity with English Vocabulary and Grammar (similar to Low

FL Ability in the present study), regarded as a causal factor of Japanese university students' FL classroom anxiety. Whereas, Wei's (2007)'s study found that the top-rated causal factor was Negative Attitudes towards English Class contributing to the FL classroom anxiety of the university students in Beijing, China, a bit different from both Matsuda's study and the present study. The different findings might demonstrate that students in different countries would have different levels of sufferings in relation to FL classroom anxiety.

The two causal factors, Fear of Lagging Behind, and Fear of Failing English Class may be reckoned as interrelated anxiety causal factors sharing certain similar concern about "being not able to perform so well as expected" with "certain deleterious results". It may indicate that the Bouyei students' common sense of the importance of English class with a similar stress in passing the course at college in order "not to fall behind others", and "not to take any makeup", as well as "to avoid possibly lengthened course study", seems to be what a large number of the students were always concerned about. This evident is consistent with the previous studies by Chapell et al. (2005), Chen (2007), Onwuehuzie (1995), and Wu (2001) who find that language evaluation or testing can pervasively induce test anxiety on learners due to its continuous performance evaluative nature, a common knowledge of the examination-oriented system currently existent in Chinese college students' English learning.

Low FL Ability, Poor Learning Efficiency, and Lack of Preparation are closely associated with each other, because the embodiment of them is just learners' FL

competence or proficiency (See section 2.4.3). As Onwuegbuzie et al. (1999) claim, students with low oral and writing abilities have a higher possibility of experiencing FL anxiety than those with more competence in use of the language. Aida (1994) also points out that FL anxiety is just resulted from the low-language-proficiency learners' experiences of too much failure which they will recall and take notice of many times, because their sorrowful memories of such failures will enlarge their anxiety and lead the learners to more unrelated thoughts before and within the test. Some researchers' studies (Tasee, 2009; Dewaele et al., 2008), as well as the present study, have found evidence for these statements that low language competence of learners is a very important cause of their FL classroom anxiety that may result in their insufficient participation in FL learning in the form of Poor Learning Efficiency and Lack of Preparation. These findings indicate that the Bouyei college students might have problems in effectively improving their FL competence and hence their FL classroom anxiety comes forth.

It is noteworthy that all the three components of FL classroom anxiety, CA, TA, and FNE, are actually interrelated causal factors of FL classroom anxiety in nature (MacIntyre & Gardner, 1989). Although the first two components (CA, TA) were not directly manifested in their original terms in the research findings, one casual factor, Fear of Failing English Class, was found TA-related same as "Language Testing" stated in section 2.4.9, Chapter 2. Some factors like Fear of Speaking in Class and

Fear of Making Mistakes were found CA-related, the former of which, claimed anxiety-provoking in previous studies (Jackson, 2002; William & Andrade, 2008), is closely related to the Bouyei students' physical and mental responses to the practice of "Classroom Procedure" (i.e., when figured out to speak in discussions or in front of others in class). Furthermore, the third component, Fear of Negative Evaluation (FNE), was also taken as a causal factor for its nature as personality trait by both Subaşı (2010) and the researcher of the present study. These findings indicate that these causes of Bouyei college students' anxiety are supported by previous studies.

Fear of Losing Face, Fear of Negative Evaluation, Fear of Making Mistakes, and Lack of Confidence seems to fall into the same category "Personality Traits of Learners", associated with "Self-esteem" and "Self Confidence" or "Perceived FL Competence". Obviously, these causal factors are closely interrelated with each other by sharing the similar collective character, and behavioral, temperamental, emotional, and mental characteristics of a person (McCrae & Costa, 1997), when they feel worried due to underestimation of their FL proficiency which would probably in return lead to more anxiety, impair their progress in FL learning, and further undermine their self-confidence in a vicious circle. These reasons are regarded as sources of their psychological situation in English class (Cheng et al., 1999; Cheng, 2002; Matsuda & Gobel, 2004), revealing that the Bouyei college students need greatly to reduce their anxiety by enhancing their self-confidence via the improvement of their FL proficiency.

Teacher's Problem in Teaching is involved in in-class Instructor-Learner Interactions (Section 2.4.7). In the present investigation, this factor meets consistence with many responses through the analysis of data from both the open-ended question in the FLCAS and the semi-structured individual interviews as a frequently reported causal factor. The findings show that the Bouyei college students' FL classroom anxiety could largely stem from the teacher's unequal treatment like only questioning the students better at English, talking too much by himself/herself without adequate interaction with students, humdrum teaching strategies ever-lasing that attract no interests from the students, and emotion inappropriately shown to the students in class. Scholars like Oxford (1999a), Tsui (1996), Liu (2006a) and Wörde (2003) claim that the approaches an English teacher use to teach directly affect instructor-learner interactions which are considered with evidences as sources that might contribute to FL anxiety in class. Marwan (2007) also stresses that teachers could also play their part to help reduce students' FL anxiety. Several ways that can be considered by teachers include developing rapport with students, helping students develop their sense of involvement, and treating them equally in the class, which will be further recommended in section 5.2.

Negative Attitudes towards English Class has a close relationship with "Learners' Beliefs on FL Learning", for it is an "act as very strong filters of reality" (Arnold, 1999, p.256). This factor is reported by Tanveer (2007), Zhang (2009), and Huang (2008). As shown in the results of the individual interviews, the main aspects

underlain in this factor indicate that the Bouyei college students have more anxiety in English class than in other classes, and some of them are not interested at all in English class for the reason that they have learned nothing in it, probably due to their very poor foundation in English language. This might attribute to strong filters of English input, for they could choose to make no effort to improve their learning but refuse to participate in any of the activities in English class.

Sense of Inferiority can be considered as the factor of “Social Status and Self-identity”. As McCroskey (1980) asserts, when a young person is placed in a classroom in which s/he represents an ethnic minority culture, the person is likely to have anxiety and then become very quiet due to ethnic/cultural divergence that may lead to learners’ sensitive feeling of self-perceived social status and self-identity. Doughty and Pica (1986) also suggests that there is less interaction when the relationship is unequal, such as teacher-to-students, because in such interaction, L2/FL learners may feel anxious due to the fear of social or cultural embarrassment and a threat to their social identity. Accordingly, Bouyei college students might have similar problems in FL learning. Surprisingly, the findings show that McCroskey’s assumption was proved unreal among the Chinese Bouyei college students because the Bouyei college students reported that they had a large number of minority ethnic students including Bouyei schoolmates who were living around at college. The fact is that these informants are from the five target colleges that are located in the remote mountainous minority nationality areas and whose enrollments definitely involve a large population

of minority ethnic students at a time. However, other aspects concerning this factor have been found in the results from the interviews. They are the Bouyei college students' unbalanced mentality in face of students better at English and the sense of low social status when feeling self-contemptuous as other students did not feel like talking with them in discussions for their poor pronunciation or poor spoken English, as consistent with the studies by Zhang et al. (2003) and Tanveer (2007).

Societal Interferences is a factor that has been found existent among the Bouyei college students through the analyses of data from the open-ended question in the FLCAS and the semi-structured individual interviews of the present study. It is noteworthy that, like Fear of Failing to Keep Up with English Class and Fear of Losing Face, this factor was scarcely mentioned in the previous studies of FL classroom anxiety, probably because it is a bit characteristic of the Chinese culture in education, with its two main components being “pressure from CET and TEM” and “concerns about other tests”. Since the interviewees reported that they spent too much time being concerned about how to pass CET, TEM, NCT, NLQT, etc (Appendix F), resulting in less daily course study, this factor is hence regarded as another obstacle that may badly handicap the Bouyei college students in their FL learning as it is originated from the society outside class and may greatly distract the students' concentrations away from necessary classroom activities in English learning for normal language proficiency.

5.1.3 The Bouyei Students' Anxiety Coping Strategy Use

The research findings from FLCACSQ illustrate that the Bouyei college students reported a medium level of overall FL classroom anxiety coping strategy use. However, three individual strategies were most frequently reported by the students as “high level” of coping strategy use when they attempted to correct their oral mistakes that the teacher and classmates had pointed out, when they took deep breath each time in order to calm down as entering the examination room, and when they sometimes communicated with the classmates who had passed exams so that they could assimilate others' experiences and reduce anxiety.

What follows is the discussion about the findings related to the relationship between the four variables (i.e., gender, field of study, level of academic year, and level of college) and the students' FL classroom anxiety coping strategy use.

(1) Gender and anxiety coping strategy use

Gender has been found to cause the Bouyei college students' FL classroom anxiety coping strategies to change significantly in the present investigation. The findings indicate that female Bouyei college students reported using FL classroom anxiety coping strategies in general more than their male counterparts, especially, in preparation; and help seeking. These findings are consistent with Marwan's (2007) study.

Whereas, a conflict concerning resignation shows that male more than female Bouyei college students chose to be seated at the back in English class in order to avoid being asked questions by the teacher, seemingly as what were commonly existent in

daily English teaching classrooms according to the observation of the researcher of the present study, who used to work as an English teacher at a college located in the mountainous area of China at the same time.

(2) Field of study and anxiety coping strategy use

Field of study has also been found to cause the variation of the Bouyei college students' FL classroom anxiety coping strategy use. The results illustrate that English majors reported using anxiety coping strategies in general as nearly frequently as non science-oriented majors, but more than science-oriented majors. These research findings are very much different from Chen's (2002) study in which no significant differences were found among the three dimensions concerning anxiety coping strategies.

(3) Level of academic year and anxiety coping strategy use

It might be understandable that since the Bouyei freshmen reported experiencing overall anxiety as well as CA and TA more than sophomores, they might have to undertake more corresponding tactics to cope with their FL classroom anxiety in the first year; and when they became sophomores, they may thus be more used to the learning settings with less FL classroom anxiety that simultaneously results in the decline of the frequency of their anxiety coping strategy use. Nevertheless, it is a bit baffling that the research findings were just on the contrary: The Bouyei sophomores have been found using FL classroom anxiety coping strategies more frequently than the Bouyei freshmen. Actually, this kind of phenomenon finds interpretation in the

study by Marwan (2007) that learners in the higher year are more afraid of failing their class than those at the lower year, although no support from the present study was found for Marwan's study. This might indicate that the Bouyei college students in the higher year might know more about the importance of tests, i.e., CET, TEM, ... and other tests for example, and were also more experienced in using anxiety coping strategies every now and then that could efficiently decrease their anxiety in FL class once they had anxiety. This might account for the higher frequency of the sophomores' anxiety coping strategy use, in spite of that sophomores were contradictorily found to experience higher level of overall anxiety as well as CA and TA than freshmen as mentioned in section 4.2.3.

(4) Level of college and anxiety coping strategy use

The research findings illustrate a significant difference between students at lower-level college (3-year-system specialized college) and higher-level college (4-year-system undergraduate college), that is, the students studying at lower-level college reported using FL classroom anxiety coping strategies more frequently than the students studying at higher-level college. Seemingly a contradiction with the findings related to level of academic year, this phenomenon might attribute to the factual situation that students at the higher-level college usually have better achievements in English learning, partly for the scores of which (obtained in the National Entrance Examinations for Higher Education of China), these students could be matriculated by those higher-level institutions. According to the study by Dewaele, Petrides, and

Furnham (2008) who prove that more proficient language users suffer less from FL anxiety than less proficient language users, the Bouyei students at higher-level college might have less FL classroom anxiety than those studying at lower-level college, and hence apply relatively less anxiety coping strategies than the Bouyei students at lower-level college. However, whether this assumption really makes sense still needs further investigation in future.

5.1.4 Relative FL Classroom Anxiety Coping Strategies

Through the quantitative and qualitative analyses of data collected from the written questionnaires and individual interviews, the study has found in Chapter 4 seven categories of anxiety coping style reported by the Bouyei college students.

Of the seven categories, Practicing seems to be most commonly used by the Bouyei college students according to the results of factor analysis, which is different from Chen's (2002) findings that "avoidance" ranked first among all the items in his Chinese informants' coping. It is noteworthy that in this category, two items (items 7 & 8), "I listen to and imitate English broadcasting programs" and "I do morning reading and recite favorite English poems or articles in order that I can talk more in English class" had the first top two eigenvalues which might explain the current, common phenomenon that most colleges and universities in China do require their students to receive as much input of English language by doing such activities with the help of campus FM (frequency modulation) broadcasting programs in FL and other stimulating measures. This category of strategies indicates that whatever anxiety the Bouyei college

students were experiencing, it is considerable that they had the appetency to actively carry out task-relevant thoughts to find a way out by seizing all possible opportunities to practice their English in order to alleviate their FL anxiety in class.

Preparation was interpreted a bit similar to Practicing by Marwan (2007) and Kondo and Yang (2004), who maintain the foremost position of this strategy (Preparation). In the present study, this strategy was reported by the interviewees who claimed that they spent time working hard both for various tests very often and for classroom activities every day in order not to get into trouble in course evaluation. Kondo and Yang (2004) regard thoughts like trying best to be prepared to answer the teacher's questions or doing some simulation papers as what highly anxious people are likely to adopt under the conditions that such a strategy is perceived to be most effective in reducing their anxiety. This indicates that the Bouyei college students do not "wait" but take positive measures to reduce anxiety by getting well prepared before and after class.

