



Wang, Xinyue (2023) *Overcoming foreign language anxiety among students in Chinese English classrooms*. [MSc]

<https://dissertations.gla.ac.uk/569/>

Copyright © 2023 The Author

Copyright and moral rights for this work are retained by the author(s)

A copy can be downloaded for personal non-commercial research or study, without prior permission or charge

This work cannot be reproduced or quoted extensively from without first obtaining permission in writing from the author(s)

The content must not be changed in any way or sold commercially in any format or medium without the formal permission of the author

When referring to this work, full bibliographic details including the author, title, institution and date must be given.

Deposited: 30 November 2023

Enlighten Dissertations  
<https://dissertations.gla.ac.uk/>  
[research-enlighten@glasgow.ac.uk](mailto:research-enlighten@glasgow.ac.uk)



University  
of Glasgow

**Overcoming Foreign Language Anxiety  
among Students in Chinese English  
Classrooms**

**Author: Xinyue Wang**

**Word Count: 12573**

**Supervisor: Dr Agnieszka Uflewka**

**Dissertation submitted in part fulfillment of the requirements  
for the degree of Master of Science (Educational Studies)**

**School of Education  
College of Social Sciences  
University of Glasgow  
August 14, 2023**

## ACKNOWLEDGEMENTS

During the completion of this thesis, I have received support and help from many people, and I would like to express my deep gratitude to them.

I would like to express my deepest gratitude to my supervisor, Dr. Agnieszka Uflewski, for her unwavering support, invaluable guidance, and insightful feedback throughout the entire research journey. Her professional knowledge and rich experience have had a profound impact on me, enabling me to make great progress in academic research and writing.

I would like to thank my family and friends for their constant encouragement, understanding, and patience during the challenging phases of this research. Their unwavering belief in me has been a constant source of motivation, which made me feel warm and caring in my study and life.

Lastly, I would like to acknowledge all the researchers and authors whose published works have contributed to the foundation of this study. Their valuable contributions have enriched the scholarly discourse on the topic.

Any shortcomings in this study are my responsibility alone, and I am committed to continuously improving my research skills and knowledge to contribute meaningfully to the academic community.

## **Author's Declaration**

I hereby declare that the dissertation entitled "Overcoming Foreign Language Anxiety of Students in Chinese English Classrooms", submitted in part to fulfil the degree requirements of Master of degree at the University of Glasgow, is my original work.

I understand plagiarism or academic dishonesty, is a serious crime and will be punished appropriately. By signing this statement, I affirm my commitment to intellectual integrity and honesty.

Date: August 7, 2023

Sign: Xinyue Wang

Print name: Xinyue Wang

## **ABSTRACT:**

In English classes in China, students' foreign language anxiety is expected, which significantly weakens students' confidence and interest in learning foreign languages, and seriously leads to students' aversion to foreign languages. This dissertation addressed the main factors influencing Chinese students' foreign language anxiety, categorising them into three main groups: learner factors, teacher factors, and social-cultural factors. Foreign language anxiety is recognised as an emotional response that can impede learning a foreign language. Numerous studies have highlighted its prevalence among foreign language learners and its detrimental impact on language acquisition. This dissertation proposes practical suggestions based on Vygotsky's social constructivism theory to address this concern and alleviate student anxiety. These recommendations offer valuable guidance to educators in their teaching practices and empower students to overcome anxiety and enhance their foreign language learning experience.

## TABLE OF CONTENTS

ACKNOWLEDGEMENTS .....	2
Author's Declaration .....	3
ABSTRACT: .....	4
CHAPTER1: INTRODUCTION.....	7
1.1 Research Background .....	7
1.2 Research Design .....	9
1.3 Structure of the Dissertation .....	10
CHAPTER 2: METHODOLOGY .....	12
2.1 Research Design .....	12
2.1.1 Research Paradigm .....	12
2.1.2 Research Methodology and Method.....	13
2.1.3 Research Theory .....	14
2.2 Working with Data .....	16
2.2.1 Data Collection.....	16
2.2.2 Data Analysis.....	18
2.3 Ethical Implications .....	18
2.4 Strengths and Limitations of the Research Design.....	19
CHAPTER 3: ENGLISH AS THE GLOBAL LANGUAGE.....	22
3.1 Rise of British English as a Global Language .....	22
3.2 English as a Contemporary Global Language .....	23
3.2.1 Status of English as a Global Foreign Language.....	24
3.2.2 English as a Global (Foreign) Language of Education .....	26
3.3 Status of English as a Foreign Language in China .....	27
CHAPTER 4: FOREIGN LANGUAGE ANXIETY.....	30
4.1 Understanding Anxiety.....	30
4.2 Language Anxiety and Foreign Language Anxiety.....	32
4.2.1 Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety .....	33

4.2.2 Three Elements of the Foreign Language Classroom Anxiety Scale	34
CHAPTER 5: FACTORS AFFECTING FOREIGN LANGUAGE ANXIETY OF CHINESE EFL LEARNERS	37
5.1 Learners Factors	37
5.2 Teacher Factors	40
5.3 Socio-cultural Factors	43
CHAPTER 6: OVERCOMING FLA AMONG CHINESE EFL LEARNERS	46
6.1 Alleviating Foreign Language Anxiety from Teachers' Perspective	46
6.1.1 Need for “Learner-centred” Teaching Methods	46
6.1.2 Need for Establishing Harmonious Teacher-Student Relationships	48
6.1.3 Need for Facilitating Student Interactions	49
6.2 Alleviating Foreign Language Anxiety from Students' Perspective	50
6.2.1 Need for Enhancing Learning Interests	51
6.2.2 Need for Recognising "Yourself"	52
CHAPTER 7: CONCLUSIONS	54
7.1 Contributions	54
7.2 Reflection on my Practice: “Only Continuous Reflection can make Continuous Progress”	55
7.3 Further Research	57
APPENDIX 1: Diagram of Literature Selection Process	59
APPENDIX 2: Data Extraction Records (DER)	60
APPENDIX 3: Multilingual Structuring of Chapters	66
References	67

## **CHAPTER1: INTRODUCTION**

This dissertation addresses Chinese foreign language anxiety, investigating the various factors contributing to Chinese students' foreign language anxiety (FLA). This chapter first introduces the background and research questions of the research topic. Subsequently, the research design and theoretical framework employed in the thesis are outlined. Lastly, the structure and objectives of the dissertation are elucidated.

### **1.1 Research Background**

For natural English speakers, learning a language unrelated to English, like Chinese, is much more complicated than learning a similar language, like French. Because of the enormous differences between Chinese and English, it is generally believed that Chinese is a challenging language for Americans, and similarly, English is a challenging language for Chinese. Lennon (1990) highlighted that American students must receive 1,320 hours of language teaching when learning Japanese, Chinese, Korean, and Arabic to achieve the same level of learning Spanish and French with only 480 hours of language teaching.

Chinese English learners in classrooms are frequently viewed as exhibiting reluctance. They are reluctant to participate in classroom activities, usually abstaining from active engagement or providing just brief comments even when asked questions. Furthermore, while possessing such views, these students have a propensity to seldom communicate them (Cortazzi & Jin, 1996). Chan and Wu (2004) highlighted that fear of negative evaluation and fear of making mistakes are familiar sources of FLA for Chinese English students. In addition, factors



such as lack of language skills, cultural differences, and lack of speaking opportunities have also been identified as causes of FLA (Young, 1991).

In recent years, many studies have been on foreign language anxiety research in China. Two hundred fifty-five sophomores with non-English majors participated in a questionnaire study by Xu (2023) to determine the association between language learning anxiety and performance. The results show that the more anxious the foreign language learning process is, the less ideal the learning performance is. Mr Zhang (2004b) used the anxiety questionnaire in Wen Qiufang's emotional activity management method to investigate the connection between English learning performance and classroom anxiety among 367 non-English major students. causes of learning challenges and coping mechanisms. The findings revealed a link between anxiety over learning a foreign language and poor academic outcomes. Chinese English learners frequently experience foreign language anxiety (FLA). Since most studies on foreign language learning anxiety have been conducted in English-speaking countries where English is the primary language of communication and instruction, such as the United States, Canada, the United Kingdom, Australia, and New Zealand, these studies usually focus on foreign language learners in these regions, examining their language learning anxiety and coping strategies. Anxiety and coping strategies are rarely studied from the perspective of English as a foreign language, such as China, Korea, and Japan. It is crucial to look into the causes of foreign language anxiety and coping strategies that impact English learners in the Chinese environment. It is also a novelty of this dissertation as few academics have used Vygotsky's social constructivism theory to develop theories that influence foreign language anxiety.

This study explores the factors that affect Chinese students' foreign language anxiety (FLA) and effective measures to alleviate this anxiety. A deep insight

into the challenges and obstacles Chinese students encounter in language learning, thus providing valuable suggestions and encouragement skills for leaders and teachers to successfully reduce students' anxiety in learning foreign languages, create a favourable language learning environment, and develop students' language skills and overall well-being.

Three research questions guided this study, namely:

- What are the origins, mainstream definitions, developments and main factors that lead to FLA among Chinese EFL students in English classrooms in China?
- What are the factors leading to Chinese EFL learners' FLA?
- What practical measures can help teachers and students alleviate foreign language anxiety in China?

## **1.2 Research Design**

This research explores the factors and coping strategies affecting Chinese students' foreign language anxiety. Foreign language anxiety is regarded as a kind of experience or cognition constructed during the interaction between students and the educational environment. Using the paradigms of constructionism and interpretivism as the theoretical framework, Using the method of extended literature review, extensive literature collection and review, collection of domestic and foreign research results on students' foreign language anxiety, in-depth discussion of the anxiety factors that lead to Chinese students in foreign language learning, and based on Vygotsky's social Constructive theory, through the understanding of social interaction and scaffolding, integrates social constructivism into alleviating students' foreign language anxiety, and puts forward feasible suggestions for teachers to help Chinese students alleviate foreign language anxiety.

### 1.3 Structure of the Dissertation

This dissertation is organised into seven chapters (See Appendix 3 for details, p.67). The dissertation commences with an Introduction, where I introduce the main research questions of the research and the background of Chinese foreign language anxiety, briefly introduce the research theories and method adopted in this research and explain the research's significance.

The second chapter is the methodology, which is divided into four small parts: research design, working with data, ethical implications and strengths and limitations of the research design. It introduces the constructionism and interpretivism theory paradigm adopted in this thesis, the qualitative methodology, the extended literature review method, and Vygotsky's social constructivism theory. It then discusses this study's data collection and analysis procedure and the research design's strengths and limitations.

The third chapter focuses on the evolution of British English as a worldwide language and English's global position. Following that, the section discusses English as a global language of education, then discusses the significance of English as a foreign language in China.

The fourth chapter provides an in-depth exploration of anxiety, including language anxiety and foreign language anxiety. Subsequently, it delves into the seminal work of Horwitz concerning foreign language anxiety theory, accompanied by a comprehensive overview of pertinent research in this field.

The fifth chapter is the core of this thesis. It introduces the factors that affect Chinese students' foreign language anxiety from three aspects: teachers, students, and socio-culture.

The sixth chapter puts forward suggestions for relieving students' foreign language anxiety according to the factors in chapter five and puts forward feasible methods using Vygotsky's social constructivism theory.

This thesis concludes with a review of the study, summarizing the goals and findings of the study, emphasising the contributions of the study, and reflecting on an individual's transformative research journey. At the same time, it made a particular outlook on the future development direction of this research field.

## **CHAPTER 2: METHODOLOGY**

This chapter consists of four parts, including research design, data collection and analysis, ethical implications and strengths and limitations of research design. It first introduces the research design. Then, the procedure and rationale for data collection and analysis are presented. Finally, ethical implications are settled.

### **2.1 Research Design**

This section introduces the research paradigm, methodology and method, and research theory used in this study.

#### **2.1.1 Research Paradigm**

I adopt the constructionism and interpretivism theoretical frameworks to investigate the factors influencing Chinese students' anxiety about learning a foreign language. Constructionism emphasises how students create their own knowledge and interpret and explain the actual world via their and other people's interactions (Harel & Papert, 1991). Foreign language anxiety is an emotional experience created by students, which is impacted by the combination of personal and societal circumstances. The constructionism viewpoint helps me comprehend how students' emotional reactions in foreign language acquisition are gradually shaped via individual cognition and social interaction. Based on the constructionism theory that students build knowledge in their interaction with others in society, the interpretivism theory can be used better to understand students' subjective views on foreign language anxiety.

Interpretivism emphasises in-depth understanding and explaining phenomena, concentrating on individual subjective experiences and viewpoints (Gergen, 2015). The interpretive perspective emphasises students' personal experiences

and perspectives, which enables me to fully comprehend how anxiety affects students' attitudes towards learning attitudes and achievements.

Drawing on previous FLA research (e.g., Yu, 2016; Xie, 2010; Tang, 2022), it is evident that students' FLA is influenced by an intricate interplay of personal and social factors arising from the dynamic interrelationship between individuals and their surroundings. Both constructionism theory and interpretivism, focusing on the profound influence of societal and cultural contexts on human encounters, aptly capture the intricate interactions that shape the connection between individuals and the broader community (Newman & Holzman, 2013). In this study, I apply these two theoretical frameworks to provide a thorough understanding of the elements that affect Chinese students' anxiety about learning a foreign language. By applying these theories, I hope to delve deeply into foreign language anxiety and present corresponding teaching recommendations and intervention strategies to help students better manage their anxiety while learning a foreign language and enhance learning outcomes and experiences.

### **2.1.2 Research Methodology and Method**

In this study, I adopt qualitative research methodology and an extended literature review method to deeply explore the factors that affect Chinese students' foreign language anxiety. Qualitative research methodology focuses on understanding the meaning and experience of individuals or groups (King et al., 2021). It explores students' anxiety phenomena and emotional responses in foreign language learning through case studies, personal experiences, interviews, and observations (Denzin & Lincoln, 2000). Through qualitative research methodology, we can comprehensively and deeply understand the complexity and diversity of students' foreign language anxiety. Combined with the results of previous studies on the influencing factors of Chinese students'

foreign language anxiety, it provides insights for classroom teaching.

An extended literature review is a form of literature review. An extended literature review is a comprehensive and in-depth review of existing literature on a specific topic or research area, including extensive retrieval, evaluation and synthesis of relevant literature to obtain a more comprehensive research basis. and insights (Torraco, 2005). Extended literature reviews extend the scope of existing research by critiquing and integrating existing literature to propose new perspectives, frameworks, or theories (Hart, 2018). It helps shape research questions, methods, and theoretical frameworks, helping researchers identify areas for further study and contributing to the existing body of knowledge (Ganann et al., 2010). Through the comprehensive application of qualitative research methodology and extended literature review method, we can fully understand the factors that affect Chinese students' foreign language anxiety and deeply study the nature and impact mechanism of anxiety phenomena.

### **2.1.3 Research Theory**

In this study, I adopt Vygotsky's social constructivism theory as the theoretical basis to propose corresponding strategies for the factors that affect Chinese students' foreign language anxiety. Vygotsky (1978) noted that learning is a social process, which occurs in social and cultural environments, not just cognitive activities within individuals.

Social constructivism in student learning can be understood from three perspectives, the first being the interaction between learners. Social constructivism emphasises that learners co-construct knowledge and meaning through interactions with others (Vygotsky, 1978). Learners acquire new knowledge, expand their cognitive abilities, and construct personal

understanding and meaning through interactions with others (Argyle, 2017). Therefore, to alleviate students' foreign language anxiety, teachers should encourage students to communicate and cooperate in the classroom actively. In English classes, group discussions, role-playing and cooperative projects can promote social interaction among students and improve students learning ability. Excellent language learning and communication skills, improve English in a pleasant atmosphere.

Second, provide adaptive teaching support, which is the scaffolding role of teachers. In Vygotsky's theory, the zone of proximal development (ZPD) emphasises the importance of the teacher in individual learning. ZPD highlighted that with the help of teachers, students can learn and master information and skills they cannot learn independently (Schreiber & Valle, 2013). According to this view, teachers should actively participate in the process of students acquiring knowledge and provide appropriate guidance and support to help students surpass their current level and overcome learning difficulties. Provide targeted teaching and feedback to help students reduce foreign language anxiety.

Third, create a positive learning atmosphere and teacher-student relationship. Social constructivism indicates learners are likelier to succeed in a positively supportive learning environment. Vygotsky (1978) argued that learning is a social and cooperative process in which individuals accumulate knowledge through interactions with others and their surroundings. Therefore, teachers should create an atmosphere encouraging learning and accepting mistakes and challenges. Positive encouragement and recognition of students reduce foreign language anxiety. Learner-centredness is one of the core ideas of social constructivism (Driver et al., 1994). The learner-centred approach helps students better understand knowledge and its application in the real world.



Therefore, teachers adopt a "learner-centred" teaching method, pay attention to students' individual needs and learning interests, provide positive support and encouragement, and create a positive learning atmosphere, effectively reducing students' anxiety in English classes.

## **2.2 Working with Data**

This section discusses data collection and analysis, including the process of data collection, the selection criteria for the literature, and the method for analysing these primary literatures.

### **2.2.1 Data Collection**

This study began by conducting an initial database search using a combination of search terms, such as "foreign language anxiety," "Chinese Students' Foreign Language Anxiety," "English Learning Anxiety," and "Influencing Factors of Foreign Language Anxiety." Then, a comprehensive database search was performed to discover relevant research using the search phrases in the search term list. Reading the abstract of each research is screening the literature that fits the research topic, researching carefully and putting the research into folders that meet the criteria.

Through a meticulous process of systematic screening, a selection of potential and pertinent sources was meticulously identified. This comprehensive effort resulted in the compilation and organisation of 115 researches. The rigorous search encompassed prominent databases, including Wiley, ERIC, Sage, TESOL Quarterly, University of Glasgow Library, Science Direct, and CNKI. This methodological approach aimed to pinpoint the most pertinent and insightful researches concerning the impact of foreign language anxiety on Chinese students. From the 115 researches, 21 were considered most relevant to the research topic (see Appendix1 for details, p. 59 ).

Data Extraction Records (DERs) (see Appendix 2, p. 60) were used to examine and record information in these 21 documents, including study authors, study titles, year of publication, and article abstracts. This systematic and unbiased approach identified major factors influencing students' language anxiety, including their learning approaches, teachers' teaching strategies, and sociocultural factors. By reviewing the discovery chapters of 21 studies in detail, studies by He (2013), Li (2018), and Yu and Gao (2016) provide a brief background and theoretical framework for this study.

To ensure the study's rigour, strict Inclusion and Exclusion criteria were established (see Table 2).

<b><u>Inclusion / Exclusion criteria</u></b>		
<b>Criteria</b>	<b>Inclusion</b>	<b>Exclusion</b>
<b>Date</b>	2010-2023	Prior to 2010 and after 2023
<b>Type</b>	Peer-reviewed scholarly researches	Dissertations, technical reports, Proceeding article
<b>Focus</b>	researches on FLA and EFL	researches did not include FLA and EFL
<b>Method</b>	Quantitative, Primary study,	Reviews (book and article reviews)
<b>Language</b>	English and Chinese	Other language

**Table 2: Literature inclusion and exclusion criteria. Source: My own creation (2023).**

**Based on Connelly, 2020, p.84.**

Only research literature published between 2010 and Peer-reviewed academic researches were eligible for inclusion, while dissertations, technical reports, and proceeding researches were excluded. The focus of the included literature must be on Chinese FLA and EFL, while irrelevant studies were disregarded. Additionally, primary research was preferred, and books and article reviews were excluded. In terms of language, the included researches had to be in Chinese or English, with other languages not considered. Furthermore, the

research must have targeted English learners as their study subjects.

### **2.2.2 Data Analysis**

When investigating the factors affecting Chinese students' foreign language anxiety, I utilised the thematic analysis method to examine the gathered qualitative data. Thematic analysis is a typical qualitative research approach used to discover and understand study participants' thoughts, perceptions, and experiences on a topic (Terry et al., 2017). This method provides both flexibility and rigour in uncovering patterns and themes within qualitative data, allowing researchers to dive into the complexity of participant experiences and develop nuanced, context-specific insights (Nowell et al., 2017).

Initially, I thoroughly read and annotated the collected data to identify central ideas and themes relevant to the research topic. Subsequently, I coded and organised these themes (see Appendix). A comprehensive exploration of the connections between these themes enabled a profound comprehension and understanding of the factors affecting Chinese students' foreign language anxiety. This study uses theme analysis to investigate the fundamental reasons for students' foreign language anxiety and gives beneficial ideas and guidelines for educational practice and policy formulation.

### **2.3 Ethical Implications**

In order to abide by research integrity, all literature I used in this research is publicly available and traceable. Strictly abide by ethical principles, maintain the integrity and credibility of the research, and ensure that all data used are unaffected and used only for the intended purpose of this research. Ethical implications refer to potential ethical considerations and consequences associated with research (Martin, K., 2019). Recognising and addressing ethical

issues in extended literature reviews is critical to maintaining the integrity of research and maintaining the credibility of the academic community.

To uphold the integrity and dependability of this analysis, meticulous adherence to stringent data collection and analysis procedures was paramount. The primary researches selected for this study were meticulously curated from peer-reviewed literature, ensuring the veracity and excellence of the information. Furthermore, the crucial attributes of each study were systematically captured in a controlled and standardised manner utilising Data Extraction Records (DER) (see Appendix 2 for details, p. 60).

This facilitated the methodical documentation of pertinent particulars, including authors, publication dates, research methodologies, and findings. This comprehensive approach thoroughly evaluated the potential for bias within individual studies and across the broader research framework.

#### **2.4 Strengths and Limitations of the Research Design**

This study has several strengths. It employs a comprehensive approach by integrating an extensive literature review and qualitative research methodology, this approach allows for a more comprehensive exploration of the factors influencing Chinese students' foreign language anxiety, delving into various aspects. An extended literature review resulted in a vast collection of relevant literature, with 21 highly relevant research researches carefully selected, enhancing the research's breadth and depth by drawing from a substantial knowledge base.

Moreover, this research investigates the factors affecting Chinese students' foreign language anxiety and significantly bolsters its theoretical foundation and explanatory capability by applying Vygotsky's social constructivism. By integrating theory into examining foreign language anxiety and proposing

corresponding strategies, the dissertation provides valuable insights for educators and policymakers, optimising the teaching and learning environment to better address students' foreign language anxiety. This practicality and significance render the research highly valuable at the applied level.

Furthermore, using thematic analysis to examine qualitative data thoroughly enables the identification of the underlying factors that contribute to students' anxiety about learning a foreign language. The influencing aspects are made clear using Data Extraction Record (DER), enhancing the validity and persuasive power of the research's conclusions. In earlier research, this was only employed a little.

While exploring factors and coping strategies affecting Chinese students' foreign language anxiety, I realised there are some limitations in the research. This study only focuses on the factors of foreign language learning anxiety of students in China and cannot cover other essential aspects. Due to the influence of Chinese culture and time and space background, the applicability of the research results in different locations is limited, so the coping strategies in this study cannot comprehensively use foreign language anxiety in students of other contexts.

The research adopted the extended literature review as the method because the extended literature review relies on existing literature rather than original data. As a result, the research conclusions could be more comprehensive and objective.

The research methodology used in this study was qualitative analysis, with particular emphasis on interpreting and comprehending the causes of and coping mechanisms for language anxiety among Chinese students. Although useful for in-depth investigation, qualitative research may add subjectivity to

data gathering and interpretation, thus, it's crucial to recognise this. This subjectivity can have an impact on the conclusions reached and the validity of the study. A mixed-method strategy combining qualitative and quantitative research can be considered for future enhancement. This combination would result in a more complete knowledge of the phenomena and a more well-rounded study design.

This chapter addresses the methodological part of the thesis, and in the next chapter I provide a background on the status of English as a global language and the status of English in China.

## **CHAPTER 3: ENGLISH AS THE GLOBAL LANGUAGE**

This chapter discusses the evolution of British English language, the status of British English language in China, and British English as a contemporary global language. It commences with the history of British English, demonstrating how it changed from being the tongue of a tiny European island to the current worldwide lingua franca. The significance of this type of English as a Foreign Language in China and its main application worldwide are described below.

### **3.1 Rise of British English as a Global Language**

The development of British English as a global language encompasses numerous stages. However, one period that garners frequent attention in English literature is the two diasporas of the British Empire (1707-1914). As asserted by Jenkins (2009, p. 202), the first diaspora primarily occurred during the 18th century, while the second diaspora occurred at various times in the 18th and 19th centuries. The first diaspora involved the migration of English speakers, primarily of Scottish and Irish origin, to North America, Australia, and New Zealand, often called "mass-migration." It is important to note that this migration was often enforced on people rather than voluntary (Jenkins, 2009). The second diaspora, on the other hand, refers to the spread of English as an additional language to new populations through interactions with British colonists (Jenkins, 2009). English primarily developed and spread through settler colonisation, slavery, and trade. By exploring these aspects, we can gain valuable insights into the multifaceted evolution of British English as a global language.

With the colonisation activities of the British Empire, English spread to various regions, including North America, the Caribbean, Africa, Asia, and the Pacific (Crystal, 2003). The transmission of English through immigration and

colonisation was dominated by population migration. In 1788, British English was introduced to Australia by establishing colonies and New Zealand with free settlers from England (Galloway & Rose, 2015).

The slave trade also played a role in the spread of English. In the 18th and 19th centuries, Britain was a major participant in the Atlantic slave trade (Drescher, 2009). British merchants and shipowners facilitated the transportation of enslaved individuals to colonies in the New World, encompassing regions such as the Caribbean and North America (Blackburn, 1998). Within economic activities linked to the slave trade, English assumed the role of a prevailing language for communication and commercial transactions (Nunn & Wantchekon, 2011).

Furthermore, trade and exploitation colonies also contributed to the global spread of English. As Britain's trading networks expanded in the 18th and 19th centuries, English gained prominence in commercial interactions and became the lingua franca in trading ports (Crystal, 2003). English became a common language for business communication, used by tradespeople who needed to communicate effectively in their dealings.

These historical processes of colonisation and trade laid the groundwork for English to become a global language. The subsequent rise of the British Empire and the widespread influence of English in various fields solidified its status as a widely learned foreign language worldwide.

### **3.2 English as a Contemporary Global Language**

There are currently three categories of English speakers worldwide. The first category comprises first-language (L1) speakers with English as their native language (e.g., UK, US, Australia). The second category includes second



language speakers (L2) who incorporate English into their language repertoire for specific contexts (e.g., India, Malaysia, Nigeria). The third category consists of individuals learning English as a foreign language (EFL), like those in China, Korea, and Japan (Leith, 2020). Nordquist and Nordquist (2010) define "English as a Foreign Language" (EFL) as the process of non-native speakers acquiring English in countries where it is not the official language.