According to Kondo and Yong (2004, p.263), Peer Seeking and Positive Thinking are "attempts to suppress or alter problematic thought processes related to language learning, and thus be subsumed into cognitive strategies". However, Peer Seeking is further interpreted as "students' willingness to look for other students who seem to have trouble understanding the class and/or controlling their anxiety" (Kondo and Yong, 2004, p.263) which limits this strategy within a very narrow sense. As a result, the researcher combines Peer Seeking and Help Seeking together as a whole

because they share the same characteristics in nature as seeking help from peers or others in various forms in the present study, including the attempts not only to “find other students who also feel anxious in their language class as proved to be employed by the majority of learners” according to Marwan (2007, p.40), but also to ask peers and teachers for help, as well as to get help from the use of Chinese, and so on. However, this point of view of the researcher has not yet found any supportive statement in previous studies, and hence is of value for further discussions in future research.

In the factor analysis, Help/Peer Seeking was the second most commonly used strategy of the Bouyei college students. Interestingly, the results from the interviews also reported the category of strategies Help/Peer Seeking consisting of three main aspects: seeking help from peers, seeking help from the teacher, and seeking help from the use of Chinese. However, Positive Thinking was ranked in the last place in the factor analysis of the FLCACSQ, but the results from the interviews show that the interviewees also frequently reported using Positive Thinking as an effective strategy to reduce their anxiety in the form of planning to work harder at English learning, conducting self-encouragement, etc. In general, the findings on Help/Peer Seeking and Positive Thinking indicate that the Bouyei college students do not passively endure their FL classroom anxiety but would like to get help or advice from their peers and instructors, keep on their communication by changing to use Chinese at intervals, as well as conduct plans to work harder at English learning and never to

give up English learning, and clam down themselves by doing some self-encouragement. Similar to the findings of the present study, these strategies are also regarded by Kondo and Yang's (2004) as foremost important ones among the five coping strategies explained in their study. Furthermore, Chen's (2002) study does not offer explanation as to how these strategies were used in detail, but merely states it as coping strategies reported by his informants, whereas concrete examples have been provided in sections 4.4.2 of the present study as what the Bouyei college students usually did generally and individually to cope with their anxiety.

Since there is rare definite explanation of Problem Solving in previous studies, which can be solely taken as a category of strategies broad in meaning apparently in relation to a "mature" type of coping strategies (Chen, 2002) as mentioned in section 2.5, any strategies aiming to solve the problem of FL classroom anxiety are usually regarded by other researchers as Problem Solving. However, this strategy is defined by the researcher of the present study mainly as something else the English learners actively choose to do in order to alleviate their FL anxiety at the very moment when being bothered with such anxiety. For example, for the purpose of not to be bothered so much by anxiety, the learners keep silence when experiencing anxiety such as disappointment, compunction, uneasiness, and indignation emerging in the English lessons; are not willing to see any negative evaluation on English learning from others, and are oblivious of themselves in working in order to cast off their anxiety in English learning (See "CS3" in Table 4.4.2.1-3). The research findings from the open-ended

question in the FLCACSQ have further proved that this category of strategies were employed by the Bouyei college students with other more examples related to “doing something else” such as “reading new words and expressions aloud”, “eating something”, etc. while having FL anxiety.

Relaxation is characterized by its affective quality in that it aims at alleviating bodily tension associated with emotional arousal as defined by Kondo and Yang (2004). This category of coping strategies have been found employed by the Bouyei college students in the analysis of data obtained through the open-ended question in the FLCACSQ, as well as in the individual interviews. It is mainly composed of three aspects: turning concentration away from class activities, taking a deep breath, and imagining the audience to be less prepared in class presentation. This finding is consistent with the studies by Chen (2002) and Liu (2007) with students in mainland China, and by Marwan (2007) with Indonesian university students.

Resignation is what the Chinese Bouyei college students employed in English class. Also according to Kondo and Yang's (2004) explanation, it is characterized by the students' reluctance to do anything to alleviate their language anxiety, not merely meaning that the students chose to quit from class. The research findings refer to the former situation that some Bouyei college students were not willing to go to English class, and some chose to sleep in class or did something irrelevant to English class; however, many of them who did not feel like going to English class still pushed themselves to stay in English class. This may attribute to the Bouyei college students'

contradictory psychological situations that quitting the class may lead to more serious results like being punished by the teacher or school for their absence than doing nothing in English class. Although Resignation and Problem Solving share a similarity in “doing something else”, it must be noted that they are quite different from each other in that the former is involved in some Bouyei college learners’ avoiding participation in any classroom activities without the purpose of alleviating FL anxiety, and the latter in other Bouyei college learners’ doing something else in order to alleviate their FL anxiety at the very moment when being bothered with such anxiety in class, just hopefully for the purpose of getting out of the difficult situation temporarily. This phenomenon has already been proved by Marwan (2007) in a previous study claiming that Resignation is closely related to the unwillingness of students to alleviate their language anxiety; whereas, Problem Solving aims to take away or alleviate their language anxiety. These two distinct strategies employed hence embody the multiple characteristics of the Bouyei college students’ anxiety coping strategies.

5.1.5 Summary

To summarize, this section has discussed the principal findings in the present study. It centers on what the obtained results mean to the researcher of the present study, including the relationship between the independent variables and the Bouyei college students’ anxiety level, and their anxiety coping strategy use, along with the generalizations and trends of what factors cause the Bouyei college students’ FL classroom anxiety, and how they deal with their FL classroom anxiety. Some

contradictory findings have also been discussed, followed by indications from the research findings of the present study. Based on these findings and discussions, some recommendations are made as follows.

5.2 Recommendation

As presented in the research findings which have been further discussed above, the present investigation has made efforts in revealing the factual situations of the Chinese Bouyei college students' FL classroom anxiety as well as anxiety casual factors and how they cope with their anxiety. Based on the research findings, some suggestions for FL teachers and implications for FL learners have been made.

5.2.1 Suggestions for FL Teachers

(1) Establish rapport with the learners

Some of the Bouyei students reported that they felt bad when treated unfairly by the English teacher that seemed only concerned about the students whose English was good. They complained that the English teacher mostly asked “top” students questions in class and neglected those students whose English was unsatisfactory. What's worse, they reported that the English teacher sometimes directly expressed his/her feeling with unhappy mood in class and made the students more anxious. This might be for the reason that the teacher was not willing to waste time in “fulfilling” his/her teaching tasks as planned since the students of lower FL competence might be slower and spend more time in thinking about what to say as a reply.

However, Koba, Ogawa, and Wilkinson (2000) points out that even though the teacher is not standing in front of the students, his role is even more important in their communicative activities, that is, there should be mutual trust between the teacher and the students through which can the harmonious atmosphere of learning be set up in English class. Rardin, Tranel, Tirone and Green (1988) maintain that in a non-defensive relationship learners are able to engage with and personalize the material in communication. Krashen's Affective Filter Hypothesis also contends that when a language learner is placed in a stressful or unfavorable learning environment, an 'affective filter' such as shyness, nervousness, or anxiety is raised, which prevents the learner from acquiring language (Johnson, 2001).

To establish rapport with the students, how the teacher understands the class is a key issue in classroom activities. The teacher's active, positive and empathetic listening to the students is essential to such understanding that can help make language teaching less formal in a relaxing fashion in use of some techniques such as relaxation exercises, advising on effective language learning strategies, encouraging learners to think positively for academic success, and forming support groups for discussing concerns and difficulties encountered in language learning, or seeking out students who have successfully defeated speaking anxiety and have them share their experience with other students. Furthermore, the teacher should take into serious consideration what the learners feel, what they need most, and in what way they expect the teacher to treat them. If the English teacher is an understanding and

warm-hearted person with easy-going manners all the time, and are likely to make appropriate jokes which are beneficial for the learners' learning, the learners may feel secure and then can be open and non-defensive in learning. It is believed by the researcher of the present study that within such a harmonious relationship may anxiety be given place to effective learning in class.

(2) Give more chances to the students to talk

From what the Bouyei college students mentioned about the problems of the English teacher, as well as what some of them responded to the question about what they thought the English teacher should do to help reduce your anxiety in class, we may have a picture of their expectations from the teacher.

A girl student (ST16), who has spoken Bouyei language as mother tongue since childhood and comes from a Bouyei village in the remote mountainous area, made a comment which is somehow representative that the English teacher needs to give more chances to the students to talk instead of talking too much him/herself in class. She said:

.... Give us more chances to do pair work in class, not only to listen to the dialogue in the tape or merely to speak to the whole class. Um...I think... the teacher should carry out new...innovative classroom procedures... so that the English students can learn English more efficiently...um... with less anxiety... but... more motivation stimulated.

As Wörde (1998) claims, teachers' approaches to teaching are a critical component in making learners become anxious or not in their FL learning, what the student reported above is exactly the problem of some English teachers in China who

are likely to teach in a humdrum style. For example, even though the students are given chances to take part in communicative activities within the community in class, the teachers' correcting the learners' pronunciation in the conversation circle activity will also bring about disaster in learning, because the learners would have the feeling of disappointment or bigger depressions in class. Accordingly, the English teacher should not control the conversation in community language learning (CLL, Rardin et al., 1988), and neglect what the learners can do in use of their current FL competence, but let students talk about whatever they want to.

However, the student's expectation may not be so easy to come true due to some specific reasons including the overall proficiency both of the learners and of the teachers themselves as found as anxiety causal factors in the investigation, as well as the English teachers' other accomplishments in classroom instructions.

(3) Conduct further self-education for necessary accomplishments in FL teaching

This recommendation involves several aspects that an English teacher should notice in normal teaching as below.

Firstly, the English teacher should learn more about the principles of teaching methodology and be well educated in relative trainings. This needs him/her to be adequately informed about the characteristics of some teaching methods and approaches like Communicative Language Teaching, Total Physical Responses, Task-Based Language Teaching, Cooperative Language Learning, Natural Approach, and Computer Assisted Language Teaching, as well as how to apply relatively specific

classroom teaching methods and approaches in blended strategies in order to greatly stimulate the students' motivation and ensure the students' FL proficiency.

Secondly, it is necessary for the Chinese English teacher to receive further education in improving his/her own oral ability in FL. The Bouyei college students reported that they even felt less anxious in the native speaker's lessons for the native speaker spoke more meaningfully and comprehensibly than the Chinese one. This might account for some Chinese English teachers' limited spoken ability in English that resulted in their not being able to express their mind smoothly and having to speak without adequate concerns about the target listeners' need in the reception of meaningful input. This indicates that the English teacher's communicative ability also needs to be greatly improved in order that s/he can become more able to considerably control what to say, what not to say, as well as how to communicate with the students and how to give effective "tasks" to learners to cultivate their communicative competence in English.

Thirdly, the English teacher should be a versatile person with accomplishments not only in education, psychology, and English proficiency, but also in comprehensive ability to make English lessons interesting as well as to deal with all complicated processes of language teaching and learning in which the students' anxiety disappears or decreases and can help make them totally involved in classroom activities. This might concern about the cultivation of teachers' personality traits in an advantageous orientation associated with the eventual effect of language teaching. However, this has not been discussed in the present study, but might be a point for future research.

(4) Show adequate regard to students with various sorts of FL classroom anxieties and coping strategies

The most remarkable point of the significant findings of this investigation may be that the Bouyei college students with different gender, major field of study, academic years, and level of college have both different levels of FL classroom anxiety caused by various factors and different levels of anxiety coping style use. The teacher can use different teaching methods and approaches to help resolve the problems of learners with different anxieties concerning these independent variables by setting up positive learning environments in FL class. Both the teacher and students should be aware of the deleterious effect of FL classroom anxiety; especially, the teacher may teach his/her lessons that would bring about less debilitating anxiety to learners but more encouragements and motivation stimulations to facilitate their learning with more confidence, as well as help learners to actively cope with their FL classroom anxiety for better FL proficiency.

5.2.2 Implications for FL Learners

In the present study, many causal factors have been found contributive to the Bouyei college students' FL classroom anxiety. As stated in the previous sections, the strategy reported most employed by the participants was Practicing, similar to Preparation, which indicates that "the Bouyei college students do not 'wait' but take positive measures to reduce anxiety by getting well prepared before and after class" (See section 5.1.4). Moreover, most of the Bouyei college students' coping strategies

shared the characteristic of “mature” type related to active reduction of anxiety in FL class by doing more practices, seeking help from peers and teachers, conducting positive thinking, relaxing themselves, in order to solve the problem of feeling anxious.