Learning English as a foreign language (EFL) serves various purposes, such as academic research, professional development, or personal communication, in settings where English is not commonly spoken or used as the native tongue (Graddol, 2008).

The immediacy and appropriate modes of communication are becoming increasingly important as the world develops and the level of globalisation continues to increase. The growing commerce and trade between companies worldwide necessitate a common language for communication, and English serves this purpose as a lingua franca and universal language. Never before has a language been so extensively used or spoken by many people as English (Crystal, 1997, p. 139). In today's globalised world, where English dominates almost all fields, it is necessary to talk about English's status and significance as a global language.

### **3.2.1 Status of English as a Global Foreign Language**

Globalisation has clarified that English is the primary language for international communication (Rao, 2019). Nowadays, Signs in Seoul's subway are displayed in English and Korean. Venice's Grand Canal features stop signs primarily in Italian and English. Airports and aeroplanes commonly use English for announcements. In international conferences, English is often the default or sole language. In various fields of knowledge, publications predominantly appear in English.

While other languages hold importance in specific regions and countries, English has achieved a historic milestone as a global lingua franca (Crystal, 2003).

English is spoken in all corners of the world. This success exemplifies English's role as the global language for travel, business, and diplomacy. Despite numerous Chinese speakers worldwide, Chinese remains confined to China, while English is spoken in every country, irrespective of its native tongue.

Most worldwide business and diplomatic transactions, as well as international entertainment, communications, scientific publications, and print media, are conducted in English. (Rao, 2019). For transnational communication, over 85% of international institutions use English as their official language. About 85% of the significant film productions are also in English. In some academic fields, such as linguistics, around 90% of published academic researches are written in English (Crystal, 1997). Huttner-Koros and Perera (2016) emphasise that academic papers in English outnumber those in native languages by an astounding ratio of 40:1. In addition, about 85% of the information in electronic retrieval systems worldwide is stored in English.

Furthermore, in more than 60 countries, English is widely spoken in an additional 20 countries as an official or semi-official language (Crystal, 2003). Over 155 million people in 120 countries tune in to English radio programs. Additionally, more than 50 million kids learn English as an additional language in elementary school, and more than 80 million do so in high school (Crystal, 1997).

English is spoken by approximately 400 million people globally and is the most common second language worldwide (Seidlhofer, 2013). People from different parts of the world often use English to talk to each other because they speak

different languages and may not understand each other. So, English is the bridge that helps people who speak different languages talk to each other.

### **3.2.2 English as a Global (Foreign) Language of Education**

English is a crucial worldwide language for education in the modern world. It is widely used in international educational exchanges and academic cooperation and has become a standard language and learning tool worldwide (Norton & De Costa, 2018). As globalisation progresses, more and more students decide to study abroad to expand their horizons and find better work prospects. Because English is the language of teaching at 90% of well-known colleges, learning English is a crucial activity (Jenkins, 2013).

As a global language, English offers students additional international chances and various learning resources (Rogler, 2019). Many countries have integrated English as a foreign language into their educational systems to teach students English communication skills and intercultural awareness (Graddol, 2008). At the same time, English ability has become a requirement for many jobs worldwide, particularly in international trade, technology, and cultural interactions. Therefore, students learning English help expand their horizons and improve their employment competitiveness (Nordquist & Nordquist, 2010). However, English's position as a global (foreign) language has prompted some debate. In one way, emphasising the popularity of English risks pushing out other languages and cultures, which might affect how local languages are passed down and developed (Hornberger, 2009). On the other hand, there could be some disparities in English education, and certain developing countries or regions might need more resources and instructors (Phillipson, 2009). Therefore, it is essential to balance the use of global languages and the preservation of local languages to support the growth and sustainability of global education. To give students a wider variety of language options and educational possibilities,

multilingual learning and cultural diversity should be promoted in global education (Canagarajah, 2005).

### **3.3 Status of English as a Foreign Language in China**

English's performance and position as a foreign language in China have significantly changed in recent decades. With the rapid pace of globalisation and the expansion of China's economy, English's role in the country has become increasingly essential since adopting the reform and openness to the world agenda in the late 1970s (China Daily, 2010a). China Daily (2011b) reported that approximately 400 million Chinese people are currently studying English, representing nearly one-third of the total population.

There is no doubt that proficiency in English provides a competitive edge for individuals in China (Yan and Horwitz, 2008). In China's education, the Chinese Ministry of Education has mandated English as a mandatory subject. Typically commencing from the third grade of elementary school, English instruction has even occurred in earlier grades in well-developed urban centres such as Beijing and Shanghai, commencing from the first grade (Feng and Adamson, 2019, p59). This alteration represents a lowering of the age of compulsory instruction from 11 to 9 years old. In 2011, the English Curriculum Standards were revised based on feedback from teachers, scholars, and administrators, and in September 2012, the English Curriculum Standards for Compulsory Education were implemented (Gu, 2012). Additionally, there has been a notable increase in Chinese youth English training institutions (Table 3: 2013-2018 China's online children's English training industry market demand scale and proportion). These progressive advancements underscore the marked importance of English as a global lingua franca within China's educational framework and societal fabric.

图表3：2013-2018年中国在线少儿英语培训行业市场需求规模及比重（单位：亿元，%）



Table 3: China's online children's English training industry market demand scale and proportion, 2013-2018. Source: Qianzhan Industry Research Institute (2018, p. 26)

The College English Proficiency Test (CET) is a compulsory test for non-English majors in China and has become an essential standard for the employment of university graduates. All Chinese college students, irrespective of their majors, are required to study English, not only for university admission but also for graduation (Bolton & Graddol, 2012).

In preparation for the 2001 Asia Pacific Economic Cooperation (APEC) meeting in Shanghai and the 2008 Beijing Olympic Games, the government organised English language courses to facilitate communication between residents and foreign tourists (People's Daily Online, 2000). In many Chinese minds, English seems inseparable from the country's sustained economic growth (Bolton, 2002, p.182).

Despite significant investments in English learning, the results could be more satisfactory, particularly regarding students' oral English skills. Although students start learning English early, fluency in spoken English is limited, and many need help to express themselves effectively in daily life. This raises the need to investigate the reasons behind students' poor English learning outcomes,

and Foreign Language Anxiety (FLA) might be a crucial factor (Peng & Woodrow, 2010).

## **CHAPTER 4: FOREIGN LANGUAGE ANXIETY**

This chapter provides an overview of concepts related to foreign language anxiety (FLA). Additionally, it reviews the relevant theories of FLA and examines vital researchers in this field.

### **4.1 Understanding Anxiety**

Language researchers overwhelmingly concur that anxiety stemming from the language learning process constitutes a significant obstacle faced by English as a foreign language (EFL) learners (Alrabai, 2014; Wu, 2010). Anxiety has caused significant obstacles to students' English learning. This section succinctly clarifies key academic terms: "anxiety" and "three classifications of anxiety". Anxiety is an emotion characterised by an unpleasant state of inner turmoil and subjectively disagreeable feelings of dread concerning upcoming events (Craske & Stein, 2016). Freud (2013, p. 85) believed that anxiety is "feeling something", an unpleasant emotional state or condition, and is the primary phenomenon and core problem of neurosis. Gray (1978)) defined anxiety as a state of the central or conceptual nervous system characterised by the activity of the behavioural inhibition system (BIS). According to Spielberger (2013), "anxiety" is the tension, nervousness, unease and apprehension caused by an autonomic nervous system activation. To comprehend foreign language anxiety, it is necessary first to understand three categories of anxiety: 1) trait anxiety, 2) state anxiety, and 3) situation-specific anxiety (Spielberger, 2013).

As interpreted by Spielberger (2013, p. 13), the trait anxiety factor measures stable individual differences in a single, relatively constant personality trait. Consider Mr Tom, who has a persistent anxious demeanour, showing a lingering anxiety tendency in his personality. This anxiety characteristic remains

consistent throughout time, demonstrating its tenacity (Spielberger, 2013). Notably, trait anxiety significantly impacts individual responses in various circumstances, including language learning, influencing learners' emotions during exercises and interactions (Gardner & MacIntyre, 1993). Individuals with more significant trait anxiety have increased anxiety in language learning situations. On the other hand, those with reduced trait anxiety frequently display better resilience and flexibility in foreign language acquisition conditions (Gardner & MacIntyre, 1993).

The perspective of state anxiety is primarily concerned with emotional states. State anxiety is described by Spielberger (2013, p. 13) as a short, transient emotional state that is characterised by conscious and subjective emotions of tension. Anxiety of this kind is related to the autonomic nervous system's reaction to particular stimuli, including public speaking or exams. According to Young (1999), state anxiety is a temporary syndrome whose severity can alter over time. For instance, Mr Tom could be experiencing anxiety right now due to a recent spike in worry due to a test or interview. A person's mood, thought patterns, and behaviour can all be affected by state anxiety (Spielberger, 2013; Young, 1999).

Human emotions and behaviours are multifaceted, making the simple categorization of anxiety into state and trait anxiety insufficient to describe the complexities of human-environment interactions (Eysenck, 1979). Recognising the significance of the interplay between trait anxiety and the specific environmental context is crucial. Consequently, researchers have introduced situation-specific anxiety to better capture anxiety experienced in particular circumstances (Horwitz et al., 1986).

Situation-specific constructs can be seen as measures of trait anxiety confined to a particular situation (MacIntyre & Gardner, 1991). This viewpoint accepts



that anxiety can appear in various situations and is impacted by the environment. Anxiety experienced at a particular time due to a particular circumstance is the focus of a situation-specific viewpoint (Spielberger, 2013). Examples of situation-specific anxiety are language and mathematics anxiety, which occur in particular circumstances and have unique triggers (MacIntyre & Gardner, 1991).

#### **4.2 Language Anxiety and Foreign Language Anxiety**

Language anxiety is a multifaceted phenomenon encompassing self-perceptions, beliefs, emotions, and behaviours that emerge in classroom language learning (Horwitz et al., 1986, p. 128). This anxiety is unique to language learning and can significantly impact learners' experiences and outcomes. Two distinct types of language anxiety have been identified: debilitating (detrimental) anxiety and facilitating (beneficial) anxiety (Alpert & Haber, 1960).

Debilitating anxiety in language learning refers to language anxiety's negative and hindering aspects (Horwitz et al., 1986). Learners experiencing debilitating anxiety may exhibit heightened nervousness, fear of making mistakes, and lack of confidence in their language abilities. These adverse emotions and perceptions can impede language acquisition and hinder students' willingness to engage in communicative activities. Conversely, facilitating anxiety represents the positive aspects of language anxiety (Ellis, 1994). Learners experiencing facilitating anxiety may feel a certain level of excitement or arousal, motivating them to perform well and actively participate in language learning activities. This anxiety can enhance learners' attention, focus, and willingness to take language-related risks, ultimately improving learning outcomes. The recognition of these two facets of language anxiety underscores its intricate nature and its potential implications for language learners.

Building upon this understanding, foreign language anxiety refers to an emotional state produced by learners during learning and using a foreign language, including emotional discomfort and tension (MacIntyre & Gardner, 1994, p. 284). This anxiety can negatively affect learners' language learning process, including hindering the development of language skills and limiting active participation in a foreign language environment. According to Horwitz et al. (1986), foreign language anxiety is "an unpleasant emotional state prevalent in the social, communicative, and learning processes of foreign language learning". According to MacIntyre and Gardner (1994), foreign language anxiety is related to factors such as learners' personality traits, self-esteem, social anxiety, and attitudes toward language learning. In academic research, foreign language anxiety is considered an essential factor in second language acquisition, which is influenced by various factors, such as individual differences, learning environment, teaching methods and the nature of socio-cultural.

#### **4.2.1 Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety**

Over the years, scholars and educators have extensively investigated, characterised, evaluated, and quantified learners' anxiety in the context of second or foreign language learning. In the early stages, foreign language anxiety was a relatively new research field, with limited studies conducted before the 1980s. During that time, research on language anxiety in foreign languages primarily relied on the anxiety transfer theory proposed by Scovel (1978).

Krashen's (1982) affective filter hypothesis, a significant idea in second language acquisition, provided light on the relationship between emotional elements and language learning. According to Krashen (1982), emotional elements such as motivation, self-confidence, and fear can indirectly influence

language learning by promoting or impeding input to the brain's language acquisition machinery.

In the mid-1980s, Horwitz et al. (1986) made significant contributions to the study of foreign language anxiety by defining it as "a unique complex structure of self-cognition, belief, emotion, and behaviour related to classroom language learning caused by the uniqueness of the language learning process" (p. 128). They emphasised that foreign language anxiety differs from anxieties in other academic domains like mathematics due to learners' distinct self-concepts and self-expression in language learning.

Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) to assess foreign language anxiety. This scale comprises 33 items and evaluates difficulties related to listening, speaking, reading, writing, verbal memory, and language processing speed. The FLCAS assesses learners' anxiety levels using a 5-point Likert scale ranging from strongly agree to strongly disagree. Language researchers widely accept the scale's effectiveness in measuring foreign language anxiety (MacIntyre & Gardner, 1989).

#### **4.2.2 Three Elements of the Foreign Language Classroom Anxiety Scale**

Horwitz et al. (1986) highlighted that since foreign language anxiety is a performance evaluation in the context of academic research and society, they believed that the relationship between foreign language anxiety and performance is caused by three factors, which are communication apprehension, test anxiety and fear of negative evaluation (p. 127).

Communication apprehension (CA) refers to fear or anxiety about actual or expected communication with others (McCroskey, 1977). Horwitz et al. (1986) defined communication apprehension (CA) as a form of shyness characterised

by nervousness or dread regarding interpersonal communication (p.127). Communication apprehension is defined as situational concern about interpersonal communication and speech expression (MacIntyre & Gardner, 1989). Communication anxiety manifests as oral communication anxiety, stage fright, and listening or not listening to spoken information (receiver anxiety) (Horwitz et al., 1986, p.127). According to Foss and Reitzel (1988), In the context of English language learning classrooms, communication apprehension has emerged as a secondary obstacle for students in their pursuit of mastering English.

Test anxiety (TA) is a form of performance anxiety characterised by a fear of failing (Gordon & Sarsaon, 1955). Students who suffer from test anxiety usually have unrealistic expectations of themselves and consider anything less than perfect exam performance a failure (Horwitz et al., 1986, p.128). Culler and Holahan (1980) highlighted that student learning skills defects may cause test anxiety. According to Aida (1994), the reason of anxiety about tests is that students have had too many past failures and only remember their mistakes—harmful, irrelevant ideas. However, because tests and quizzes are generally unavoidable in language acquisition, students who suffer from test anxiety may struggle in foreign language classrooms (Horwitz et al., 1986, p. 128).

Fear of negative evaluation (FNE) is a sense of fear of others' evaluation and depression of negative evaluation and being prepared for unfavourable feedback from others (Watson and Friend, 1969, p. 449). According to Horwitz et al. (1986), Although the fear of negative evaluation and test anxiety are similar, the fear of negative evaluation has a broader scope because it is not limited to test situations. It can occur in social cases involving a job interview or a foreign language class. The distinctive feature of learning a foreign language is that students are more vulnerable to criticism and negative

evaluation than other subjects because the opportunities for making errors in foreign language classrooms are more significant than in different learning environments (Tsui, 1996, p.156). Therefore, when students are questioned in foreign language classes and have doubts about their foreign language ability, fear of negative evaluation will always follow.

Although foreign language anxiety is not caused by these three elements alone, with the continuous in-depth research on FLA, most researchers support the views of Horwitz et al. (e.g., Phillips, 1990; Kunt, 1997).

## **CHAPTER 5: FACTORS AFFECTING FOREIGN LANGUAGE ANXIETY OF CHINESE EFL LEARNERS**

This Chapter addresses factors affecting the emergence of Chinese foreign language anxiety. By adopting the method of thematic analysis, it can be summarized that the factors affect students' foreign language anxiety in the previous researches and find that the factors that affect Chinese students' foreign language anxiety include fear of negative evaluation (FNE), lack of intrinsic motivation to learn English, learning strategies, teachers' teaching methods, the relationship between teachers and students, Confucian culture and parents' expectations. It can be divided into learners, teachers, and socio-cultural factors.

### **5.1 Learners Factors**

Learner factors are endogenous factors affecting foreign language anxiety. Learners are the main body of foreign language learners and internal factors of learning and teaching activities (Zhu & Zhou, 2012). Therefore, the most crucial factor affecting students' foreign language anxiety level is individual learner factors. Fear of negative evaluation, learning motivation, and learning strategies are the learner factors affecting Chinese students' foreign language anxiety.

According to Hu et al. (2021), fear of negative evaluation is an individual characteristic that influences Chinese students' foreign language anxiety. In terms of Fear of negative evaluation, it is a sense of dread of others' evaluation and despair in the face of negative evaluation, as well as being prepared for negative feedback from others (Watson and Friend, 1969, p. 449). Smith and Campbell (1973, p. 101) found that those with a high FNE prefer to be in a positive asymmetrical relationship in which they are liked by the other person

more than they like them. Individuals with a high FNE are more concerned with making a favourable impression on others and make more significant efforts in face-to-face interactions (Leary, 1983). The findings are similar to many other scholars (e.g., Zhang and Lai, 2023; Zhang, 2019; Jiang & Dewaele, 2020; Liu & Jackson, 2008).

Fear of negative evaluation can lead to foreign language anxiety because people who are afraid of negative evaluation may worry about other people's views and evaluations of themselves and are afraid of being considered a failure or incompetent by others. This anxiety may stem from social pressure to be judged by others and concerns about one's worth. Social cognitive theory is a psychological theory proposed by Albert Bandura in 1977. Social cognitive theory focuses on individuals' sensitivity to others' evaluations and opinions (Luszczynska & Schwarzer, 2015). In foreign language learning, students see that others suffer negative evaluations or have unpleasant experiences because of foreign language learning. They will imitate this anxiety reaction and worry about their foreign language expression and learning process. They fear making mistakes, but mistakes are inevitable in learning, and anxiety will form over time. This anxiety can affect students' self-confidence, self-expression and learning motivation, increasing foreign language anxiety.

Learning motivation is another crucial part of learner factors. According to Liu and Huang (2011), foreign language anxiety is closely related to English learning motivation. Learners with higher levels of foreign language anxiety may be more likely to lack motivation in English learning, while lower anxiety levels learners may be more motivated to learn. Learning motivation refers to the internal or external force or motivation that individuals feel during the learning process and drives them to participate in learning activities (Huitt, 2001). It is one of the key factors affecting individual learning behaviour and continuous

learning. The same research results are also reflected in the literature of other researchers (e.g., Lin, 2013; Shao et al., 2013; Yu & Watkins, 2008). However, Djafri and Wimbari (2018) and Luo (2018) found that students' learning motivation did not significantly affect foreign language anxiety in their research.

Learners' expectation of success and the value of foreign language learning may affect their learning motivation and anxiety. Atkinson (1957, p. 359) described expectations as the way people think their performance will lead to either success or failure, and he defined value as the degree to which success or failure on a job is desirable if foreign language learners have higher expectations and believe that foreign language learning is vital to them. They will be more motivated to overcome anxiety, actively face learning challenges, and have stronger self-confidence. On the contrary, learners may be more likely to feel anxious and resist learning if they have low expectations for foreign language learning or low-value belief in foreign language learning and feel bored or lack interest in a foreign language.

Learning strategies are the most essential reason among the learners' factors. Learning strategies are actions and methods that learners consciously select, organise and apply when facing learning tasks and goals (Dingfang & Zhixiang, 1996). According to Naudhani et al. (2018), it is believed that the rational use of learning strategies has the most significant impact on learning anxiety and the relationship between learning strategies and English learning anxiety. There is a negative correlation between them. Students with less learning strategies (cognitive and affective strategies) have higher English learning anxiety. In contrast, students who use learning strategies more often have lower anxiety in communication, examination and negative evaluation. The same conclusion



is also reflected in the research of other scholars (e.g., Xiong, 2012; Lu & Liu, 2011; Tang, 2022).

Learners who use inappropriate learning strategies or lack practical self-regulation skills during the learning process may be unable to effectively manage learning tasks and cope with learning challenges, resulting in increased anxiety. Learners who want to reduce foreign language anxiety need to learn to self-regulate. Self-regulation means that learners can self-monitor, adjust and control their learning behaviours in the learning process, to achieve learning goals and improve learning effects (Pawlak & Pawlak, 2011). Properly using learning strategies can consolidate learning results and improve English proficiency.

## **5.2 Teacher Factors**

The teacher factor is the second most important factor affecting students' foreign language anxiety. Teachers are the organisers, participants and guides of foreign language learning and foreign language courses (Liu & Jackson, 2008). Most English classrooms in China are teacher-centred. Teachers usually teach to complete the teaching plan. Learning is entirely passive in learning, following classroom activities arranged by teachers. The teaching mode of cramming and knowledge instillation makes students become the object of indoctrination and cannot mobilise students' learning initiative. Over time, students have resentment, resistance and anxiety towards classroom activities and teacher's behaviour. The factors influencing Chinese teachers' foreign language anxiety include teachers' teaching methods and the relationship between teachers and students. Jiang and Dewaele (2020), in a study in the context of EFL in China, used a mixed method to investigate the factors that affect students' foreign language anxiety with a sample of 564 undergraduates and found that the factors that cause students' English anxiety are not related to teachers' Factors

such as teacher attitude, teacher friendliness, rigour, and predictability had a significant impact. Through the data collection in Li (2018), it is found that the impact of teaching methods on students' foreign language anxiety ranks first among teachers' factors, with an average of 2.90, indicating that teachers' Teaching methods have the most significant foreign language anxiety for students. Most students think teachers' teaching methods must be updated and meet students' cognitive levels. Teacher pedagogy refers to the specific methods and strategies teachers employ in teaching to facilitate student learning and discovery (Young, 1991). The same findings were also mentioned in other scholars' studies (e.g., Na, 2007; Chen et al., 2021; Rao, 2006; He, 2013).

Inappropriate teaching methods can cause students to face excessive learning pressure and demands. For example, excessive criticism of competitive pedagogy can make students nervous, worried, and afraid of making mistakes (Rao, 2006). At the same time, if the teaching method is outdated, students will not be willing to participate in classroom activities actively and will not have a strong learning motivation. In teacher teaching, teachers can adopt the teaching method of constructivism theory, encourage students to learn independently, think independently, and inspire students. Central to the constructivist paradigm is the accentuation of students' active engagement and their active role in the intricate process of knowledge construction (Schreiber & Valle, 2013). By aligning with the tenets of the constructivism theory, teachers can cultivate an environment that fosters independent and critical thinking, heightened students learning motivation and enthusiasm among students. Suitable teaching methods can fully mobilise the enthusiasm and initiative of learners, increase their interest in foreign language learning, and reduce anxiety about foreign language learning.

American psychologists Rogers and Freiberg (1994) stated effective teaching requires a genuine understanding and trusting teacher-student relationship and a harmonious and calm classroom environment. The relationship between teachers and students is closely related to students' foreign language anxiety. According to Zhang and Ren (2014), students believe how teachers and students interact will affect students' foreign language anxiety. Positive and supportive teacher-student interactions are associated with lower levels of foreign language anxiety. Negative and stressful teacher-student interactions may increase students' foreign language anxiety. According to Yu and Gao (2016), the results showed that teachers' verbal affinity was negatively correlated with students' foreign language anxiety levels. The teacher's friendly and approachable attitude helps to reduce students' foreign language anxiety. The same research results have also been proved in the research of other scholars (for example, Li, 2018; Young, 1991; Liu & Jackson, 2008; He, 2013). Many examples prove that a good teacher-student relationship can reduce Chinese students' foreign language anxiety.

The teacher-student relationship affects students' foreign language anxiety because of the values of respecting teachers and authority in traditional Chinese culture. In the teacher-student relationship in China, the relationship between teachers and students is more like a family relationship. Chinese students tend to obey, respect and depend on their teachers. Teachers are in a high social position and shoulder high social expectations and responsibilities. Teachers usually have a higher position of power, while students are in a relatively lower position. In this cultural background, students may be more easily influenced by teachers and more sensitive to teachers' evaluation and feedback. Students may experience anxiety and stress if the teacher-student relationship involves teaching methods that are overly critical, harshly judged, or overemphasised on error correction. Student anxiety caused by teacher

factors is essentially the student's fear of the teacher's authority. In Chinese educational culture, students often rely on teachers for guidance and support. Suppose there needs to be more interaction, support and positive feedback in the teacher-student relationship. In that case, students may feel lost and anxious, affecting their confidence and motivation in foreign language learning. Therefore, in foreign language and other learning, students are the main learning body. The relationship between teachers and students should reflect student-centred and teacher-assisted. Teachers use appropriate teaching methods to help students better reduce the impact of foreign language anxiety. Moreover, make progress together.

### **5.3 Socio-cultural Factors**

In the study of language learning, cultural factors should be addressed. However, cultural factors subtly affect language learners' beliefs and expectations of learning at each stage (Young, 1992). Every country has a diverse cultural background, and the anxiety state of foreign language learners in different countries is bound to be affected by cultural factors. However, it is rare to explore the reasons for Chinese students' foreign language anxiety from cultural factors.

One reason for the high anxiety among English learners in the context of Chinese education is always to put the patterns and standards of Chinese culture first (Kirkpatrick & Zhichang, 2002). According to Yu (2016), it is found that Chinese traditional culture has a significant influence on students' English learning. The culture that affects Chinese students' foreign language learning anxiety is Confucian culture. Confucian culture has been passed down in China for more than 2,500 years. Confucianism has been deeply rooted in people's hearts, affecting our values and worldview. In traditional Chinese values, maintaining "face" is very important, and people generally pay attention to the evaluation

and opinions of others (Xie, 2010, p.15). In the minds of Chinese students, English is a language spoken on formal and severe occasions. Students may need help making mistakes or incorrect pronunciation and grammar in English learning. Therefore, to save face, students dare not answer rashly for fear of making mistakes and being laughed at (Turner et al., 2021). This concept is similar to the fear of negative evaluation in learner factors. To protect the face of teachers and classmates, when they have different opinions, they will restrain themselves from speaking (Mkhumbuleni, 2023). Chinese students often need to pay more attention to their foreign language ability and, in most cases, refuse the opportunity to express themselves in class. They would rather keep silent in class than risk humiliating themselves in front of classmates and teachers by answering questions (Yan and Horwitz, 2008.). This undoubtedly caused students anxiety in the foreign language classroom.