Actually, what the students did actively in coping with their FL classroom anxiety is somewhat associated with “attitudinal factors” early stated by Krashen (1981), who emphasized the two functions of second language acquisition (SLA): “encouraging intake”, and “enable the performer to utilize the language heard for acquisition” (p.21). Since simply hearing a second language with understanding appears to be necessary but is not sufficient for acquisition to take place, the acquirer must not give up FL learning as well as not only make efforts to understand the input, but must also, in a sense, be "open" to it so as to reach the target of SLA with low “Affective Filters”. To accomplish the difficulties in FL learning, the learners may try their best to improve their FL proficiency by setting up two types of motivations: integrative motivation and instrumental motivation⁽¹⁾ to encourage themselves to interact with speakers of the second language both out of sheer interest, and thereby obtain intake, and in order to achieve certain results for specific purposes at the same time. Meanwhile, as also found in the present study, one’s personality traits could be his/her FL classroom anxiety arousals, which are also interrelated with motivational factors. As also claimed by Krashen (1981), personality traits relating to self-confidence (lack of anxiety, outgoing personality, self-esteem) are

(1) *Integrative motivation*: the desire to be like valued members of the community that speak the second language; *instrumental motivation*: the desire to achieve proficiency in a language for utilitarian or practical reasons (Krashen, 1981).

thus predicted to relate to second/foreign language acquisition, and the less self-confident students may understand the input but not acquire, just as the self-conscious students may filter (or avoid) in other domains.

5.3 Conclusion

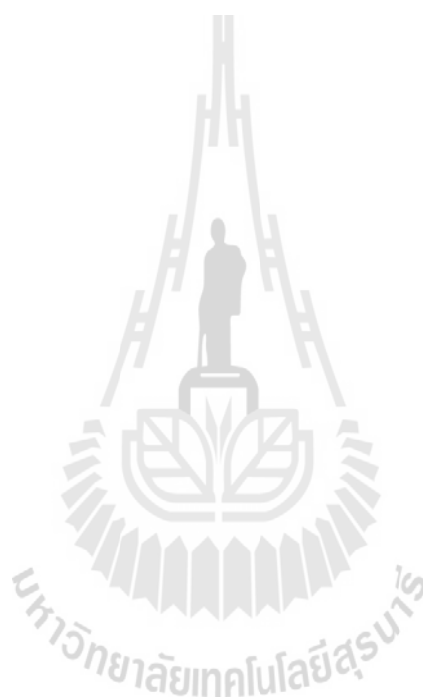
Conducted in a data-based, systematic, and non-judgmental descriptive manner, the present investigation has contributed to the fields of FL classroom anxiety in terms of its existence, anxiety causal factors, FL classroom anxiety reduction, and the variables investigated. According to the research findings concerning the four independent variables, female students, science-oriented students, and first-year students are more anxious in English class than their counterparts in most aspects; whereas, female students, English majors, second-year students, and students at lower-level college use coping strategies more frequently than their counterparts. One of the major contributions of the present investigation has been the thirteen categories of anxiety causal factors and seven categories of anxiety coping strategies which were investigated and then compared in terms of their interrelationship with indications. Some causal factors like Fear of Lagging Behind, Fear of Losing Face, and Societal Interferences, as well as some coping strategy like Practicing, have been pointed out as rarely taken account by other researchers in the area of FL classroom anxiety. Another major contribution of the present study has been the new, explorative conceptions like the combination and new explanation of Help/Peer Seeking, for

example, as well as the interpretation of some contradictory findings, which were set forth by the researcher and might be of certain significance for further study in future. The third contribution of the present study is the implications made for teachers including that language teachers should not merely be a controller, but act as facilitators in the language classroom; to do so, language teachers must develop a harmonious relationship with the learners, manage to provide more opportunities for them to speak in class, and more importantly, conduct further self-education for necessary accomplishments in FL teaching.

It must be mentioned that there are some limitations in the present investigation. The limitations include that the subjects were merely from five regular institutions of higher educations; the informants were divided solely into two kinds of education levels (levels of academic year and college), while other levels like proficiency level, level of learning experiences, etc. were not involved; the study did not involve introverts and extroverts as the personality traits, and the teachers' beliefs; additionally, a certain number of the Bouyei subjects might have been living in town since childhood and have not inherited the traditional culture of their own ethnic group which might be similar to that of the other ethnic groups including the Han people who are for long out of the circle of the authentic Bouyei people.

Actually, in spite of the contributions made by the present study, there is still a need for further research in these areas for a better understanding of and to seek new methods to reduce the Bouyei college learners' FL classroom anxiety. It is believed

that by reducing the FL classroom anxiety, the Chinese Bouyei college students' English proficiency would be greatly improved, along with useful pedagogical implications for other FL learners from a wide range of linguistic, cultural and ethnic backgrounds in non English speaking countries.





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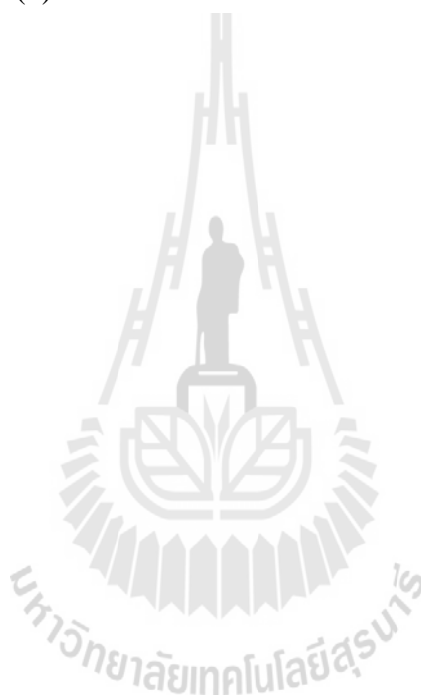
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APPENDIX A

Foreign Language Classroom Anxiety Scale

Directions:

Welcome to participate in the survey study of Bouyei college learners' English classroom anxiety. This questionnaire consists of 33 items, for each of which a set of choices is prepared. Actually, no one of the prepared choices stands for any fixed answer that can be correct or wrong, and good or bad. You do not have to write down your name, but do respond to each item truthfully, with what you really feel about, so that the researcher could have real, reliable data in the study, and that you may know about yourself in faith through filling out the questionnaire. Thank you very much for your sincere cooperation.

Please read each of the items and comprehend its meaning. Then, according to the extent to which you feel the item is related to your own real, practical situation, tick ONE number in the relative set of values 1-5 as below:

1=strongly disagree; 2=disagree; 3=Neutral; 4=agree; 5=strongly agree

Do not choose "3" unless the other four are not applicable to your own situation. Although there is no serious time limit, you do not have to ruminate over each of the items, but offer your response based on your first impression. Please completely fill out the questionnaire and remember to choose only ONE number for each item.

Before filling out the questionnaire, please first give a "tick" to the appropriate number for your gender, academic year, field of studies, and the level of your college.

Gender: 1. ☐ Male 2. ☐ Female

Field: 1. ☐ Science-Oriented 2. ☐ Non Science-oriented 3. ☐ English

Academic Year: 1. ☐ 1st year 2. ☐ 2nd year

Level of College: 1. ☐ 3-year-system specialized college 2. ☐ 4-year-system undergraduate college

<p align="center">NOTES</p> <p><i>Do you have English classroom anxiety as follows? (Actually, none of the followings is either right or wrong!) Please tick only one number from 1-5 based on the real situation of yourself as displayed in each of the 33 items in the column on the left side. Remember: Only ONE “√” for each of the items can be placed in each set of the boxes on the right side.</i></p>					
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I never feel quite sure of myself when I am speaking in my English class.	1	2	3	4	5
2. I don't worry about making mistakes in English class.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on in English class.	1	2	3	4	5
4. It frightens me when I don't understand what the teacher is saying in English.	1	2	3	4	5
5. It wouldn't bother me at all to take more English classes.	1	2	3	4	5
6. During English class, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
7. I keep thinking that the other students are better at English than I am.	1	2	3	4	5
8. I am usually at ease during tests in my English class.	1	2	3	4	5
9. I start to panic when I have to speak without preparation in English class.	1	2	3	4	5
10. I worry about the consequences of failing my English class.	1	2	3	4	5
11. I don't understand why some people get so upset over English classes.	1	2	3	4	5
12. In English class, I can get so nervous when I forget things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in my English class.	1	2	3	4	5
14. I would not be nervous speaking English with native speakers.	1	2	3	4	5
15. I get upset when I don't understand what the teacher is correcting in English class.	1	2	3	4	5
16. Even if I am well prepared for English class, I feel anxious about it.	1	2	3	4	5
17. I often feel like not going to my English class.	1	2	3	4	5
18. I feel confident when I speak in English class.	1	2	3	4	5
19. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4	5
20. I can feel my heart pounding when I'm going to be called on in English class.	1	2	3	4	5
21. The more I study for an English test, the more confused I get.	1	2	3	4	5
22. I don't feel pressure to prepare very well for English class.	1	2	3	4	5
23. I always feel that the other students speak English better than I do.	1	2	3	4	5
24. I feel very self-conscious about speaking English in front of other students.	1	2	3	4	5
25. English class moves so quickly that I worry about getting left behind.	1	2	3	4	5
26. I feel more tense and nervous in my English class than in my other classes.	1	2	3	4	5
27. I get nervous and confused when I am speaking in my English class.	1	2	3	4	5
28. When I'm on my way to English class, I feel very sure and relaxed.	1	2	3	4	5
29. I get nervous when I don't understand every word the English teacher says.	1	2	3	4	5
30. I feel overwhelmed by the number of rules I have to learn to speak in English.	1	2	3	4	5
31. I am afraid that other students will laugh at me when I speak English.	1	2	3	4	5
32. I would probably feel comfortable around native speakers of English.	1	2	3	4	5
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

One more question:

What else do you think are the reasons or causal factors that contribute to your FL classroom anxiety? Please write them here below:

P.S. The Chinese Version of the FLCAS
第 1 页：大学生“英语课堂学习焦虑”问卷

亲爱的同学：您好！

欢迎参加关于大学生“英语学习焦虑”问卷调查。这份问卷包含 24 个题项，其中每一题项都没有固定标准答案，无所谓对错与好坏。**您可以不用填写尊姓大名，但请务必根据您的实际情况、真实感受回答测验中的每一个问题，以保证研究的科学性，并有助您真正了解自己。**衷心感谢您的真诚合作！

请您认真读懂每句话的意思，然后根据该句话与您自己的实际情况相符合的程度，在答题纸上**勾选**一个相应的数字。具体如下：

1=完全不同意； 2=基本不同意； 3=尚未确定； 4=基本同意； 5=完全同意。

除非您认为其它 4 个都确实不符合您的真实想法，否则请尽量不要选择“3. 尚未确定”。虽然没有具体时限限制，但对每题，您无须反复思考，可以凭自己的第一印象作答。请您认真回答完每一个问题，而且每题只能选择一个答案。

您的英语学习有下列课堂焦虑吗？(无所谓对错与好坏) 请根据自身实际情况，在右侧五个数字中，匿名如实√选一个数字。	完全 不同意	基本 不同意	尚未 确定	基本 同意	完全 同意
1. 我在英语课堂上发言时，从来不自信。	1	2	3	4	5
2. 我一般不担心在英语课上犯错误。	1	2	3	4	5
3. 当知道在英语课上我将被提问时，我会发抖。	1	2	3	4	5
4. 当我听不懂老师在英语课上所讲的内容时，我很害怕。	1	2	3	4	5
5. 我完全不介意多上英语课。	1	2	3	4	5
6. 上英语课时，我常发现自己在想与课程无关的东西。	1	2	3	4	5
7. 我总认为其他学生比我擅长英语。	1	2	3	4	5
8. 我参加英语考试时，通常挺轻松的。	1	2	3	4	5
9. 如果上课时，我得即席发言，我就开始恐慌。	1	2	3	4	5
10. 我总担心英语考试失败。	1	2	3	4	5
11. 我无法理解有些同学为何在英语课上感到难受。	1	2	3	4	5
12. 在英语课上，我常紧张得忘了我知道的事情。	1	2	3	4	5
13. 在英语课上自觉回答问题令我很难堪。	1	2	3	4	5
14. 与以英语为母语的人交谈时，我并不紧张。	1	2	3	4	5
15. 当我不理解老师在纠正什么时，我感到很难过。	1	2	3	4	5
16. 即使是准备充分，英语课上我也感到焦虑。	1	2	3	4	5
17. 我常感到不想上英语课。	1	2	3	4	5
18. 我在英语课上发言很自信。	1	2	3	4	5
19. 我害怕老师总是准备纠正我所犯的每一个错误。	1	2	3	4	5
20. 当我被提问时，我能感到自己的心跳。	1	2	3	4	5
21. 英语考试时，我学得越多，越感到迷惑。	1	2	3	4	5
22. 为英语课作充分的准备，我不感觉有压力。	1	2	3	4	5
23. 我总觉得其他同学英语比我说得好。	1	2	3	4	5
24. 在其他同学面前说英语，我感到难为情。	1	2	3	4	5
25. 英语课进行得如此之快，我总担心会落后。	1	2	3	4	5
26. 上英语课时，我比上其它课时更紧张和沮丧。	1	2	3	4	5
27. 我在英语课上发言时，会变得紧张而迷乱。	1	2	3	4	5
28. 在去上英语课的路上，我感到自信而轻松。	1	2	3	4	5
29. 当我不能逐字理解老师的话时，我感到紧张。	1	2	3	4	5
30. 学习说英语需记住的大量规则让我感到不安。	1	2	3	4	5
31. 当我说英语时，我怕其他同学会取笑我。	1	2	3	4	5
32. 与以英语为母语的外国人相处时，我可能感到舒服。	1	2	3	4	5
33. 当老师提到我事先没有准备的问题是，我变得紧张起来。	1	2	3	4	5

答题前，请您先填上表端的性别、学科、年级和学校类别（在相应位置打“√”）。

性别：1. ☐男；2. ☐女

学科：1. ☐理科；2. ☐文科；3. ☐英语

年级：1. ☐一年级；2. ☐二年级

学校：1. ☐三年制专科；2. ☐四年制本科

除上述情况外，你认为还有哪些因素能够致使你在英语课堂上产生学习焦虑呢？请将它们一一列举出来。

APPENDIX B

Foreign Language Classroom Anxiety Coping Styles Questionnaire (FLCACSQ)

Directions:

Welcome to participate in the survey study of Bouyei college learners' English classroom anxiety coping styles. This questionnaire consists of 24 items, for each of which a set of choices is prepared. Actually, no one of the prepared choices stands for any fixed answer that can be correct or wrong, and good or bad. You do not have to write down your name, but do respond to each item truthfully, with what you really feel about, so that the researcher could have real, reliable data in the study, and that you may know about yourself in faith through filling out the questionnaire. Thank you very much for your sincere cooperation.