The second is that Confucian culture advocates "treating others with humility", so under the influence of this cultural and moral standard, students will believe that silence is golden (Hu et al., 2021). Influenced by Confucian modesty, the students dare not speak. Fear of being labelled a "know-it-all but show-off" (a particularly shameful behaviour in Chinese culture) for answering incorrectly (Turner et al., 2021). Tsui (1996, p. 243) argues that "due to the Confucian culture's emphasis on modesty, language learning disabilities caused by not wanting to behave better than others are extremely severe among Chinese students". They were taught this "humble modesty" maxim. Require respect for elders, view teachers as authority figures, and not challenge or interrupt teachers with questions in class (Xie, 2010). The humble creed of Confucian culture has both advantages and disadvantages, However, I think Chinese students who learn English (not just English) need to eliminate the so-called "face" and shame if they want to reduce language anxiety.

In Chinese culture, education is regarded as a significant value. On the other hand, parents' great expectations were found to be an important source of language anxiety (Liao, 1999). Families and society usually have high expectations for students' academic performance, expecting them to achieve good results in foreign language learning. This pressure of high expectations can cause students to feel anxious about not meeting the expected standards. According to an analysis of interview data with Taiwanese middle school students conducted by Liao (1999), students report high levels of anxiety due to parental expectations to excel in English and other challenging subjects. However, in the study of Li (2011), the correlation coefficient between parents' expectations of foreign language and anxiety is only 0.209, showing a low correlation. It is believed that most students use the pressure of parents' expectations of their children as a motivation to study hard. Therefore, the correlation between this cultural factor and anxiety is relatively low, and it appears as a relatively favourable factor in promoting students' foreign language learning.

## **CHAPTER 6: OVERCOMING FLA AMONG CHINESE EFL LEARNERS**

This chapter uses Lev Vygotsky's social constructivism theory to suggest the factors affecting Chinese students' foreign language anxiety in Chapter Four, to alleviate students' foreign language anxiety and help teachers and students.

### **6.1 Alleviating Foreign Language Anxiety from Teachers' Perspective**

From the fifth chapter, the factors affecting Chinese students' foreign language anxiety, it can be seen that teachers' teaching methods and the relationship between teachers and students have apparent adverse effects on students' foreign language anxiety. Based on the fifth chapter, combined with Vygotsky's social constructivism, this chapter proposes three teaching countermeasures for teachers to reduce foreign language anxiety: learner-centred teaching methods, establishing a harmonious teacher-student relationship and facilitating Student Interaction.

#### **6.1.1 Need for “Learner-centred” Teaching Methods**

In Vygotsky's social constructivism approach to the classroom, the teacher acts as an organiser, instructor, assistant, and facilitator during the whole course of instruction, with features of the classroom setting, including context, cooperation, and dialogue used to maximise students' agency.

The traditional teaching method of Chinese as a foreign language puts too much emphasis on the traditional teaching method, puts the focus on teaching on the teacher's side, and ignores the emotional factors of the students. This teaching method is challenging to arouse students' interest and attention, and it is not easy to stimulate their imagination and thinking ability, so there are specific

challenges. Therefore, in selecting teaching methods in foreign language classrooms, it is necessary to pay more attention to flexibility and adaptability to improve the teaching effect and quality by adopting diversified strategies. For example, emotional support teaching methods, task-based teaching methods, multimedia and technology-assisted teaching methods. Form a classroom atmosphere where foreign language teachers guide and inspire students to participate actively so that students can feel the joy of learning a foreign language, thereby reducing foreign language anxiety.

Teachers need to develop instructional approaches that meet teaching objectives and students' requirements to lessen students' foreign language anxiety. Teaching goals include helping students master language skills such as listening, speaking, reading, and writing in a foreign language (Cook, 2016). Teachers can design various listening, speaking, reading and writing activities and tasks to improve students' language abilities. Cultural awareness aims to develop students' understanding and respect for the culture behind the language (Cook, 2016). Teachers can introduce cultural elements, customs and traditions related to foreign languages, improve students' awareness and sensitivity to intercultural communication, and understand the differences between different cultures. Developing students' practical communication skills aims to enable them to communicate and express themselves in a foreign language (Cook, 2016). Teachers can use role-playing classroom activities to encourage students to use their language knowledge to communicate in practice—the goal of helping students learn to learn effectively and independently (Cook, 2016).

Teachers significantly impact guiding students in developing essential learning skills, including vocabulary acquisition, reading comprehension, and writing proficiency. At the same time, teachers should help students set reasonable



foreign language learning goals and appropriate learning goals according to the actual situation of each student. Teachers can also strengthen the teaching of foreign language anxiety-related theories, such as humanistic learning theory, anxiety theory, affective filter hypothesis and other related theories, so students can theoretically learn the reasons, forms, types and coping strategies of foreign language anxiety. By learning theories related to foreign language anxiety, students can understand their problems and then take appropriate coping strategies in a targeted manner to enhance their learning motivation and self-confidence, thereby reducing learners' foreign language anxiety.

### **6.1.2 Need for Establishing Harmonious Teacher-Student Relationships**

In the fifth chapter, the factors that affect students' foreign language anxiety can be found that the quality of the teacher-student relationship directly affects students' learning emotions and anxiety. A good teacher-student relationship can reduce students' learning anxiety (Sun, 2012). Whether students like or dislike a subject largely depends on the teacher's attitude towards students and prestige among students, which is a phenomenon of emotional transfer (Chen & Goh, 2011).

Foreign language teachers have the responsibility to actively establish a positive teacher-student relationship with students, inspire students with their enthusiasm and sense of responsibility, and jointly create a teaching environment of cooperation and mutual respect to stimulate students' interest in foreign language learning. Teachers can carry out teaching activities in the classroom with a cordial, friendly, generous teaching style and humorous language. By listening to students' thoughts, feelings and confusion about foreign language learning, we can understand the main reasons for students' foreign language anxiety and provide help. Vygotsky (1978), in his theory of social constructivism, argued that children learn more effectively when they

perceive that other people understand and support them. Give students ample opportunities to express themselves in class discussions, individual talks, and writing feedback. By listening to and understanding students, teachers can build trust and empathy, helping students feel valued and supported. By establishing a good teacher-student relationship, teachers can provide students with emotional support and encouragement, help them reduce foreign language anxiety and improve learning outcomes. This kind of teacher-student relationship based on mutual trust, empathy and cooperation can create a positive learning environment and stimulate students' learning motivation and enthusiasm.

### **6.1.3 Need for Facilitating Student Interactions**

Vygotsky (1978) believed that learning occurs in a social environment, and learners acquire new knowledge and understanding through interaction and communication. Vygotsky proposed the concept of "social participation", that learners build new cognitive structures and problem-solving abilities by participating in tasks and activities with others (Hausfather, 1996, p.7). Therefore, in alleviating students' foreign language anxiety, teachers can by having students discuss it with their peers. Students are encouraged to cooperate in their learning and exchange knowledge and experience with each other. Through group projects, cooperative research or peer evaluation, students can grow together in cooperation, increase learning motivation, let students experience the joy of learning English in interaction, and reduce students' anxiety about learning foreign languages. Through classroom interaction, students' enthusiasm and learning efficiency can be improved. Because the vast majority of schools in China adopt an extensive class teaching system, and each class has a large number of students, it is difficult to ensure that every student can have a good sense of class participation, and teachers are unable to communicate with each other due to limited class time. Students

communicate individually, resulting in most students becoming bystanders in the classroom. This creates a strong sense of anxiety. Through the form of group cooperation, students are allowed to solve problems, discuss topics, and display results in groups, to promote cooperation and interaction among students, to allow students to learn in an atmosphere of mutual support and encouragement, and to increase students' sense of participation in foreign language classes and a sense of accomplishment, thereby reducing students' foreign language anxiety.

Facilitating student interaction also includes interaction between students and teachers. In Vygotsky's social constructivism theory, an essential element is the scaffolding principle. Scaffolding refers to providing support and guidance in teaching to help students gradually acquire new knowledge and skills (Walqui & Van Lier, 2010). The Scaffolding principle emphasises cooperation and interaction between teachers and students and teaching methods adapted to students' ability levels. Teachers can guide students to interact, ask questions, encourage discussion, and give timely feedback and guidance. Teacher guidance can promote active student participation and reduce anxiety. Scaffolding (teacher) is an assisted learning process that supports the ZPD, enabling students to achieve the next level of understanding. In the process of ZPD, students can only do with the mutual learning of peers and the guidance of teachers. Only by maximising the interaction of learning can students' foreign language anxiety be better alleviated, and students' foreign language performance can be improved.

## **6.2 Alleviating Foreign Language Anxiety from Students' Perspective**

Students are the main learning body, the centre and core of learning (Zhou, 2018). Students should consciously take the initiative to build their understanding of knowledge. There is a Chinese saying, "The master leads the door, and the practice depends on the individual." The teacher plays an

essential guiding role in foreign language learning, providing the basis and direction of learning.

However, students must also practice and consolidate the knowledge and skills learned through personal effort and motivation. The guidance of teachers and the efforts of students promote each other and jointly promote the progress of students' foreign language learning. Students can rely on the teacher's guidance to reduce foreign language anxiety. However, they need to develop independent learning abilities, actively participate in learning, and continuously improve their foreign language ability to reduce foreign language anxiety.

### **6.2.1 Need for Enhancing Learning Interests**

In constructing knowledge, students construct new knowledge construction and meaning generation through communication and negotiation with others, culminating in the forging of an authentic social self (Locke, 1987). Students' subjective consciousness is not naturally generated in the closed self but gradually established in their interaction with others. Therefore, in foreign language learning, students should enhance their awareness of the subject, actively communicate and learn to construct knowledge and improve learning interest.

Under the traditional Chinese teaching model, teacher-centred is the status quo of the classroom (Cheng & Ding, 2021). The teacher is the subject of the classroom, and the students are the objects of classroom learning. On the contrary, the teaching model of social constructivism requires that the relationship between teachers and students is no longer the relationship between subject and object, but a new type of intersubjective relationship (Bandura, 2014). Social constructivism believes that the material world exists

objectively (Vygotsky & Cole, 2018). In other words, our understanding of the world is determined by everyone. Knowledge is not simply "taught" by teachers and "passively accepted" by students but is actively constructed by students. In this construction process, students actively construct knowledge based on their own experience, and others cannot replace this construction. Therefore, in learning construction, students should enhance their subject consciousness, actively participate in the classroom, construct an understanding of knowledge, become the master of learning, and reduce foreign language learning anxiety from their perspective. Students should cultivate their learning motivation. Good learning motivation is essential to stimulate learning interest (Gopalan et al., 2017, October). In the learning process, students should be driven by learning motivation to strengthen the subject consciousness of learning further and cultivate their interest in learning.

Combined with Dearden's (2010) concept of autonomy, students can enhance their learning motivation by setting clear learning goals and subdividing them into achievable phased goals. By establishing an effective study plan and reasonably arranging study time, develop a good habit of independent study. It can improve students' sense of control over the learning process, thereby reducing anxiety during learning.

### **6.2.2 Need for Recognising "Yourself"**

Students should learn to use various adjustment methods to adjust their psychology (for example, deep breathing and relaxation exercises; affirming their efforts and progress; seeking support and communication), correctly evaluate their level, and reduce their anxiety in foreign language learning. Students should choose appropriate learning tasks according to their English foundation, progress step by step, increase interest in learning foreign languages by decorating the learning space, using multimedia tools,

participating in exciting learning activities and maintaining a sense of freshness and anticipation in foreign language classes. Only with a clear cognition and understanding of learning activities and a specific emotional experience can the "real self" realise the "ideal self" to the maximum extent (Wang, 2020, p. 139). The learning concept of social constructivism believes that learning is not simply The "stimulus-response" of the "stimulus-response" is that learners build their understanding of knowledge based on their existing knowledge and experience, relying on their cognitive ability, and construct their understanding of knowledge in the process of repeated two-way interaction with new and old knowledge and experience (*Bettiger & D'Esposito, 2005, p.2725*). Based on learning to communicate with teachers, peers, and parents, learners promote the complementarity of each other's knowledge through communication and exchanges with others and then complete the active construction of knowledge. The important thing is that learners should be explicit about their learning orientation, start from their reality and needs, find a foreign language learning method that suits them, change the learning method, and not put unrealistic foreign language pressure on themselves to increase anxiety.

## CHAPTER 7: CONCLUSIONS

This chapter is a summary of the whole thesis, and it is described from three aspects, namely, the contribution of this study, personal reflection on practice and the prospect of this study.

### 7.1 Contributions

Through in-depth research on the factors that affect Chinese students' foreign language anxiety, it provides a more comprehensive theoretical understanding. It provides essential clues for understanding foreign language anxiety's mechanism and influencing factors and provides a new perspective and framework for related research. Previous studies such as He (2013), Hu et al. (2021) and Yi (2016) focused on specific aspects of students' foreign language anxiety problems. He (2013) specifically did an in-depth study of students' anxiety when learning English as a foreign language, pointing out factors such as test anxiety and self-confidence. Hu et al. (2021) specifically delved into teacher and student factors in foreign language anxiety. Yu (2016) conducted in-depth research on the influence of Chinese culture on students' foreign language anxiety. However, as found in this study, these studies did not comprehensively cover the broader factors affecting students' anxiety or the role of social culture on foreign language anxiety. Therefore, this research is dedicated to exploring more comprehensively the multifaceted factors that lead to Chinese students' foreign language anxiety. Literature review and qualitative analysis reveal the complex influencing factors of Chinese students' foreign language learning anxiety from three aspects: Teachers, learners, and social culture, which are crucial to promoting the development of foreign language education and improving students' learning outcomes. In addition, most scholars adopt Stephen Krashen's affective filter theory, such as Wang (2020), rarely use Vygotsky's social constructivism theory to make mitigation suggestions. In terms of speaking, it also provides a more prosperous theoretical basis for future researchers. Studying the factors affecting students' foreign language anxiety provides essential reference and guidance for schools and

teachers. Educators can formulate more effective teaching strategies and measures to help students cope with foreign language learning anxiety and improve learning motivation and interest. Relevant policymakers can make targeted policy recommendations to optimise the foreign language learning environment, create a positive learning atmosphere, and improve students' motivation and learning effects.

Promoting the growth of foreign language education and bettering students' learning results necessitates investigating the elements influencing Chinese students' anxiety when studying a foreign language. This study provides a valuable reference for theoretical exploration, educational practice and policy formulation and promotes the development and progress of foreign language education.

## **7.2 Reflection on my Practice: “Only Continuous Reflection can make Continuous Progress”**

In this section, I describe my personal experience and experience in the research process of this thesis, as well as my reflection and summary of my work. First, my interest and enthusiasm for this topic stem from my experience of anxiety while learning a foreign language. I am aware of the hindrance and impact of anxiety on learning, so I hope to provide students with a better learning environment and support through this research, let them know that anxiety is a normal emotion when learning a foreign language, and make them more confident and actively face the challenges of foreign language learning. By systematically combing relevant literature and adopting qualitative research methods, I hope to reveal the complex relationship that affects students' foreign language anxiety and provide practical suggestions and strategies for alleviating students' anxiety and improving foreign language teaching.

In the research design, I considered many aspects. First, I defined the goals and scope of the study to ensure that the focus of the study was narrow enough. Second, I noticed the credibility and authority of different sources and only



selected literature with high academic index for analysis. In Practice, I also encountered some challenges, such as the process of obtaining and screening documents may be cumbersome. However, through severe work and careful screening, I collected a series of high-quality literature related to the research topic. I drew essential conclusions about the factors of students' foreign language learning anxiety. In short, the extended literature review research method provides me with an effective way to deeply understand and analyse the factors that affect Chinese students' foreign language learning anxiety. Through this method, I fully understood the complexity of students' foreign language anxiety and provided valuable references and suggestions for further research.

Regarding applying the theoretical framework, Vygotsky's social constructivism theory emphasises that learning and development are carried out through social interaction and communication. It made me realise that students' foreign language learning anxiety is not only an individual psychological problem but also affected by their interaction and communication with the surrounding social environment and others. This theory gave me a new perspective, enabling me to deeply understand the causes and influencing factors of students' anxiety. Second, Vygotsky's theory of social constructivism emphasises the teacher's role as the scaffolding for student learning. It made me realise that teachers are vital in alleviating students' foreign language anxiety. They can help students gradually overcome anxiety and facilitate learning development by providing support and assistance. Vygotsky's social constructivism theory also inspired me to value student interaction and cooperation. Therefore, in my research, I advocate encouraging cooperative learning and mutual assistance among students and creating a positive learning atmosphere to help students cope with anxiety together. Applying this theory in my research has given me a deeper understanding of the interaction and cooperation between students and teachers, providing valuable enlightenment for promoting students' foreign language learning.

Researching the factors that affect students' anxiety in foreign language

learning has made me more aware of the practical significance of foreign language teaching. As a future English teacher, I aim to fully understand students' individual differences and adopt flexible teaching strategies to meet the different needs of students. This study taught me about the principles and methods of Vygotsky's scaffolding teaching. In future English learning, I need to provide appropriate support and guidance to help students continuously progress in learning. As a future teacher, I aim to maintain an attitude of continuous self-reflection and continuous improvement and constantly improve my teaching methods and strategies to provide students with a better learning experience. Conducting this research taught me to pay attention to the emotional needs of students, adopting effective teaching strategies to relieve anxiety, stimulating students' interest and motivation in learning, and promoting their better mastery of foreign languages.

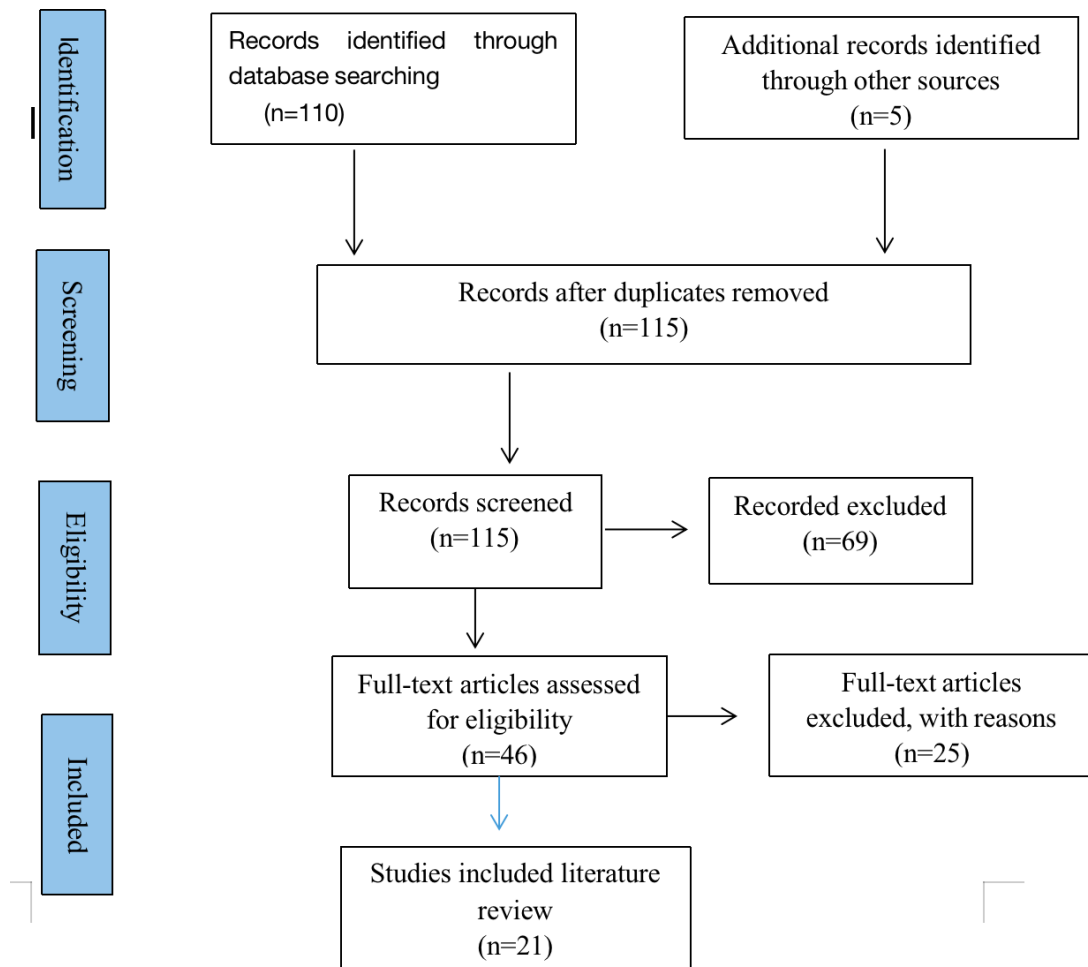
### **7.3 Further Research**

This research suggests several possible avenues for future research. The elements influencing Chinese students' anxiety about learning a foreign language may be further examined through study. Performance in a foreign language is significantly impacted by foreign language anxiety, and the connection between foreign language anxiety and classroom performance may be further investigated. Second, cross-cultural comparative research can be carried out to explore the differences and commonalities of students' foreign language anxiety under different cultural backgrounds. Comparing students' anxiety in different countries or regions will help better understand foreign language learning anxiety's global characteristics and cultural influence. Third, we can further explore the role of teachers in alleviating students' foreign language anxiety, especially how teachers can better play the role of scaffolding to promote students' learning and development under the framework of Vygotsky's social constructivism. Fourth, future research can focus more on technological means to reduce students' foreign language anxiety, such as online learning platforms and virtual reality. These tools can provide

personalised learning support and a positive learning experience. Finally, while studying the factors that affect students' foreign language anxiety, we can also pay attention to the effectiveness of intervention strategies for anxiety. Future research can explore the effect of different intervention methods, such as emotion regulation strategies and cognitive behavioural therapy, to help students effectively relieve foreign language anxiety.

In conclusion, future research can expand the understanding of the factors that affect Chinese students' foreign language anxiety in different aspects and explore effective intervention strategies and teaching methods in depth to improve students' learning experience and learning outcomes. These studies will provide helpful guidance and inspiration for developing foreign language education and students' learning.

## APPENDIX 1: Diagram of Literature Selection Process



Source: My own creation (2023) based on Moher et al., 2015, 151(4):264-269.

## APPENDIX 2: Data Extraction Records (DER)

Article No	Journal or publisher	Title	Author	Date of publication	Notes and findings
1	<i>System (Linköping)</i>	The predictive power of sociobiographical and language variables on foreign language anxiety of Chinese university students	Jiang, Y. & Dewaele, J	2020	Geographical background, experience abroad, age of onset of acquisition, self-perceived oral competence, language achievement level, and frequency of language use were significantly linked with FLA.
2	<i>Language Teaching Research</i>	Foreign language anxiety and achievement: A study of primary school students learning English in China	Hu, X., Zhang, X., & McGeown, S	2021	The author explores the possible link between foreign language anxiety and academic achievement by studying the situation of primary school students learning English. . The results of the study show that the foreign language anxiety level of primary school students is related to academic performance and learning attitude, such as communication apprehension, fear of negative evaluation, test anxiety and negative attitude towards classroom .
3	<i>Applied linguistics review</i>	Investigation of factors underlying foreign language classroom anxiety in Chinese university English majors	Zhang, S. & Lai, C.	2023	By studying Chinese college English majors, the author explores the possible factors that lead to students' anxiety in foreign language classes. The purpose of the study is to understand the reasons behind the anxiety in foreign language classrooms. The results of the study found that students' learning pressure, learning motivation, language ability, etc. affect the level of students' foreign language anxiety.

4	system	The predictive effects of classroom environment and trait emotional intelligence on Foreign Language Enjoyment and Anxiety	Li, C., Huang, J. & Li, B.	2021	The authors examine how the classroom environment and students' emotional intelligence traits may affect students' feelings of enjoyment and anxiety during foreign language learning. The results of the study show that students' emotional experience and anxiety are related to classroom environment factors such as teaching methods, learning atmosphere, and students' emotional intelligence traits such as emotional cognition and emotional management ability.
5	<i>Language teaching research: LTR</i>	Anxiety in reading and listening English as a foreign language in Chinese undergraduate students	Chow, B.W., Chiu, H.T. & Wong, S.W.L	2018	Anxiety is common among Chinese undergraduates in English reading and listening. The sources of anxiety are mainly related to language difficulty, cultural differences and expectations of learning tasks. Anxiety negatively impacts academic performance and language development.
6	System	English language learners' use of self-regulatory strategies for foreign language anxiety in China	Guo, Y., Xu, J. & Liu, X.	2018	This paper analyses students' use of various self-regulation strategies to cope with foreign language anxiety. Using effective self-regulation strategies can reduce anxiety and improve academic performance and motivation. Students' language anxiety is related to factors such as students' personal characteristics, teaching environment and cultural background.
7	Journal of Education, Humanities and Social Sciences	Exploring Foreign Language Anxiety in China	Liu, X	2023	Explains that this article's self-perception of language ability, classroom atmosphere, teacher behavior, assessment style, and learning environment are sources of students' language learning anxiety, and provides students with effective coping strategies to reduce anxiety.
8	<i>Language Teaching Research</i>	Constructing and validating the teaching strategies for alleviating Chinese EFL graduate	Tang, M.,	2022	Instructional strategies include affective adjustment strategies, cognitive strategies, social strategies, and learning strategies designed to provide emotional support, help students actively cope with

		students' foreign language anxiety			anxiety, improve learning strategies, and facilitate communication.
9	<i>Education al studies</i>	What makes learners anxious while speaking English: a comparative study of the perceptions held by university students and teachers in China	He, D.	2013	There are differences between students and teachers in the factors of students' oral English anxiety. Students believe that personal factors such as self-confidence and language ability are the main sources of anxiety, while teachers pay more attention to the learning environment and teaching methods.
10	<i>The Modern language journal (Boulder, Colo.</i>	Foreign Language Anxiety and Foreign Language Performance: A Meta-Analysis	ZHANG, X	2019	The findings of this literature show that foreign language anxiety is negatively correlated with foreign language performance. Anxiety levels vary among different learners, and the impact of anxiety on speaking and writing skills is more pronounced.
11	Education Research International	An exploration of foreign language anxiety and English learning motivation	Liu, M. and Huang, W.	2011	This essay focuses on foreign language anxiety and English learning motivation. Foreign language anxiety may decrease English learners' motivation, although increased motivation may mitigate it. Educators and teachers can help pupils enjoy and learn English. Students' foreign language anxiety can be alleviated and their English learning motivation increased through several approaches.
12	International Journal of English Linguistics	Exploring the factors of foreign language anxiety among Chinese undergraduate English majors and Non-English majors.	Naudhani, M., Wu, Z. and Naudhani, S.,	2018	This article explores the factors of foreign language anxiety among Chinese undergraduate English majors and non-English majors. Both groups of students have foreign language anxiety, but the causes may differ. English majors may be anxious due to academic pressure, language competence, etc., while non-English majors may be anxious due to social communication and language use. The researchers propose using alternative teaching and tutoring methods to reduce foreign language anxiety in different student groups.