Please read each of the items and comprehend its meaning. Then, according to the extent to which you feel the item is related to the real, practical situation of yourselves, tick ONE number in the relative set of values 1-5 as below:

1=never used; 2=unused; 3=undecided; 4=used; 5=always used

Do not choose "3" unless the other four are not applicable to your own situation. Although there is no serious time limit, you do not have to ruminate over each of the items, but offer your response based on your first impression. Please completely fill out the questionnaire and remember to choose only ONE number for each item.

Before filling out the questionnaire, please first give a "tick" to the appropriate number for your gender, academic year, field of studies, and the level of your college.

Gender: 1. ☐ Male 2. ☐ Female
Field: 1. ☐ Science-oriented 2. ☐ Non Science-oriented 3. ☐ English
Academic Year: 1. ☐ 1st year 2. ☐ 2nd year

Level of College: 1. ☐ 3-year-system specialized college 2. ☐ 4-year system undergraduate college

<p align="center">NOTES</p> <p><i>Do you use the English classroom anxiety coping styles as follows? (Actually, none of the followings is either right or wrong!) Please tick only one number from 1-5 based on the real situation of yourself as displayed in each of the 33 items in the column on the left side. Remember: Only ONE “√” for each of the items can be placed in each set of the boxes on the right side.</i></p>					
	Never Used	Unused	Neutral	Used	Always Used
1. I seize all opportunities to practice speaking with the English native speaker or other classmates in class.	1	2	3	4	5
2. To overcome my anxiety in English learning, I occasionally read some books in psychology.	1	2	3	4	5
3. I usually keep silence when experiencing anxiety such as disappointment, compunction, uneasiness, and indignation emerging in the English lessons.	1	2	3	4	5
4. Being oblivious of myself in working helps cast off my anxiety in English learning.	1	2	3	4	5
5. I hope my teacher and classmates can help me with a solution to my anxiety in English learning.	1	2	3	4	5
6. I make a plan that I strictly follow in order to overcome anxiety.	1	2	3	4	5
7. I listen to and imitate English broadcasting programs.	1	2	3	4	5
8. I do morning reading and recite favorite English poems or articles in order that I can talk more in English class.	1	2	3	4	5
9. To avoid being asked questions by the teacher, I choose to be seated at the back in English class.	1	2	3	4	5
10. I attempt to correct my oral mistakes that the teacher and classmates have pointed out.	1	2	3	4	5
11. I ask for leave once I realize the teacher will ask me questions.	1	2	3	4	5
12. I do a lot of simulation exercises in order to pass examinations.	1	2	3	4	5
13. I rarely keep English classroom anxiety in mind.	1	2	3	4	5
14. I voluntarily answer the teacher's questions in English class.	1	2	3	4	5
15. I never care for others' negative evaluation, but let English learning anxiety develop itself.	1	2	3	4	5
16. To alleviate anxiety, I usually imagine that maybe his/her Chinese is not as good as my English when I communicate with a foreigner, so I sometimes use Chinese instead.	1	2	3	4	5
17. To calm down, I take a deep breath each time when I enter the examination room.	1	2	3	4	5
18. I sometimes communicate with the classmates who have passed exams so that I can assimilate others' experiences and reduce anxiety.	1	2	3	4	5
19. I often improvise an English speech by myself.	1	2	3	4	5
20. I would like to confide my anxiety in English learning to my parents or friends.	1	2	3	4	5
21. I usually eliminate anxiety by doing something positive or creative like drawing, woodworking, etc.	1	2	3	4	5
22. I am not willing to see any negative evaluation on English learning from others.	1	2	3	4	5
23. I sometimes take part in short-term trainings for passing some important exams.	1	2	3	4	5
24. I usually change embarrassment into humor when someone laughs at my oral mistakes.	1	2	3	4	5

One more question:

What else can you tell me about how you deal with your FL classroom anxiety? Please write them here below:

If you want to go on with any further discussion with the researcher, please contact me via e-mail (jhbaker@163.com) or cell phone (15113658088).

Sincere thanks to you for your helpful participation in the survey study!

P.S. The Chinese Version of the FLCACSQ

第 2 页：大学生“英语课堂学习焦虑”应对方式问卷

亲爱的同学:您好!

欢迎参加关于中国布依族大学生“英语课堂学习焦虑”应对方式问卷调查。这份问卷包含 30 个题项,其中每一题项都没有标准答案,无所谓对错与好坏。**您可以不用填写真实姓名,但请务必根据您的实际情况、真实感受回答测验中的每一个问题,以保证研究的科学性,并帮助您真正了解自己。**衷心感谢您的真诚合作!

请您认真读懂每句话的意思,然后根据该句话与您自己的实际情况相符合的程度,在答题纸上勾选一个相应的数字。具体如下:

1=完全不用; 2=基本不用; 3=尚未确定; 4=偶尔采用; 5=经常采用。

除非您认为其它 4 个都确实不符合您的真实想法,否则请尽量不要选择“3.尚未确定”。虽然没有具体时间限制,但对每题,您无须反复思考,可以凭自己的第一印象作答。请您认真回答完每一个问题,而且每题只能选择一个答案。

请填写上您的性别、学科、年级和学校类别(在相应位置打“√”)。

性别: 1. ☐男; 2. ☐女

学科: 1. ☐理科;2. ☐文科;3. ☐英语

年级: 1. ☐一年级; 2. ☐二年级

学校: 1. ☐三年制专科; 2. ☐四年制本科

下列“英语课堂焦虑”应对方式(无所谓好坏、对错),您是否采用过呢? 请根据您的实际情况,在右侧五个数字中,匿名如实√选一个数字。	完全 不用	基本不 用	尚未确 定	偶尔采 用	经常采 用
1. 在英语课上,我抓住一切机会与以英语为母语的人或其他同学练习口语。	1	2	3	4	5
2. 我偶尔阅读一些相关的心理学书籍,以帮助我克服英语学习焦虑。	1	2	3	4	5
3. 我通常把因为英语学习而产生的焦虑情绪,如失望,悔恨,担忧,愤怒,埋在心里。	1	2	3	4	5
4. 忘我的工作让我摆脱我的英语学习焦虑。	1	2	3	4	5
5. 希望老师和同学能帮助我解决英语学习焦虑问题。	1	2	3	4	5
6. 我制定并遵守克服焦虑的计划。	1	2	3	4	5
7. 我坚持每天收听并模仿英语广播节目。	1	2	3	4	5
8. 我坚持晨读或背诵英语的名篇名段,以便帮助我在课堂上用英语交谈。	1	2	3	4	5
9. 在英语课上,为了逃避老师的问题,我总是坐在教室的后面。	1	2	3	4	5
10. 我努力改正老师及同学帮我指出的英语口语中的错误。	1	2	3	4	5
11. 每当我知道英语课上会被老师提问时,我就请假。	1	2	3	4	5
12. 为了通过考试,我每天坚持做大量的模拟练习。	1	2	3	4	5
13. 我很少把英语课堂的焦虑情绪记在心里。	1	2	3	4	5
14. 在英语课上,我主动回答老师的问题。	1	2	3	4	5
15. 我不管别人对我的负性评价,而让英语学习焦虑听其自然的发展。	1	2	3	4	5
16. 为了克服焦虑心理,与外国人交谈时,我总想也许他们的汉语水平还不如我的英语呢。有时,我也用汉语作为辅助手段。	1	2	3	4	5
17. 为了让自己平静,我总是在走进考场之前,作几下深呼吸。	1	2	3	4	5
18. 我有时会与那些已经通过考试的同学交谈,通过吸取别人的经验教训焦虑。	1	2	3	4	5
19. 我常常独自做英语即席演讲。	1	2	3	4	5
20. 我会向父母或朋友倾诉我的英语学习焦虑。	1	2	3	4	5
21. 我通过做一些积极或创造性的事情来摆脱我的英语学习焦虑,比如,画画,木工活,等等。	1	2	3	4	5
22. 我不希望别人对我的英语学习进行负性评价。	1	2	3	4	5
23. 为了通过某些重要的考试,我有时也参加学校举行的短期培训班。	1	2	3	4	5
24. 当别人因为我的口语错误嘲笑我时,我常能将尴尬转化为幽默。	1	2	3	4	5

另:你还使用哪些措施来应对和克服英语课堂中的学习焦虑呢?请在下面列出:

如果您想与研究者共同探讨英语学习焦虑问题,可在此通过本人 e-mail(jhbaker@163.com) 或手机(15113658088)取得联系。

感谢您的热忱参与!

APPENDIX C

Criteria for Determining Sample Size for a Given Population

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

Note.—*N* is population size.
S is sample size.

(Qt. from Krejcie & Morgan's, 1970:608)

Appendix D

Individual Interview Questions for College EFL Learners

- Q1: Do you feel worried and depressed about your English study in class? Do you have the feeling of not going to English class? Why?
- Q2: Are you worried when listening to the tape, the English teacher, or the native speaker in class? Can you tell me the reason? How do you cope with such worries?
- Q3: Do you feel pressure when required to read some English materials in class? Why? What do you do to deal with such pressure?
- Q4: How do you feel when you know you have to perform a task of output like speaking or writing in your English classroom? Why? What do you usually do in face of such situation?
- Q5: What are the distinctive differences between the acquisition environments of Bouyei language, Chinese language, and English that cause language anxiety for an EFL learner? Why?
- Q6: What do you think are the main factors contributing to your nervousness or anxiety in English class? (language competence, personality traits, classroom settings, cultural differences, language test, social status and self-identity, or anything else)
- Q7: Whom do you often go to for advice or to exchange feelings with about your worries in English learning?
- Q8: What more do you usually do to reduce stress or anxiety in English class?
- Q9: What do you think the English teacher could do to help reduce your anxiety in class?
- Q10: What else would you like to suggest for reducing foreign language anxiety in the college learners?

**P.S. The Chinese Version of the Individual
Questions for College EFL Learners**
大学生英语学习焦虑及其应对策略个别访谈问题

1. 在英语课堂学习上,你感到焦虑和沮丧吗?为什么?
2. 在听磁带,听英语教师和外教讲课时,你感到焦虑吗?为什么?你是如何应对的?
3. 当老师让你在课堂上阅读英语材料时,你有压力吗?原因是什么?你是任何处理的?
4. 老师让你在课堂上进行英语口语或笔头表达时,你有什么样的感受?为什么?你又是怎样应对的?
5. 你认为在学习布依语、汉语和英语之间,有些什么明显的差别?哪一种学习更容易造成更大的学习焦虑?为什么?
6. 你觉得造成英语课堂学习焦虑的主要因素是什么?(语言能力,个性差异,课堂环境,文化差异,语言测试,社会地位和自我认证,等等)
7. 你通常和谁进行交流,以便听取他们关于如何克服英语学习焦虑情绪的建设性意见?
8. 对于任何减少英语学习的压力和焦虑,你通常还采取哪些应对办法?
9. 你觉得英语教师该怎样做,才能帮助你减少课堂学习焦虑?
10. 对存在英语课堂学习焦虑的同学,你还有哪些可行的建议?

APPENDIX E

A Sample Interview Script

(The Translated Version)

Interviewer: Wei Jianhua

Interviewee: ST21

Date: September 27, 2011

Time: 3:10 p.m.

Place: South Guizhou Teachers College for Ethnic Groups

Me: Good afternoon.

ST16: Good afternoon.

Me: Please take your seat.

ST16: Thank you.

Me: Could I know your name, please?

ST16: Yes, my name is

Me: My name is Wei Jianhua. Thank you for your coming to the interview.

ST16: It's my pleasure.

Me: When did you start learning English?

ST16: En...a temporary teacher, who knew a little English, taught us some when we were at primary school. Actually, we formally started learning English from the first year at junior middle school.

Me: **Do you feel worried and depressed about your English study in class at college?**

ST16: Um...yes, I feel nervous when I answer questions in class.

Me: Do you even tremble?

ST16: (Laughs) Sometimes... I tremble sometimes.

Me: **Why?**

ST16: I feel worried when I don't understand what the teacher says; but if I understand, I am not so worried.

Me: That means if you understand, you can also be worried, but not that much?

ST16: Yes.

Me: Do you have the feeling of not going to English class?

ST16: Sometimes, especially, when I first came to college.

Me: **Can you tell me the reason?**

ST16: I am a bit timid and I don't know about grammar...my grammar is poor, and... my vocabulary is inadequate. I'm not good at grammatical structure...about the subject, the predicate, object, etc... and how to connect words in proper order. I feel bad when seeing others speak better than I do.

Me: How can it be like that?

ST16: When we were at senior high school, the English teacher merely read the text to us and told us the meanings of the sentences...What's more, we were also lazy and didn't explore effective learning approaches about how to study English well...These might be the reason.

Me: Are you in the same situation at college now?

ST16: It's a bit better now, but terrible during the first term. I felt bored and I didn't find it interesting...maybe because of the way the teacher taught us. I remember we met an English teacher from South Korea at junior high school, and we were all very much interested in her lessons with a lot of fun... She taught us in a very interesting way.

Me: Are you still depressed in English learning as before?

ST16: Not so much and I am studying harder now.

Me: What brings you to a change?

ST16: We have had some new English teachers since last term whose lessons were more interesting. What's more, I have to pass the terminal exams of a few English courses like Listening, English Speaking, General English, and English Writing. In addition, I have to prepare for my CET and TEM. I cannot stay where I was.

Me: You have already a lot to do. Why must you attend CET and TEM?

ST16: They are important for job-seeking in future, I am told. I'm puzzled for that...You know, my English is nor satisfactory.

Me: **Are you worried when listening to the tape, the English teacher, or the native speaker in class?**

ST16: However, I find it even harder to understand the Chinese English teachers because they sometimes speak too much and too fast, even faster than native speakers with no care for our understanding. The fact may be that native speakers care more for our comprehensive competence than the Chinese ones.

Me: **How do you cope with such worries?**

ST16: Um...I usually do some make-up exercises after class.

Me: What about in class?

ST16: I have to endure the fact that I am weak in such activities.

Me: Do you say something to yourself in order not to worry so much?

ST16: ...Yes, I do. I say with firm belief to myself, "I will be okay later on. Just wait and see."

Me: **Do you feel pressure when required to read some English materials in class?**

ST16: Not really ...if I have no new words... and I can ask the teacher for help if I meet words I don't know.

Me: **How do you feel when you know you have to perform a task of output like speaking or writing in your English classroom?**

ST16: Well, I'm very nervous

Me: **Why?**

ST16: Because my spoken English is very poor. And I fear that others would laugh at my mistakes when answering the teacher's questions orally.

Me: **What do you usually do in face of such situation?**

ST16: (Laughs shyly) I usually say, “Sorry, I don’t know”, while blushing with a shame. Then the teacher would change to ask others.

Me: Do you have anxiety in writing in class?

ST16: Yes, when I don’t know how to express my mind in English...Instead, I choose to write in the style of Chinese regardless of English grammar... or use some Chinese characters in the sentence.

Me: Another question: **What are the differences between the acquisition environments of Bouyei language, Chinese language, and English that cause language anxiety for an EFL learner? Why?**

ST16: For me, we are Chinese and so feel bigger anxiety in learning English than in learning Chinese. I speak Bouyei as well as Chinese naturally since I started to learn Chinese in the first year at primary school...; but for English, we learned it very late and had no other people speaking English with us around ...and their sentence structures and sounds are quite different...hard to learn it well, you can imagine.

Me: **What do you think are the main factors contributing to your nervousness or anxiety in English class?** (The researcher slowly says out one by one the following factors as choices given: language competence, personality traits, classroom procedure, cultural differences, language test, social status and self-identity, etc.)

ST16: I think they are mainly language competence, personality traits, cultural differences, and language tests.

Me: Are you an introvert or an extrovert? Why do you think personality traits can contribute to anxiety?

ST16: I was an introvert before, but I am becoming an extrovert now. I think extroverts are usually more open-minded and like to talk with people, so they can learn English better and faster.

Me: Are you confident to your English study?

ST16: Yes. I believe I can catch up with others.

Me: Do you think self-esteem can help you with bigger effort to reduce your anxiety?

ST16: I think so. Since I have a strong esteem, I don’t want to be looked down upon by others, so I will work harder than before so that I can participate in all classroom activities. With my English improved, I believe I will have less anxiety.

Me: Why don’t you regard social status and self-identity as a factor that causes English learning anxiety in class? For example, you may have a sense of inferiority because you are a minority person from the countryside...and by the way, I am also a Bouyei who grew up with such a feeling in the countryside.

ST16: Um... I come from the countryside as a minority student, but there are many other minority students in class. Hans are not so many in my class. However, my cousin has the problem in Shanghai University, where there are less minority students. Actually, her problem is not that serious and she even feels a bit “superior” for her being able to speak not only Chinese, but also Bouyei language and some people even feel curious about the minority students. In this case, I have not such feeling.

ST16: What about if you feel inferior and are in fear of being laughed by those classmates whose English you think is better than yours?

ST16: In this case, I really feel depressed while others seem unwillingly to speak with me in discussions because my spoken English is poor.

Me: That's very interesting. Are you afraid of tests very much?

ST16: Not really, if I am well prepared. However, CET and TEM are too difficult for me and I have no confidence to passing them.

Me: What more you think are responsible for anxiety?

ST16: The teacher's teaching approaches, I think. You see, we felt it interesting to learn English with that English teacher from Korea at junior high school. Some college English teachers are serious and their teachings not so interesting to us.

Me: **Whom do you often go to for advice or to exchange feelings with about your worries in English learning?**

ST16: I often communicate with my classmates and get help from them.

Me: Do you communicate with your parents about your anxiety?

ST16: No. They know nothing about English study.

Me: What about asking the teacher for some advice?

ST16: Yes. I sometimes do...it just depends. However, some teachers seem busy.

Me: You don't fear that the teacher or your classmates may then have a negative impression on yourself?

ST16: I do. I am afraid the teacher and my classmates would lay a special eye on me.

Me: **What more do you usually do to reduce stress or anxiety in English class?**

ST16: I sometimes pinch my arm or leg...and it makes sense as a refreshing method when I feel bad.

Me: Really?

ST16: Um yes.

Me: Interesting. Uh...**What do you think the English teacher should do to help reduce your anxiety in class?**

ST16: Give us more chances to do pair work in class, not only to listen to the dialogue in the tape or merely to speak to the whole class.

Me: Good. Don't you want the teacher to ask you to do exercises on the blackboard or to answer questions in front of the blackboard?

ST16: Um...I really want the teacher to do that, but I sometime am not so aware of what to do.

Me: I see. Uh...**What else would you like to suggest for reducing foreign language anxiety in the college learners?**

ST16: Um...I think... the teacher should carry out new...innovative classroom procedures... so that the English students can learn English more efficiently...um... with less anxiety... but... more motivation stimulated.

Me: Good suggestion...Anything else?

ST16: The teachers speak too much in class...They speak, speak, and speak...and we should be given time to speak too. We need time to practice and then get improved. Furthermore, the students' interest in English is the foremost, or they will loose heart.

Me: Thank you so much for your useful and valuable information about classroom anxiety and relative coping styles.

APPENDIX F

What the Interviewees Reported as the Causal Factors Contributing to Their FL Classroom Anxiety

Interviewer: Wei Jianhua

Interviewees: 25 Students at the five target colleges, referred to as ST1, ST2, ST3, ST4, ST5, ... and ST25 respectively

Notes: The exact person-times and percentage of the 25 interviewees that offered the responses to the category and subcategory of causal factors which are **broadened** are demonstrated in the brackets following the relative category.

(1) *Low FL Ability (LFLA)*

● **LFLA 5.1: Inability in listening**

ST23: ...By the way, I feel nervous while I cannot hear very well what the teacher is requiring us to do in English class.

ST19: ...Now at college, I cannot understand a thing the teacher is saying in class.

ST3: ...I'm a bit anxious when listening to the foreign teacher for fear of mishearing what is being said...

ST16: ...I am worried when listening to the tape, especially when I don't understand. However, I find it even harder to understand the Chinese English teachers because they sometimes speak faster than native speakers....

ST7: ...I'm very anxious in English class, especially, in English listening, because we never received such training at high school.

ST8: ...I have the feeling of losing face when speaking before class, for my spoken English is not so good and I worry if I make many mistakes.

ST10: ...I'm not so good at listening. However, I don't feel so anxious in listening class if the teacher makes things relaxing enough for me.

ST8: ...The native speaker's English hard to understand.

ST6: ...I felt much anxious during the beginning period when the teacher spoke totally in English class. Now I seem to have less anxiety in listening.

ST20: ...I feel much anxious during the beginning period when the teacher speaks totally in English class. I understand nothing due to my poor foundation and very small vocabulary.

ST12: ...I can be very anxious when not understanding the teacher speaking too fast, or when I do not prepare.

● **LFLA 5.2: Inability in speaking**

ST9: ...As my mother always says, I am cowardice in doing things before others. Actually, I'm in fear of being lower in ability in class, and my face turns red when I cannot answer the teacher's questions.

ST20: ...I am anxious when I do not remember some words or not knowing what to say with my classmates.

- ST16: *...I feel nervous when I answer questions in class...I tremble sometimes. ...And I am lazy, even to communicate with others. You know, my grammar is very poor.*
- ST25: *...In discussions, I'm usually hesitating what to say in English, but sometimes uttering Chinese words instead...*
- ST3: *...I am not anxious when attending the foreign teacher's spoken English class, but only when I'm required to speak.*
- ST4: *....I'm bad at grammar use when expressing my idea both in spoken and written English although I often read grammar books after class.*
- ST16: *...I am a bit timid and I don't know about grammar...my grammar is poor; and... my vocabulary is inadequate. I'm not good at grammatical structure...about the subject, the predicate, object, etc... and how to connect words in proper order. I feel bad when seeing others speak better than I do.*
- ST27: *...we are seemingly relaxed in the foreign teacher's class, but we are in fact anxious while required to speak.*
- ST5: *...I feel less confident while I'm speaking with the foreign teacher...*
- ST6: *...I'm not so anxious in pair work except in bigger groups or speaking before the whole class.*
- ST1: *...I'm totally incapable in the four English skills.*
- ST7: *...I fear others cannot understand what I am speaking.*
- ST22: *...I feel embarrassed when not knowing what to say in group discussions and...I'm not called to the Bb because my English is poor. If I am called to the Bb, I will write or speak nothing but stand there at a loss...*
- ST19: *...I feel worried when I don't understand the class, especially, grammar. My grammar is poor, so I don't know how to express my idea in English.*
- ST7: *...We learn English which is not needed in everyday communication. So, I'm usually afraid of being laughed at due to my inability to communicate with others when I do not know how to express my mind.*

● **LFLA 5.3 Inability in reading**

- ST11: *...I can feel anxious when I don't understand completely what I am reading although I believe that I'm one of the good students in English class.*
- ST2: *...I often feel anxious in reading because my vocabulary is a little small and usually forget what I have remembered.*
- ST24: *....I would be very anxious when there are too many new words in the reading materials.*
- ST1: *...I'm totally incapable in the four English skills.*
- ST13: *...I am so anxious that I usually stayed where I am while reading a new text although the text seems not so difficult...*
- ST17: *...I would not feel anxious when reading loudly as required by the teacher if I am prepared.*
- ST15: *...I don't feel so anxious when reading without many new words in class.*
- ST9: *...I feel anxious when I'm required to read aloud before class.*
- ST10: *...I feel worried if I am reading in order to find answers to the teacher's questions.*
- ST6: *...You know, I am poor at English. So I feel anxious when not understanding what I am reading.*
- ST23: *...I would be anxious when encountering more new words in reading and will not understand what is being read....*

● **LFLA 5.4 Inability in writing**

- ST4: *...I can be less nervous while writing on the Bb, but worried about wasting others' time.*
- ST16: *...I can't make sentences although I know the meanings of the words.*
- ST4: *...I'm bad at grammar use when expressing my idea both in spoken and written English although I often read grammar books after class.*
- ST1: *...I'm totally incapable in the four English skills.*

ST11: ...I worry when I am making a sentence in class, but less anxious when I am able to do it well, or when just copying a sentence.

ST22: ...I'm not called to the Bb because my English is poor. If I am called to the Bb, I will write or speak nothing but stand there at a loss...

ST19: ...I fear worried when I don't understand the class, especially, grammar. My grammar is poor, so I don't know how to express my idea in English.

ST4:I'm bad at grammar use when expressing my idea both in spoken and written English although I often read grammar books after class.

(2)Teacher's Problem in Teaching (TPT)

● **TPT 8.1: Unequal treatment**

ST 5: ...The teacher usually asks others to the Bb but not me. Although my English is not so good, sometimes I am well prepared and also willing to show what I can in class.

ST24: ...I have never been called to read aloud in class. The teacher likes to ask those students whose English is good to do that.

ST25: ...My pronunciation is not so good, so the teacher seldom asks me to read the text in class.

ST21: ...The teacher never cares if we keep up studying it or not, but let us do what we want, even sleep...

ST10: ...The students better at spoken English are given more chances to answer questions.

TPT 8.2: Talking too much in class

ST17: ...The teacher talks too much and gives us less chance to speak. We need more opportunities to go to the Bb.