13	Journal of Language Teaching & Research	Foreign Language Anxiety and Strategy Use: A Study with Chinese Undergraduate EFL Learners	Lu, Z. and Liu, M.,	2011	This article examines the relationship between foreign language anxiety and strategy use among Chinese undergraduate English majors. Using a survey approach, the study showed an association between foreign language anxiety and learning strategy use. It also discusses how to deal with foreign language anxiety and improve the effectiveness of learning strategies in English teaching.
14	Foreign language audio-visual teaching	Research on the relationship between college students' language learning anxiety and the use of language strategies based on the network environment	Xiong, S, C.,	2012	This article is about the relationship between college students' language learning anxiety and the use of language strategies in the network environment. This article examines the association between language learning anxiety and the use of language strategies, particularly in online contexts. The results of the study found that college students' language anxiety is related to their psychological attitudes, strategy use and learning effects in online language learning.
15	Nanjing University of Posts and Telecommunications	Survey on Foreign Language Anxiety and Its Influencing Variables of English Learners in Higher Education in China	Li, Q.,	2018	This article is a survey of foreign language anxiety and its influencing factors among English learners in Chinese higher education. The aim was to understand learners' foreign language anxiety in a higher education setting and how external and internal factors might affect learners' anxiety levels. The results of the study found that students' foreign language anxiety is related to learners' personal characteristics, learning environment, learning methods and other factors.
16	Sustainability	Sustainable development of EFL/ESL learners' willingness to communicate: the effects of teachers and teaching styles	Chen, X., Dewaele, J.M. and Zhang, T	2021	This article examines the sustainability of English as a foreign language (EFL)/English as a second language (ESL) learners' willingness to communicate, and the impact of teachers and teaching styles on this. The influence of teachers and different teaching styles on learners'



					willingness to communicate is explored. The aim of the research is to reveal the importance and role of teachers and teaching style in learners' willingness to communicate sustainable development. The results of the study found that students' foreign language anxiety was related to teachers' teaching methods and learners' willingness to communicate.
17	Language and Writing Applications	A study on the relationship between teacher-student interaction and foreign language anxiety of Chinese college English learners	Zhang Y. and Ren X, Q.	2014	The relationship between teachers and students and language anxiety among Chinese college English learners are both examined in this article. The study's goal was to determine the potential effects of teacher engagement style on students' degrees of linguistic anxiety. According to the study's findings, student concern about learning a foreign language is correlated with teacher-student engagement and communication. Practise in education is a helpful resource.
18	China Audio-visual Education	A survey on the relationship between college English teachers' verbal affinity and students' foreign language anxiety	Yu Y. and Gao X, Y	2016	This article is a survey study on the relationship between college English teachers' oral affinity and students' foreign language anxiety. The goal of the study is to comprehend how teachers' communication methods may influence students' feelings of anxiety around learning a foreign language. The study's findings revealed a connection between students' levels of foreign language anxiety and the teacher's oral communication style. This study offers helpful recommendations for enhancing teaching effectiveness and students' learning experiences while also assisting in the understanding of how teachers' communication styles affect students' anxiety related to learning a foreign language.

19	Overseas English	Exploring Chinese Students' Foreign Language Learning Anxiety from a Cultural Perspective	Yu, W.	2016	This article provides an in-depth understanding of the anxiety feelings and experiences of Chinese students in foreign language learning from a cultural perspective. The possible research content is related to the possible problems faced by Chinese students in foreign language learning. The research results show that students' foreign language anxiety is related to cultural differences, cultural environment, and face culture.
20	Journal of Chifeng University	A Survey of Foreign Language Learning Anxiety Influenced by Chinese Cultural Factors	Li, W, Y.	2011	The purpose of this study is to understand the possible influence of Chinese culture on foreign language learning anxiety, especially in terms of learners' emotional experience and learning attitudes. The results of the study found that Chinese culture has an impact on foreign language learners' psychological feelings, learning attitudes, and learning motivation.
21	Cleveland State University	Measuring adult learners' foreign language anxiety, motivational factors, and achievement expectations: A comparative study between Chinese as a second-language students and English as a second-language students	Lin, L.C.	2013	This article compares the differences between students learning Chinese as a second language and students learning English as a second language. The level of anxiety, learning motivation and expectations of learning achievement in the process of foreign language learning are explored. The results of the study found that learners' foreign language anxiety levels are related to motivational factors and learning attitudes.

Source: My own creation (Spring 2023)

# APPENDIX 3: Multilingual Structuring of Chapters

The image displays a series of handwritten notes on a digital platform, organized into several sections. The notes are written in both Chinese and English, detailing concepts related to Foreign Language Anxiety (FLA) and Second Language Acquisition (SLA).

- Top Section:** Discusses 'Social constructivism' and 'FLA overview'. It mentions 'empirical studies related factors affect FLA' and 'overview of FLA research in China'. Key terms include 'situation-specific anxiety' and 'state anxiety'.
- Middle Section:** Focuses on 'anxiety' and 'situation-specific anxiety'. It lists 'state anxiety' and 'trait anxiety' and mentions 'Spalberg's' and 'state-trait anxiety'.
- Bottom Section:** Discusses 'FLA in China' and 'Methodology'. It includes 'background', 'FLA in the world', and 'FLA in China'. Key terms include 'anxiety', 'situation-specific anxiety', and 'structure of the theory'.

The notes are highly detailed, with many terms circled and arrows indicating relationships between different concepts. The overall structure suggests a comprehensive overview of FLA research and its application in China.

Source: My own creation (June and July 2023)

## References

Aida, Y., 1994. Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The modern language journal*, 78(2), pp.155-168.

Alpert, R. and Haber, R.N., 1960. Anxiety in academic achievement situations. *The Journal of abnormal and social psychology*, 61(2), p.207.

Alrabai, F., 2014. A Model of Foreign Language Anxiety in the Saudi EFL Context. *English language teaching*, 7(7), pp.82-101.

Argyle, M., 2017. *Social interaction: process and products*. Routledge.

Atkinson, J.W., 1957. Motivational determinants of risk-taking behavior. *Psychological review*, 64(6p1), p.359.

Bandura, A., 1977. Self-efficacy: toward a unifying theory of behavioral change. *Psychological review*, 84(2), p.191.

Bandura, A., 2014. Social cognitive theory of moral thought and action. In *Handbook of moral behavior and development* (pp. 69-128). Psychology press.

Bettiger, C.A. and D'Esposito, M., 2005. Frontal networks for learning and executing arbitrary stimulus-response associations. *Journal of Neuroscience*, 25(10), pp.2723-2732.

Blackburn, R., 1998. *The making of new world slavery: From the baroque to the modern, 1492-1800*. Verso.

Boland, A., Dickson, R. and Cherry, G., 2017. Doing a systematic review: A student's guide. *Doing a Systematic Review*, pp.1-304.

Bolton, K. and Graddol, D., 2012. English in China today: The current popularity of English in China is unprecedented, and has been fuelled by the recent political and social development of Chinese society. *English Today*, 28(3), pp.3-9.

Bolton, K., 2002. Chinese Englishes: from Canton jargon to global English. *World Englishes*, 21(2), pp.181-199.

Canagarajah, A.S. ed., 2005. *Reclaiming the local in language policy and practice*. Routledge.

Chan, D.Y.C. and Wu, G.C., 2004. A study of foreign language anxiety of EFL elementary school students in Taipei County. *Journal of national Taipei teachers college*, 17(2), pp.287-320.

Chen, X., Dewaele, J.M. and Zhang, T., 2021. Sustainable development of EFL/ESL learners' willingness to communicate: the effects of teachers and teaching styles. *Sustainability*, 14(1), p.396.

Chen, Z. and Goh, C., 2011. Teaching oral English in higher education: Challenges to EFL teachers. *Teaching in higher education*, 16(3), pp.333-345.

Cheng, H.Y. and Ding, Q.T., 2021. Examining the behavioral features of Chinese teachers and students in the learner-centered instruction. *European Journal of Psychology of Education*, 36, pp.169-186.

China Daily. 2010a, 'Rush to learn English fuels quality issues.' [Online] Available at: [http://www.chinadaily.com.cn/china/2010/08/05/content\\_11098499.htm](http://www.chinadaily.com.cn/china/2010/08/05/content_11098499.htm) [Accessed: July 4, 2023].

China Daily. 2011b, 'English teaching gets lost in translation.' [Online] Available at: [http://europe.chinadaily.com.cn/china/2011/11/11/content\\_14077692.htm](http://europe.chinadaily.com.cn/china/2011/11/11/content_14077692.htm) [Accessed: July 4, 2023].

Connelly, L.M., 2020. Inclusion and Exclusion Criteria. *Medsurg nursing*, 29(2).

Cook, V., 2016. *Second language learning and language teaching*. Routledge.

Cortazzi, M. and Jin, L., 1996. Cultures of learning: Language classrooms in China. *Society and the language classroom*, 169(206), p.42.

Craske, M.G., Prof & Stein, M.B., Prof 2016, "Anxiety", *The Lancet (British edition)*, vol. 388, no. 10063, pp. 3048-3059.

Crystal, D. 2003, *English as a global language*, Second edn, Cambridge University Press, New York;Cambridge, England.

Crystal, D.1997, "English as a Global Language. (1st Ed.)", Cambridge: Cambridge University Press.

Culler, R.E. and Holahan, C.J., 1980. Test anxiety and academic performance: the effects of study-related behaviors. *Journal of educational* .

Dearden, R.F., 2010. Autonomy and education. In *Education and the Development of Reason (International Library of the Philosophy of Education Volume 8)* (pp. 333-345). Routledge.

Denzin, N.K. and Lincoln, Y.S., 2000. The discipline and practice of qualitative research. *Handbook of qualitative research*, 2(1), pp.1-20.

Dingfang, S. and Zhixiang, Z., 1996. Modern Foreign Language Teaching Theory, Practice and Methods. *Shanghai: Shanghai Foreign Language Education Press*, 1, p.996.

Djafri, F. and Wimbarti, S., 2018. Measuring foreign language anxiety among learners of different foreign languages: In relation to motivation and perception of teacher's behaviors. *Asian-Pacific Journal of Second and Foreign Language Education*, 3(1), pp.1-15.

Drescher, S., 2009. *Abolition: a history of slavery and antislavery*. Cambridge University Press.

Driver, R., Asoko, H., Leach, J., Scott, P. and Mortimer, E., 1994. Constructing scientific knowledge in the classroom. *Educational researcher*, 23(7), pp.5-12.

Ellis, R., 1994. *The study of second language acquisition*. Oxford University.

Eysenck, M.W., 1979. Anxiety, learning, and memory: A reconceptualization. *Journal of research in personality*, 13(4), pp.363-385.

Feng, A. and Adamson, B., 2019. Language policies in education in the People's Republic of China. *The Routledge international handbook of language education policy in Asia*, 45, p.59.

Foss, K.A. and Reitzel, A.C., 1988. A relational model for managing second language anxiety. *TESOL quarterly*, 22(3), pp.437-454.

Freud, S., 2013. *The problem of anxiety*. Read Books Ltd.

Galloway, N. & Rose, H. 2015, *Introducing global Englishes*, Routledge, New York; Abingdon, Oxon.

Ganann, R., Ciliska, D. and Thomas, H., 2010. Expediting systematic reviews: methods and implications of rapid reviews. *Implementation Science*, 5, pp.1-10.

Gardner, R.C. and MacIntyre, P.D., 1993. On the measurement of affective variables in second language learning. *Language learning*, 43(2), pp.157-194.

Gergen, K.J., 2015. An invitation to social construction. *An Invitation to Social Construction*, pp.1-272.

Gopalan, V., Bakar, J.A.A., Zulkifli, A.N., Alwi, A. and Mat, R.C., 2017, October. A review of the motivation theories in learning. In *Aip conference proceedings* (Vol. 1891, No. 1). AIP Publishing.

Gordon, E.M. and Sarason, S.B., 1955. The relationship between "text anxiety" and "other anxieties". *Journal of personality*.



Graddol, D., 2008. Why global English may mean the end of 'English as a foreign language'. ULIS.

Gray, J.A. 1978, "The neuropsychology of anxiety", *The British journal of psychology*, vol. 69, no. 4, pp. 417-434.

Gu, Y., 2012. English curriculum and assessment for basic education in China. In *Perspectives on teaching and learning English literacy in China* (pp. 35-50). Dordrecht: Springer Netherlands.

Harel, I.E. and Papert, S.E., 1991. *Constructionism*. Ablex Publishing.

Hart, C., 2018. Doing a literature review: Releasing the research imagination. *Doing a Literature Review*, pp.1-352.

Hausfather, S.J., 1996. Vygotsky and schooling: Creating a social context for learning. *Action in teacher education*, 18(2), pp.1-10.