ST16: ...Give us more chances to do pair work in class, not only to listen to the dialogue in the tape or merely to speak to the whole class. ...They sometimes speak too much and too fast, even faster than native speakers with no care for our understanding.

ST13: ...We have no group discussions given by some Chinese teachers, but the foreign teacher is different. The teacher talks and talks and we don't know what she is talking about.

● **TPT 8.3: Humdrum teaching styles**

ST8: ...Some English teachers are not so energetic in class, unlike the foreign teacher who even gives awards to us for our small progress.

ST14: ...We like the teacher who taught lessons like games and made us very relaxed in junior high school. We like such teaching styles ...But nowadays we are worried very much for not being so efficient in English learning and losing interest in English class.

ST9: ...I don't like English class because it is quite boring and I am afraid have forgotten what I have learned before....

ST16: ...It's a bit better now, but terrible during the first term. I felt bored and I didn't find it interesting...maybe because of the way the teacher taught us. I remember we met an English teacher from South Korea at junior high school, and we were all very much interested in her lessons with a lot of fun... She taught us in a very interesting way.

ST19: ...Some teachers can make English lessons very interesting...I like those teachers' lessons which are very interesting...However, some other teachers seem to make do with their lessons... and we feel a bit bored.

ST3: ...The English teacher's class is so boring for me. He should use new teaching approaches like the native speaker to stimulate our interest.

● **TPT 8.4: Emotion inappropriately shown**

ST23: ...The teacher seems not so kind and friendly. She should have more smiles and not that serious...She should have more humorous words in class and make jokes in class...

ST6: ...Some teacher seems not so kind and is likely to lose temper in class when some of us cannot answer questions as expected...

ST11: ...I agree that the teacher should be more encouraging and not loose temper in any case. Unfortunately, our teacher is very mean in praising anybody, but often shows how unhappy she is.

ST15: ...Some teacher seems not so well prepared and is a bit moody in class. That is not welcome by the students and makes us worried very much.

ST15: ... Some teacher seems a bit moody in class. That is not welcome by us students and makes us worried very much.

(3) Negative Attitudes towards English Class (NAEC)

● NAEC 2.1: More anxiety in English class than in other classes

ST14: ...Learning Chinese is easier than learning English and we started learning English when very young and had more time speaking Chinese with other people around.

ST16: ...We are Chinese and so feel bigger anxiety in learning English than in learning Chinese.

ST4: ...English learning brings about more anxiety to me..

ST22: ...Learning English is not like learning Chinese which we feel easy to learn with many people around to communicate with... I started to learn Chinese from the second year at primary school, but didn't feel pressure in learning it. But English is quite different and hard and likely to bring us more anxiety since we started learning it at junior high school.

ST25: ...I feel bad in English class...It seems as if I were an idiot in English class, ... although I feel much relaxed and confident in other courses.

ST3: ... I have more anxiety in English and less in Chinese, because English is for test and Chinese not really for test. Chinese is something we use to communicate with people around every day. ... We have people to talk with in Chinese everyday.

ST7: ...We learn English which is not needed in everyday communication. So, I'm usually afraid of being laughed at due to my inability to communicate with others when I do not know how to express my mind.

● NAEC 2.2: No interest in English class

ST2: ...I sit in English class, but always think about other things....and I don't even know what to worry for being long terrible at English learning.

ST1: ...Once I sit in English class, I feel worried. I'm not interested in it.

ST 22: ...I feel unhappy in English class because the teacher never cares for me. So I have no interest in it.

ST4: ...Though I show no interest in English, I know I have to go to English class. The reason is that if I'm absent for English class too many times, I fear to be punished by the school.

ST3: ...I often feel like going out from English class...because I find it too hard, and too boring, to tell you the true.

ST16:...I feel worried when I don't understand the class, especially, grammar.

● NAEC 2.3. Nothing learned in English class

ST1: ...Well, I'm not sure what I can learn ...so I'm not so willing to go to English class for the reason that it might be a waste of time...because what I can do is to sleep in English class.

ST11: ...When going to English class, I have the feeling of being forced to do something I don't like, ...because I find I have learned nothing in it. ...Why should I waste my time in English class? ...Anyhow, I have to attend the class no matter how much I dislike it.

ST5: ...I like English anyway, but I'm not so good at it. So I feel I will not learn it as well as I learn other courses...I know it might be too late for me to learn it now. I fear I am wasting my time.

(4) Societal Interferences (SI)

● SI 9.1: Pressure from CET and TEM

ST4: ...I find everything we do is just for passing CET, not for anything else...This makes me upset, indeed and I don't know how to overcome it in class.

- ST13: ...We have to spend time doing lots of simulation papers for CET and have less time spent for normal English learning in class.
- ST5: ...Many people, including our English teacher, say that it is useful for our future employment—the employers see it as one of the qualifications required. En...so we spend a lot of time on it although we have to do much with normal course study...
- ST12: ...CET is important for us, but I'm not sure if I can pass Band 6, although Band 4 is not really difficult for me...I fell depressed and cannot concentrate on daily course learning in class.
- ST16: ...However, both CET and TEM are too difficult for me and I have no confidence to passing them...They are important for job-seeking in future, I am told. I'm puzzled for that...You know, my English is not satisfactory, this makes me worried.
- ST20: ...I'm nearly crazily upset when preparing for CET and TEM, because they are not easy if you don't spend enough time to prepare very well. It really gets on my nerves. And I can even stand it for spending too much time on it.
- ST23: ...TEM is more difficult than CET ... we English majors are devoted too much to such a test and hence have less time to practice our English speaking in class but do more in learning words by heart.
- ST25: ...I study hard for passing CET, but I'm a bit afraid everything I do is in vain. However, I won't give up.

● SI 9.2: Concerns about other tests

- ST8: ...My parents hope that I will prepare for the postgraduate enrollment exams, so I have to concern about more things other than English learning...
- ST9: ...I'm interested in computer sciences which are useful in future employment. En...if I am able to operate the computer system very well, I will take part in NCT for more opportunities in job-seeking. Since my English is not so good, I will attend other qualification exams for relative certificates which are needed later.
- ST1: ...English is not my strength although I'm interested in it. I will turn to exert myself to fulfill my wish in other fields in order to achieve better results. However, I will not totally give up English learning, especially English speaking.
- ST22: ...Nowadays, various qualifications are needed for employment. English is not the only useful thing. I don't want to waste time if I cannot succeed in English learning. I will try to pass the NLQT and other qualification exams which are also very useful.
- ST12: I will make an effort to pass the postgraduate enrollment exams, so I don't like to spend more time in participating in discussions in English class, since English is really my weakness.

(5) Lack of Confidence (LC)

● LC4.1: Being unconfident in communication

- ST12: ...I feel worried when being called on by the teacher... I am afraid I cannot answer the questions very well.
- ST22: ...I feel embarrassed when not knowing what to say in group discussions.
- ST4:I'm bad at grammar use when expressing my idea both in spoken and written English although I often read grammar books after class.
- ST16: ...I feel nervous when I answer questions in class...I tremble sometimes. ...And I am lazy, even to communicate with others. You know, my grammar is very poor.
- ST13: ...However, I'm a bit less confident while speaking with the foreign teacher. You know, to speak with a native speaker is a great pressure for me.
- ST17: I know my English is so-so, and then always feel unconfident before high ability students in class. I usually dare not participate in discussions.

● LC4.2: No confidence even when prepared

- ST25: ...I feel bad in English class no matter how I'm prepared...It seems as if I were an idiot in English class, ... although I feel much relaxed and confident in other courses.

- ST5: ...It's strange that I still feel anxious even when I'm well prepared. Speaking English is so different from speaking Chinese.
- ST1: ...Tests are fearful, however hard I prepare for them.
- ST16: ...Not really, if I am well prepared. ...I usually do some make-up exercises after class....However, CET and TEM are too difficult for me and I have no confidence to passing them.
- ST20: ...I have no confidence to passing TEM. It is very hard. I failed last time although I spent nearly all my spare time on the preparation.
- ST11: ... I'm always not confident when doing exercises in class because my English foundation is poor and I don't know how to prepare for English class. It's too bad for me....

(6) Fear of Failing English Class (FFEC)

● FFEC1.1: Fear of doing badly in tests

- ST2: ...I tremble for a while when I enter the examination room until I get absorbed doing the papers.
- ST21: ...I tremble for fear of making mistakes in the test, because I'm ambitious to win a satisfactory position in terms of the final scores in class.
- ST7: ...I get upset when not knowing what to do with some questions in the test.
- ST8: ...I have the feeling of losing face for not doing so well in recitation in English class.
- ST11: ...I cannot learn many new words by heart and always feel terrible in dictations in class, since you know our teacher likes to dictate us nearly every day.

● FFEC1.2: Fear of makeup

- ST6: ...I worry if I will fail in the final exams because I know some classmates have the experience of failing courses and then have to attend additional examinations at the beginning of another term...
- ST15: ...That's really a nightmare to me if I am given a makeup...and unfortunately, I have once experienced makeup which still makes me feel bad today when I think of it...This is what I fear most in English learning.
- ST12: ...I have never experienced a makeup. However, in order not to fail in any test, I must prepare crazily hard...I know if I fail in an exam, there is possibility that I might fail another time in the makeup...Then, I will have to pay more for repeated educational service...That will be too bad for me.
- ST17: ...I don't think it necessary to have so many tests...I know tests can push us to make bigger effort, but makeup is what we do not expect and it worries us most and makes us feel tense.

● FFEC1.3: Fear of lengthened study

- ST5: ...The regulations of the college manifest that if we cannot pass the makeup, we would loose the credits of the course, which mean that we have to undertake another term's study of the course. I'm a bit worried about it.
- ST4: ...To study the course for another term is really a nightmare for each of us. Aha, no one is looking for it. Although it seems not possible for me if I work hard, I still concern it very seriously.
- ST12: ...I know if I fail in an exam, there is possibility that I might fail another time in the makeup...Then, I will have to pay more for repeated educational service...That will be too bad for me.

(7) Fear of Losing Face (FLF)

● FLF 3.1: Afraid of being laughed in class

- ST11: ...My spoken English is poor and I'm afraid other classmates will laugh at my English pronunciation in discussions...Yes... I think I will first of all improve my pronunciation.
- ST8: ...I usually keep silence because I'm afraid of being laughed at by others when not knowing what to say in discussions.

ST10: ...I feel embarrassed when I don't know how to write a sentence correctly on the blackboard (Bb)...At this time I may think my classmates might laugh in their sleeves...What a shame it might be!

ST24: ...Although I can adjust myself, I never expect being laughed by others in class...That is not a good thing anyway.

ST16: ...I think so. Since I have a strong esteem, I don't want to be looked down upon by others, so I will work harder than before so that I can participate in pair work and group work. .

ST15: ...I know I need time to improve my English, so I have the feeling of losing face when speaking before class.

ST7: ...We learn English which is not needed in everyday communication. So, I'm usually afraid of being laughed at due to my inability to communicate with others when I do not know how to express my mind.

● **FLF 3.2: Upset when the teacher corrects my mistakes in public**

ST18: ...It really worries me when I make mistakes on the Bb and then the teacher corrects them right away... I know it's a need for a correction which is good both for me and for the whole class.

ST15: ...I dislike the teacher seriously correcting my mistakes in class when I speak...It puzzles me for a certain time afterwards.

ST5: ...I know if the teacher doesn't correct my mistakes, I will not realize what mistakes I am making. However, being corrected in public is really a shame. ...

ST3: ...I don't think being corrected in class is a big shame, but I'm still in fear of that...and I hope the teacher will give us more encouragement instead.

ST4: ...I worry if my homework is mistaken and causes the teacher's correction in class.

(8) Lack of Preparation (LP)

● **LP6.1: Not studying so hard as expected**

ST15: ...I don't care for being asked to the Bb if I am well prepared. ...However, sometimes I'm lazy and do not finish exercises assigned by the teacher.

ST17: ...I don't study as hard as the teacher expects and not so actively do exercises after class. This is the main reason for my anxiety in class.

ST11: ...I would not feel anxious when reading loudly as required by the teacher if I am prepared.

ST12: ...I can be very anxious when not understanding the teacher speaking too fast, or when I do not prepare as required.

ST16: ...I feel nervous when I answer questions in class...I tremble sometimes. ...And I am lazy, even to communicate with others. You know, my grammar is very poor.

ST15: ...I don't care for being asked to the Bb if I am well prepared. ...However, sometimes I'm lazy and do not finish exercises assigned by the teacher.

● **LP 6.2: Difficulty in preparation**

ST16: ...Not really, if I am well prepared. ...I usually do some make-up exercises after class....However, CET and TEM are too difficult for me and I have no confidence to passing them.

ST20: ...I'm nearly crazily upset when preparing for CET and TEM, because they are not easy if you don't spend enough time to prepare so well. It really gets on my nerves.

ST5: ...I like English very much, but I'm not so good at it. So when I feel I'm not so well prepared as I have done, I'm afraid the teacher will ask me the questions that I'm unable to answers.

ST1: ...Tests are fearful, however hard I prepare for them.

ST25: ...I feel bad in English class no matter how I'm prepared...It seems as if I were an idiot in English class, ... although I feel much relaxed and confident in other courses.

ST5: ...It's strange that I still feel anxious even when I'm well prepared. Speaking English is so different from speaking Chinese.

(9) Sense of Inferiority (SOI)

● **SOI 7.1: Unbalanced mentality in face of students better at English**

ST17: ...Honestly speaking, I feel uncomfortable when seeing some other classmates able to answer what I cannot, although this facilitates my study in return.

ST8: ...I exactly experience the unbalanced psychological situation——Sometimes, I feel a bit inferior when realizing my language ability is lower than others'.

ST19: ...I am a bit worried when my classmates can speak more fluently than I do ...

ST22: ... My self-esteem is too strong. I feel hurt when I am proved lower in ability in class, and sometimes even get puzzled as if I would be too much disappointed at my performance.

● **SOI 7.2: Feeling of low social status**

ST1: ...I'm not so anxious if other classmates are better at English, but much unhappy when it seems that other classmates do not feel like talking with me in discussions...I think it may be because of my poor pronunciation and grammar. It seems that I'm poor in everything.

ST18: ...I know my pronunciation is really not so good and I admire those students with very standard American accent... I speak Bouyei language since I was a child and I am afraid I can't speak English so well as those Han students.

ST16: ...In this case, it is a factor. I really feel depressed while others seem unwillingly to speak with me in discussions because my spoken English is poor.

ST5: ...I don't feel inferior among the Han students, because there are many other minority students in class. However, I can feel embarrassed when not able to behave so well as others in class.

ST7: ...Actually, I used to be self-inferior to others who came from the urban areas and whose family financial conditions seemed much better than mine. ...However, they do not interfere with my English study when I have made greater progress.

APPENDIX G

What the Interviewees Reported as the Their FL Classroom Anxiety Coping Styles

Interviewer: Wei Jianhua

Interviewees: 25 Students at the five target colleges, referred to as ST1, ST2, ST3, ST4, ST5, ... and ST25 respectively

Notes: The exact person-times and percentage of the 25 interviewees that offered the responses to the category and subcategory of causal factors which are **broadened** are demonstrated in the brackets following the relative category.

(1) Preparation (P)

● P 1.1: Working hard for various tests

ST12: ...I have never experienced a makeup. However, in order not to fail in any test, I must prepare crazily hard...I know if I fail in a final exam, there is possibility that I might fail another time in the makeup...Then, I will have to pay more for repeated educational service...That will be too bad for me.

ST20: ...I have no confidence to passing TEM. It is very hard. I failed last time although I spent nearly all my spare time on the preparation...I'm nearly crazily upset when preparing for CET and TEM, because they are not easy if you don't spend enough time to prepare so well. It really gets on my nerves.

ST1: ...Tests are fearful, however hard I prepare for them. I have done lots of simulation papers, but in vain.

ST16: ...Not really, if I am well prepared. ...I usually do some make-up exercises after class...However, CET and TEM are too difficult for me and I have no confidence to passing them.

ST25: ...I study hard for passing CET, but I'm a bit afraid everything I do is in vain. However, I won't give up.

ST5: ...Many people, including our English teacher, say that CET is useful for our future employment—the employers see it as one of the qualifications required. En...so we spend a lot of time on it although we have to do much with normal English course study...

ST23: ...TEM is more difficult than CET ... We English majors are devoted too much to such a test and hence have less time to practice our English speaking in class but do more in learning words by heart.

ST13: ...We have to spend time doing lots of simulation papers for CET and have less time spent for normal English learning in class.

ST 15: ...I usually do some simulation test papers in order to pass CET. However, there are too many sorts of simulation papers, and I cannot tell which ones are appropriate for me.

● P 1.2: Preparation for classroom activities

ST11: ...My spoken English is poor and I'm afraid other classmates will laugh at my English

- pronunciation in discussions...Yes... I think I will first of all improve my pronunciation.*
- ST16: *...I think so. Since I have a strong esteem, I don't want to be looked down upon by others, so I will work harder than before so that I can participate in pair work and group work. .*
- ST5: *...It's strange that I still feel anxious even when I'm well prepared. Speaking English is so different from speaking Chinese.*
- ST14: *...To reduce my anxiety in class, I usually choose to prepare answers before class. That is a good tactic.*
- ST4: *...I'm bad at grammar use when expressing my idea both in spoken and written English although I often read grammar books after class.*
- ST1: *...English is not my strength although I'm interested in it. I will turn to exert myself to fulfill my wish in other fields in order to achieve better results. However, I will not totally give up English learning, especially English speaking.*
- ST25: *...I feel bad in English class no matter how I'm prepared...It seems as if I were an idiot in English class, ... although I feel much relaxed and confident in other courses.*
- ST5: *...I like English very much, but I'm not so good at it. So when I feel I'm not so well prepared as I have done, I'm afraid the teacher will ask me the questions that I'm unable to answers.*
- ST7: *...I try my best to be prepared to answer the teachers' questions in class in order to improve my ability.*

(2) Help/Peer Seeking (HS)

● **HS 2.1: Seeking help from peers**

- ST12: *...I would inquire my roommates about how they treat with their anxiety in class when they cannot meet the requirements of the teacher.*
- ST9: *...I exchange feelings with my deskmate when I feel very worried about how to understand a long paragraph and so on in English.*
- ST18: *...My friends offer me great encouragement when I feel very bad for poor performances in class. I'm very much grateful to their help.*
- ST23: *...I'm always feeling terrible in English grammar...It is too hard and too complicated...However, I ask my roommates for help and they resolve some of my problems.*
- ST2: *...My parents know nothing about English learning, so I never communicate with them about my English study...Em...my classmates can help me with some questions I don't know so well after class.*
- ST13: *...I feel shy to tell the teacher about my anxiety in English learning, but I can tell my best friends about it and get some opinions from them.*

● **HS 2.2: Seeking help from the teacher**

- ST1: *...I sometimes inquire the teacher for some advice as to how to pronounce new words as well as how to reduce my worries in English learning. You know, I worry if I can catch up with other classmates.*
- ST3: *...I feel worried when I cannot pronounce some words correctly. ...My pronunciation needs improvement, I know. However, I will get help from my English teacher either in or after class.*
- ST15: *...If I meet new words while reading in class, I will ask the teacher for help.*
- ST20: *...I know if I don't ask the teacher for help, I will not know how to overcome my problems which will become more serious as time goes on.*

● **HS 2.3: Seeking help from the use of Chinese**

- ST25: *...In discussions, I'm usually hesitating what to say in English, but sometimes uttering Chinese words instead...*
- ST1: *...Sometimes, when I cannot express my mind in English, I speak Chinese instead so that my counterpart can easily understand. It's really embarrassing when not knowing how to utter some English words.*

ST7: ...I feel awkward while speaking English which I'm not so good at, so Chinese is what I often use in the middle of the pair work and discussions.

ST14: ...Many people use Chinese in their classroom activities more or less when talking with each other, and so do I.

ST16: Yes, when I don't know how to express my mind in English...Instead, I choose to write in the style of Chinese regardless of English grammar... or use some Chinese characters in the sentence.

(3) Relaxation (RLX)

● RLX 4.1: Turning concentration away from class activities

ST2: ...When I feel worried about my English learning, I choose to read some stories instead.

ST8: ...I read some pictorials in class if I am nervous, for they are easy to understand.

ST18: ...I feel upset when not understanding the teacher in class, and I usually read the word list in silence in order to alleviate my anxiety.

ST14: ...I read the text in the teaching material learned before when not knowing what to do in class.

ST9: ...I look out of the windows far away into the sky. This may help make me better when feeling bad in English class.

ST16: ...I sometimes pinch my arm or leg...and it makes sense as a refreshing method when I feel bad.

ST4: ...Sometimes, I listen to the MP3 music when I feel too much worried about English learning.

● RLX 4.2: Taking a deep breath

ST1: ...Before I go to the Bb for my presentation, I'm used to taking a deep breath. This really makes me relaxed in English class.

ST3: ...I'd like to take a deep breath when the teacher asks me to go to the Bb to do some writing exercises. I know I may make mistakes.

ST21: ...To clam myself down, I take a deep breath before starting to speak to the whole class on behalf of my group members.

ST5: ...I shake hands with some of my group members and take a deep breath when going to the Bb as required for a oral report about what we have discussed.

ST11: ...I can take a deep breath first before I go into the examination room, sometimes even praying that for a successful performance.

ST10: ...I take a deep breath before a test, although I am not so afraid of test if I am well prepared.

● RLX 4.3: Imagining the audience to be less prepared

ST115: ...I tell myself not to worry, but in vain with voice trembling. However, I believe that other classmates may be not so well prepared with this question and might not know how to express their minds as well as I was doing. This makes me relaxed a lot and become less worried.

ST13: ...It really happens, I believe, that other peers are not as well-prepared as you are, but you are too much nervous about whether you would do as well as others. In this case, I choose to pretend that I am much better at knowing about things than my peers. This makes me a bit relaxed.

ST8: ...However hard I try to overcome my anxiety in class, my anxiety seems never to disappear. So I choose to force myself to think that other people may be "stupid" and I am smart enough in many aspects.

(4) Resignation (RSN)

● RSN 5.1 Avoiding participation in classroom activities

ST1: ...Well, I'm not sure what I can learn ...so I'm not so willing to go to English class for the

reason that it might be a waste of time...because what I can do is to sleep in English class.

ST3: *...I choose to sleep in English class when I find I can do nothing except sit there quietly. It's really a terrible feeling being like that.*

ST6: *...I sometimes turn to chat on my cell-phone if the English teacher's class is quite boring...This happens many times.*

ST16: *...I usually say, "Sorry, I don't know", while blushing with a shame. Then the teacher would change to ask others.*

ST22: *...Nowadays, various qualifications are needed for employment. English is not the only useful thing. I don't want to waste time if I cannot succeed in English learning. I will try to pass the National Lawyer Qualification Test and other qualification exams which are also very useful.*

ST18: *...I can't say if I have totally given up learning English. I merely participate in those games like non-verbal activities through the help of my peers. I am tired of English anyway, and don't want to go on with it any longer, for I know I cannot make any progress at all.*

ST13: *...Um...to be honest, I feel like going out during English class, but I stay in my seat spending no time on English learning but books of my own major.*

ST7: *...I never give up learning English, but sometimes keep silence in class to avoid getting involved in discussions when I am not so well prepared for some other reason.*

● RSN 5.2 Staying away from class

ST12: *...My English is not bad in class. However, I occasionally resign some single class if I forget to do homework and not able to hand it in the next day. I know it is not good to tell a lie though, I sometimes pretend that I am ill. What a shame...*

ST25: *...The English teacher does not encourage us with efforts ...I feel bored and sometimes stay in the library instead reading English books myself.*

ST3: *...I know about the discipline of the school although I escape from class every now and then. ...Um...some of my close friends sometimes help find some excuse for my absence.*

ST1: *...Well, there were really some times when I played truant from English class...However, I know I should respect the teacher...Aha, merely some times this semester.*

(5) Positive Thinking (PT)

● PT 3.1: Planning to work harder at English learning

ST1: *...English is not my strength although I'm interested in it. I will turn to exert myself to fulfill my wish in other fields in order to achieve better results. However, I will not totally give up English learning, especially English speaking.*

ST9: *...Honestly speaking, how I yearn the years when my English was good at junior high school and received some awards from the English teacher. I hope I can be as confident as before if I do not give up and work harder from now on.*

ST15: *...I know my English is poor, but I believe if I work harder, there is possibility that I can make progress and learn something needed for my future.*

● PT 3.2: Conducting self-encouragement

ST6: *...I think I will not give up English learning although my progress is not obvious.*

ST9: *...Honestly speaking, how I yearn the years when my English was good at junior high school and received some awards from the English teacher. I hope I can be as confident as before if I do not give up and work harder from now on.*

ST25: *...I study hard for passing CET, but I'm a bit afraid everything I do is in vain. However, I won't give up.*

ST7: *...I would compare the present anxiety with the past that made me more worried, and tell myself that I have made greater progress at present.*

ST11: *...I usually say to me, "Your difficulty is merely temporary. Go ahead, and everything will be gone."*

ST10: *...I try not to recall past anxiety and believe that I will conquer my depression later on.*

ST16: *...Yes, I do. I say with firm belief to myself, "I will be okay later on. Just wait and see."*

APPENDIX H

Reports on the Levels of the Students' Individual FL Classroom Anxieties Related to CA, TA, and FNE

Individual FL Classroom Anxiety	Mean (\bar{x})	S.D.	Level Category
(1) Communication Apprehension (CA)			
14. I would not be nervous speaking English with native speakers.	3.49	1.254	High
18. I feel confident when I speak in English class.	3.58	1.247	High
9. I start to panic when I have to speak without preparation in English class.	3.43	1.374	High
29. I get nervous when I don't understand every word the English teacher says.	3.48	1.267	High
1. I never feel quite sure of myself when I am speaking in my English class.	3.08	1.351	Medium
4. It frightens me when I don't understand what the teacher is saying in English.	3.35	1.437	Medium
13. It embarrasses me to volunteer answers in my English class.	2.36	1.299	Medium
27. I get nervous and confused when I am speaking in my English class.	3.12	1.351	Medium
30. I feel overwhelmed by the number of rules I have to learn to speak in English.	3.29	1.299	Medium
32. I would probably feel comfortable around native speakers of English.	3.24	1.254	Medium
(2) Test Anxiety (TA)			
8. I am usually not at ease during tests in my English class.	3.48	1.436	High
10. I worry about the consequences of failing my English class.	3.51	1.414	High
25. English class moves so quickly that I worry about getting left behind in tests.	3.59	1.368	High
21. The more I study for a language test, the more confused I get.	2.51	1.367	Low
(3) Fear of Negative Evaluation (FNE)			
20. I can feel my heart pounding when I'm going to be called on in English class.	3.72	1.302	High
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.	3.89	1.220	High
2. I don't worry about making mistakes in English class.	3.31	1.340	Medium
3. I tremble when I know that I'm going to be called on in English class.	3.15	1.440	Medium
7. I keep thinking that the other students are better at English than I am.	3.12	1.400	Medium
23. I always feel that the other students speak English better than I do.	3.23	1.321	Medium
24. I feel very self-conscious about speaking English in front of other students.	3.03	1.397	Medium
31. I am afraid that the other students will laugh at me when I speak English.	2.87	1.322	Medium
19. I am afraid that my English teacher is ready to correct every mistake I make.	2.44	1.319	Low

Notes: Items 5, 6, 11, 12, 15, 16, 17, 22, and 26 do not belong to any of the three components.