He, D., 2013. What makes learners anxious while speaking English: A comparative study of the perceptions held by university students and teachers in China. *Educational Studies*, 39(3), pp.338-350.

Hornberger, N.H., 2009. Multilingual education policy and practice: Ten certainties (grounded in Indigenous experience). *Language Teaching*, 42(2), pp.197-211.

Horwitz, E.K., Horwitz, M.B. and Cope, J., 1986. Foreign language classroom anxiety. *The Modern language journal*, 70(2), pp.125-132.

Hu, X., Zhang, X. and McGeown, S., 2021. Foreign language anxiety and achievement: A study of primary school students learning English in China. *Language teaching research*, p.13621688211032332.

Huitt, W., 2001. Motivation to learn: An overview. *Educational psychology interactive*, 12(3), pp.29-36.

Huttner-Koros, A. and Perera, S., 2016. Communicating science in English: A preliminary exploration into the professional self-perceptions of Australian scientists from language backgrounds other than English.

Jenkins, J., 2009. English as a lingua franca: Interpretations and attitudes. *World Englishes*, 28(2), pp.200-207.

Jenkins, J., 2013. *English as a lingua franca in the international university: The politics of academic English language policy*. Routledge.

Jiang, Y. and Dewaele, J.M., 2020. The predictive power of sociobiographical and language variables on foreign language anxiety of Chinese university students. *System*, 89, p.102207.

Kalina, C. and Powell, K.C., 2009. Cognitive and social constructivism: Developing tools for an effective classroom. *Education*, 130(2), pp.241-250.

King, G., Keohane, R.O. and Verba, S., 2021. *Designing social inquiry: Scientific inference in qualitative research*. Princeton university press.

Kirkpatrick, A. & Zhichang, X. 2002, "Chinese pragmatic norms and 'China English'", *World Englishes*, vol. 21, no. 2, pp. 269-279.

Krashen, S., 1982. *Principles and practice in second language acquisition*.

Kunt, N., 1997. *Anxiety and beliefs about language learning: A study of Turkish-speaking university students learning English in North Cyprus*. The University of Texas at Austin.

Leary, M. R., 1983. Social anxiousness: The construct and its measurement. *Journal of personality assessment*, 47(1), p. 66-75.

Leith, D., 2020. English—colonial to postcolonial. In *Changing English* (pp. 117-152). Routledge.

Lennon, P., 1990. Investigating fluency in EFL: A quantitative approach. *Language learning*, 40(3), pp.387-417.

Li, Q., 2018. Survey on Foreign Language Anxiety and Its Influencing Variables of English Learners in Higher Education in China. *Nanjing University of Posts and Telecommunications, China*.

Li, W, Y. 2011, "A Survey of Foreign Language Learning Anxiety Influenced by Chinese Cultural Factors", *Journal of Chifeng University*, 32(2), pp. 177-179.

Liao, Y.F., 1999. The effects of anxiety on Taiwanese EFL learners. In *The proceedings of the eighth international symposium on English teaching* (pp. 453-63).

Lin, L.C., 2013. *Measuring adult learners' foreign language anxiety, motivational factors, and achievement expectations: A comparative study between Chinese as a second-language students and English as a second-language students*. Cleveland State University.

Liu, M. and Huang, W., 2011. An exploration of foreign language anxiety and English learning motivation. *Education Research International*.

Liu, M. and Jackson, J., 2008. An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The modern language journal*, 92(1), pp.71-86.

Locke, E.A., 1987. Social foundations of thought and action: A social-cognitive view.

Lu, Z. and Liu, M., 2011. Foreign Language Anxiety and Strategy Use: A Study with Chinese Undergraduate EFL Learners. *Journal of Language Teaching & Research*, 2(6).

Luo, H., 2018. Predictors of foreign language anxiety: A study of college-level L2 learners of Chinese. *Chinese Journal of Applied Linguistics*, 41(1), pp.3-24.

Luszczynska, A. and Schwarzer, R., 2015. Social cognitive theory. *Fac Health Sci Publ*, pp.225-51.

MacIntyre, P.D. and Gardner, R.C., 1989. Anxiety and second-language learning: Toward a theoretical clarification. *Language learning*, 39(2), pp.251-275.

MacIntyre, P.D. and Gardner, R.C., 1991. Methods and results in the study of anxiety and language learning: A review of the literature. *Language learning*, 41(1), pp.85-117.

MacIntyre, P.D. and Gardner, R.C., 1994. The subtle effects of language anxiety on cognitive processing in the second language. *Language learning*, 44(2), pp.283-305.

Martin, K., 2019. Ethical implications and accountability of algorithms. *Journal of business ethics*, 160, pp.835-850.

McCroskey, J.C., 1977. Oral communication apprehension: A summary of recent theory and research. *Human communication research*, 4(1), pp.78-96.

McKinley, J., 2015. Critical argument and writer identity: Social constructivism as a theoretical framework for EFL academic writing. *Critical inquiry in language studies*, 12(3), pp.184-207.

Mkhumbuleni, D., 2023. Socio-Cultural Factors Affecting How Africans Interpret Instructional Materials and Chinese as a Foreign Language. *American Journal of Arts, Social and Humanity Studies*, 2(1), pp.1-10.

Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P. and Stewart, L.A., 2015. Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. *Systematic reviews*, 4(1), pp.1-9.

Na, Z., 2007. A study of high school students' English learning anxiety. *The Asian EFL Journal*, 9(3), pp.22-34.

Naudhani, M., Wu, Z. and Naudhani, S., 2018. Exploring the factors of foreign language anxiety among Chinese undergraduate English majors and Non-English majors. *International Journal of English Linguistics*, 8(5), pp.142-150.

Newman, F. and Holzman, L., 2013. *Lev Vygotsky (classic edition): Revolutionary scientist*. Psychology Press.

Nordquist, R. and Nordquist, R.F. eds., 2010. *Crossing boundaries: Studies in English language, literature, and culture in a global environment*. Peter Lang.

Norton, B. and De Costa, P.I., 2018. Research tasks on identity in language learning and teaching. *Language Teaching*, 51(1), pp.90-112.

Nowell, L.S., Norris, J.M., White, D.E. and Moules, N.J., 2017. Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, 16(1), p.1609406917733847.

Pawlak, M. and Pawlak, M., 2011. Anxiety as a factor influencing the use of language learning strategies. *Extending the boundaries of research on second language learning and teaching*, pp.149-165.

Peng, J.E. and Woodrow, L., 2010. Willingness to communicate in English: A model in the Chinese EFL classroom context. *Language learning*, 60(4), pp.834-876.

People's Daily Online. 2000, *Beijing popularizes English for Olympic bid*. [Online] Available \_\_\_\_\_ at:

[http://english.people.com.cn/english/200005/30/eng20000530\\_41892.html](http://english.people.com.cn/english/200005/30/eng20000530_41892.html)

[Accessed: July 4, 2023].

People's Daily Online. 2000, *Shanghai people learn English for APEC meeting.*

[Online]

Available

at:

[http://english.people.com.cn/english/200004/25/eng20000425\\_39624.html](http://english.people.com.cn/english/200004/25/eng20000425_39624.html)

[Accessed: July 4, 2023].

Phillips, E.M., 1990. *The effects of anxiety on performance and achievement in an oral test of French.* The University of Texas at Austin. *psychology*, 72(1), p.16.

Rao, P.S., 2019, *The role of English as a global language.* Research Journal of English, 4(1), pp.65-79.

Rao, Z., 2006. Understanding Chinese students' use of language learning strategies from cultural and educational perspectives. *Journal of multilingual and multicultural development*, 27(6), pp.491-508.

Rogers, C.R. and Freiberg, H.J., 1994. *Freedom to learn.* Merrill/Macmillan College Publishing Co.

Rogler, A., 2019. *Internationalization of Finnish higher education: policy goals and alumni insights* (Master's thesis, A. Rogler).

Scovel, T., 1978. The effect of affect on foreign language learning: A review of the anxiety research. *Language learning*, 28(1), pp.129-142.

Seidlhofer, B., 2013. *Understanding English as a lingua franca*. Oxford University Press.

Shao, K., Yu, W. and Ji, Z., 2013. An exploration of Chinese EFL students' emotional intelligence and foreign language anxiety. *The Modern Language Journal*, 97(4), pp.917-929.

Smith, R.E. and Campbell, A.L., 1973. Social anxiety and strain toward symmetry in dyadic attraction. *Journal of Personality and Social Psychology*, 28(1), p.101.

Spielberger, C.D. ed., 2013. *Anxiety and behavior*. Academic press.

Sun, Z., 2012. An Empirical Study on New Teacher-Student Relationship and Questioning Strategies in ESL Classroom. *English Language Teaching*, 5(7), pp.175-183.

Tang, M., 2022. Constructing and validating the teaching strategies for alleviating Chinese EFL graduate students' foreign language anxiety. *Language Teaching Research*, p.13621688221115810.

Terry, G., Hayfield, N., Clarke, V. and Braun, V., 2017. Thematic analysis. *The SAGE handbook of qualitative research in psychology*, 2, pp.17-37.

Torraco, R.J., 2005. Writing integrative literature reviews: Guidelines and examples. *Human resource development review*, 4(3), pp.356-367.

Tsui, A.B., 1996. Reticence and Anxiety in Second Language Learning. *Voices From the Language Classroom*.



Turner, J.E., Li, B. and Wei, M., 2021. Exploring effects of culture on students' achievement motives and goals, self-efficacy, and willingness for public performances: The case of Chinese students' speaking English in class. *Learning and Individual Differences*, 85, p.101943.

Vygotsky, L. and Cole, M., 2018. Lev Vygotsky: Learning and social constructivism. *Learning theories for early years practice*, 66, p.58.

Vygotsky, L.S. and Cole, M., 1978. *Mind in society: Development of higher psychological processes*. Harvard university press.

Walqui, A. and Van Lier, L., 2010. *Scaffolding the academic success of adolescent English language learners: A pedagogy of promise*. WestEd. 730 Harrison Street, San Francisco, CA 94107-1242.

Wang, F. 2020. A multidimensional exploration of foreign language learning anxiety among science and engineering college students in independent colleges. *Journal of Qiqihar Normal College*, 13 (02), pp. 139-141.

Wang, L., 2020. Application of affective filter hypothesis in junior English vocabulary teaching. *Journal of Language Teaching and Research*, 11(6), pp.983-987.

Watson, D. & Friend, R. 1969, "Measurement of social-evaluative anxiety", *Journal of consulting and clinical psychology*, vol. 33, no. 4, pp. 448-457.

Wu, K.H., 2010. The Relationship between Language Learners' Anxiety and Learning Strategy in the CLT Classrooms. *International Education Studies*, 3(1), pp.174-191.

Xie, X., 2010. Why are students quiet? Looking at the Chinese context and beyond. *ELT journal*, 64(1), pp.10-20.

Xiong, S, C., 2012, "Research on the relationship between college students' language learning anxiety and the use of language strategies based on the network environment", *Foreign language audio-visual teaching*, pp. 66-71.

Xu, N., 2023. Research on the relationship between foreign language learning anxiety and foreign language learning performance of non-English major college students. *Nanjing Normal University, China*.

Yan, J.X. and Horwitz, E.K., 2008. Learners' perceptions of how anxiety interacts with personal and instructional factors to influence their achievement in English: A qualitative analysis of EFL learners in China. *Language learning*, 58(1), pp.151-183.

Young, D.J., 1991. Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The modern language journal*, 75(4), pp.426-439.

Young, D.J., 1992. Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio Hadley, Terrell, and Rardin. *Foreign Language Annals*, 25(2), pp.157-172.

Young, D.J., 1999. Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere. *(No Title)*

Yu Y. and Gao X, Y., 2016. A survey on the relationship between college English teachers' verbal affinity and students' foreign language anxiety. *China Audio-visual Education*, 11, pp. 67-71.

Yu, B. and Watkins, D.A., 2008. Motivational and cultural correlates of second language acquisition: an investigation of international students in the universities of the People's Republic of China. *Australian Review of Applied Linguistics*, 31(2), pp.17-1.

Yu, W. 2016, "Exploring Chinese Students' Foreign Language Learning Anxiety from a Cultural Perspective", *oversea English*.

Zhang Y. and Ren X, Q., 2014. A study on the relationship between teacher-student interaction and foreign language anxiety of Chinese college English learners. *Language and Writing Applications*, 5, pp. 95-100.

Zhang, Q. 2004b. Investigation and Analysis of College Students' Anxiety and Expectations in English Classroom Learning. *Journal of Southwest University for Nationalities*, 25(6), 394-397.

Zhang, S. & Lai, C. 2023, "Investigation of factors underlying foreign language classroom anxiety in Chinese university English majors", *Applied linguistics review*.

Zhang, X. 2019, "Foreign Language Anxiety and Foreign Language Performance: A Meta-Analysis", *The Modern language journal (Boulder, Colo.)*, vol. 103, no. 4, pp. 763-781.

Zhou, L., 2018, April. Innovative Exploration of Dance Teaching with Students as the Main Body in Dance Teaching in Colleges and Universities. In *2018 4th International Conference on Education Technology, Management and Humanities Science (ETMHS 2018)* (pp. 43-46). Atlantis Press.

Zhu, B. and Zhou, Y., 2012. A Study on Students' Affective Factors in Junior High School English Teaching. *English Language Teaching*, 5(7), pp.33-41.