APPENDIX I

Results from the Analysis of Responses to the Open-ended Question in the FLCAS

Categories of Additional Causal Factors
Factor 7: Low FL Ability (LFLA)
LFLA1. I can't understand a thing that the teacher is teaching in class.
LFLA2. I worry when I sometimes hear nothing of what the teacher says
LFLA3. I can't answer the teacher's question.
LFLA4. I have anxiety when nobody can answer the teacher's question.
LFLA5. I seem deaf to the teacher's speaking and simply absent-minded in class.
LFLA6. My English vocabulary is too small.
LFLA7. My ability in spoken English is far from satisfaction.
LFLA8. My foundation in English is so poor.
LFLA9. I worry about my pronunciation which might not be standard.
LFLA10. I cannot understand the teacher when s/he teaches us in English.
LFLA11. I can't use English to express my mind although I know about the question.
LFLA12. My writing in English is too bad.
LFLA13. My listening comprehension is unsatisfactory and I feel very much anxious in listening class.
LFLA14. I fear I will make lots of grammatical mistakes.
Factor 8: Teacher's Problem in Teaching (TPT)
TPT1. I feel anxious when the teacher speaks either too fast or too slow.
TPT2. The teacher could have made English a bit more interesting.
TPT3. What the teacher is saying is too much complicated.
TPT4. The teacher asks me questions before I have directed my thoughts or attention.
TPT5. The teacher takes how many times and how the students respond to his/her questions into account as part of our final scores.
TPT6. The teacher doesn't spend enough time in improving our ability in the four skills.
TPT7. The teacher's pronunciation is not the same as the former teachers' or not the same in my memory.
TPT8. The pace of the teacher's speaking is too fast.
TPT9. The teacher's voice is so low that I can't hear clearly.
TPT10. I feel worried when the teacher is impatient and even loses her/his temper in English class.
TPT11. The teacher sometimes teaches us with an unhappy mood.
TPT12. The teacher doesn't care so much about female students and seldom asks us questions.
TPT13. I don't like the teacher's character that is likely to make us more worried.
TPT14. The teacher doesn't seem so devoted into teaching.
TPT15. The teacher requires us to recite too many texts and articles.
Factor 9: Poor Learning Efficiency (PLE)
PLE1. The new words and expressions are so many that we cannot learn them by heart.
PLE2. The words remembered the day before were usually forgotten the next day.
PLE3. I feel terrible when what I thought were correct are actually wrong.
PLE4. I am always very weak at learning grammar no matter how hard I work.
PLE5. I cannot work out grammar exercises in class.
PLE6. I cannot hand in homework which is hard for me to fulfill.
PLE7. I have worked very hard but achieved very little.
PLE8. I am always wildered in how to learn English well.
PLE9. I can't keep up with others.
Factor 10: Sense of Inferiority (SOI)
SOI1. I feel depressed for successive failures in various English activities.
SOI2. It seems as that I am an "idiot" in English class, while others are not.

Results from the Analysis of Responses to the Open-ended Question in the FLCAS (Cont.)

Categories of Additional Causal Factors	
SOI3.	The teacher always eyes me with mistrust and gives others more chances for answers volunteered.
SOI4.	I'm very weak in psychological bearing capacity.
SOI5.	I feel inferior when the teacher criticizes me in class.
SOI6.	The teacher seems never to notice my existence in class.
SOI7.	Some classmates say my English is very poor.
SOI8.	My classmates would not like to exchange ideas with me in class, so I don't know whether my answers are correct or not.
SOI9.	I dare not raise or answer questions in class for fear of being laughed at again.
SOI10.	I feel tense when I can't answer the question of the teacher who usually thinks a lot of me at other times.
Factor 11: Lack of Preparation (LP)	
LP1.	I feel worried when asked about what I have not prepared or understood.
LP2.	What the teacher asks is new and unfamiliar to me.
LP3.	We are asked to do unfamiliar tests.
LP4.	I feel much puzzled when the teacher asks us to do exercises we have never done before.
LP5.	I have no idea as to how to impair my anxiety.
LP6.	Though well prepared, my mind blanks out once the teacher asks me questions.
LP7.	I am not so well prepared before class.
Factor 12: Societal Interferences (SI)	
SI1.	Some of my friends influence me with the idea that learning English is a waste of time rather than learning other courses which are more practical.
SI2.	Whether I can struggle to pass CET Bands 4 and 6 always worries me because such tests seem so important for future job-seeking, but too difficult.
SI3.	There are too many English textbooks for us to learn; actually, I think it okay if we learn one thoroughly well.
SI4.	I have not moved away my blue mood due to a sad movie in English.
SI5.	Other parents are able to coach their children with their English, but my parents are not.
Unrelated Category of Causal Factors (UCCF)	
UCCF1.	I feel anxious in class when I feel like going to the toilet.
UCCF2.	I don't feel like going to English class when I feel bad after just having recovered from illness.
UCCF3.	I cannot concentrate on English class when I catch a cold.
UCCF4.	I don't feel happy to speak in English class because my boy friend has just said good-bye to me.
UCCF5.	I feel uneasy for my parents haven't sent me money for my living this month.

APPENDIX J

Reports on Frequency of Individual Level of Students' FL Classroom Anxiety Coping Strategy Use

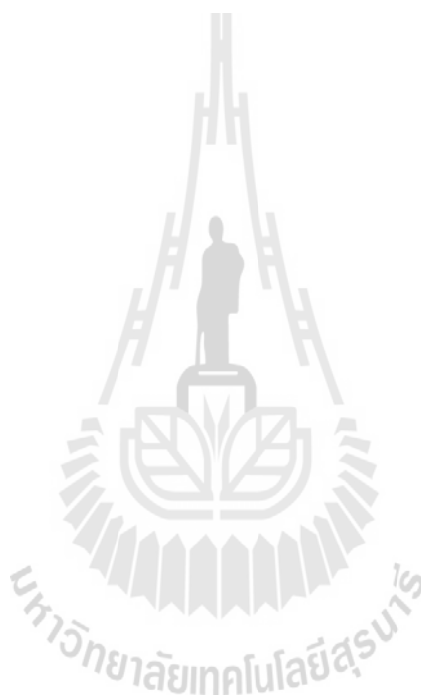
Individual FL Classroom Anxiety Coping Strategies	Mean (\bar{x})	S.D.	Level Category
10. I attempt to correct my oral mistakes that the teacher and classmates have pointed out.	4.09	1.176	<i>High</i>
17. To calm down, I take deep breath each time when I enter the examination room.	3.58	1.434	<i>High</i>
18. I sometimes communicate with the classmates who have passed exams so that I can assimilate others' experiences and reduce anxiety.	3.68	1.258	<i>High</i>
1. I seize all opportunities to practice speaking with the English native speaker or other classmates in class.	2.77	1.232	Medium
2. To overcome my anxiety in English learning, I occasionally read some books in psychology.	2.70	1.254	Medium
3. I usually keep silence when experiencing anxiety such as disappointment, compunction, uneasiness, and indignation emerging in the English lessons.	3.06	1.452	Medium
4. Being oblivious of myself in working helps cast off my anxiety in English learning.	2.71	1.288	Medium
8. I do morning reading and recite favorite English poems or articles in order that I can talk more in English class.	2.87	1.384	Medium
9. To avoid being asked questions by the teacher, I choose to be seated at the back in English class.	2.99	1.443	Medium
12. I do a lot of simulation exercises in order to pass examinations.	3.09	1.347	Medium
13. I rarely keep English classroom anxiety in mind.	3.12	1.382	Medium
14. I voluntarily answer the teacher's questions in English class.	3.03	1.328	Medium
15. I never care for others' negative evaluation, but let English learning anxiety develop itself.	2.94	1.296	Medium
16. To alleviate anxiety, I usually imagine that maybe his/her Chinese is not as good as my English when I communicate with a foreigner, so I sometimes use Chinese instead.	2.67	1.281	Medium
20. I would like to confide my anxiety in English learning to my parents or friends.	3.02	1.426	Medium
21. I usually eliminate anxiety by doing something positive or creative like drawing, woodworking, etc.	2.78	1.381	Medium
23. I sometimes take part in short-term trainings for passing some important exams.	2.84	1.265	Medium
24. I usually change embarrassment into humor when someone laughs at my oral mistakes.	3.33	1.251	Medium
5. I hope my teacher and classmates can help me with a solution to my anxiety in English learning.	3.52	1.211	<i>Low</i>
6. I make a plan that I strictly follow in order to overcome anxiety.	2.58	1.237	<i>Low</i>
7. I listen to and imitate English broadcasting programs.	2.24	1.242	<i>Low</i>
11. I ask for leave once I realize the teacher will ask me questions.	1.54	.932	<i>Low</i>
19. I often improvise an English speech by myself.	2.22	1.199	<i>Low</i>
22. I am not willing to see any negative evaluation on English learning from others.	2.52	1.209	<i>Low</i>

APPENDIX K

Results from the Analysis of Responses to the Open-ended Question in the FLCACSQ

Categories of Additional Anxiety Coping Strategies
Coping Strategy 6: Relaxation (RLX) (Additional)
<i>RLX1: I usually listen to some music.</i>
<i>RLX 2: I listen to favorite English songs.</i>
<i>RLX 3: I would sing karaoke songs with the computer in my dorm.</i>
<i>RLX 4: I feel relaxed in English class.</i>
<i>RLX 5: I'd like to play football or basketball after class in order to alleviate my anxiety or unhappiness.</i>
<i>RLX 6: I do some running after English class sometime.</i>
<i>RLX 7: I would relax by watching some English movies at home.</i>
<i>RLX 8: I participate in other out-of-class activities.</i>
<i>RLX 9: I will play cards with friends.</i>
<i>RLX 10: I go out for a walk.</i>
<i>RLX 11: I relax myself outside the classroom during the break.</i>
<i>RLX 12: I would not push myself so much in English class.</i>
Other Categories of Anxiety Coping Strategies Reported
Positive Thinking (PT)
<i>PT1: I would never give up learning English</i>
<i>PT2: I would work harder at English</i>
<i>PT3: I say to myself, "You are okay, and go ahead."</i>
<i>PT4: I try not to recall past anxiety</i>
<i>PT5: I would compare the present anxiety with the past that made me more worried.</i>
<i>PT6: I say to myself, "I must stick to it."</i>
Help Seeking (HS)
<i>HS1: I would enquire the teacher for some advice</i>
<i>HS2: I would use Chinese at intervals when speaking English with my classmates in class</i>
<i>HS3: I would read some English stories in class</i>
<i>HS4: I choose to read some short English articles with pictures in the English text book, but in a low voice.</i>
<i>HS5: I rely on some self-comfort.</i>
Problem Solving (PS)
<i>PS1: I would read new words and expressions aloud.</i>
<i>PS2: I study hard automatically.</i>
<i>PS3: I try to reduce my anxiety by helping other classmates with some solutions to their problems in English learning.</i>
<i>PS4: I pat my head, asking myself, "Why are you so slow?" I eat something in order to alleviate my anxiety.</i>
<i>PS5: I'd like to consult the dictionary when I have trouble with new words.</i>
<i>PS6: When I meet anxiety in English listening, I write some words instead.</i>

Categories of Additional Anxiety Coping Strategies	
<i>Resignation (RSN)</i>	
<i>RSN1: I choose to sleep in English class.</i>	
<i>RSN2: I would chat through QQ with friends via cell phone in English class.</i>	
<i>RSN3: I do what I like best to do except English.</i>	
<i>RSN4: I play cell phone games in class.</i>	



CURRICULUM VETAE

Wei Jianhua was born on July 26, 1964 in China. He obtained the Degree of Bachelor of Arts in English from the Department of English, Central China Normal University in 1990. She studied at the School of Foreign Languages, Institute of Social Technology, Suranaree University of Technology for the Degree of Master of Arts in English Language Studies.

