

Differences in the Learning Anxieties Affecting College Freshman Students of EFL

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ABSTRACT: *The purpose of this study was to investigate the relationship between English learning anxieties (communication anxiety, test anxiety, and fear of negative evaluation), among EFL non-English major students. The participants of this study consisted of 254 freshmen at a continuing school in Taiwan, including 109 female students and 145 male students. A questionnaire ELAS (English Learning Anxiety Survey), for the purpose of understanding participants' inner thoughts in terms of English language learning anxieties among three categories, was partially edited from FLCAS (foreign language classroom anxiety scale) and partially designed by the researcher. The data was then analyzed by using descriptive statistics, ANOVA, Scheffe Post Hoc Test. The results showed that there were statistically significant differences on the English Learning Anxiety Scale (ELAS) with respect to the three categories of communication anxiety, test anxiety, and fear of negative evaluation among EFL college freshmen. Also of the three categories of English learning anxiety, the highest mean score across the items was test anxiety, followed by communication anxiety and fear, and finally of negative evaluation. Additionally, students whose majors were Commercial Design had the highest anxiety scales, followed by those who majored in Industrial Engineering & Management and Cosmetology and Styling. The lowest anxiety level was among students majoring in Mechanical Engineering, followed by those who majored in Applied Foreign Languages and Electrical Engineering.*

Introduction

The need for mastery in academic English, both spoken and written, in higher education, is becoming more significant in the 21st century. More than 600 million people worldwide speaking English as an international language. Thus, it has become a major agent of globalization and its contribution has resulted in English which, in turn, has resulted in it becoming a prerequisite for an individual to become a part of the international business and cultural society. Over the past decades, a certain amount of research on the role of foreign language anxiety in foreign language learning showed that anxiety influences language learning and production (Scott, 1986; Phillips, 1992; Campbell & Ortiz, 1991; Cheng, 1998). That is to say that foreign language anxiety not only affects students' attitude but is also considered to be detrimental to the performance of language learning. Young (1991) defined foreign language anxiety as "worry and negative emotional reaction aroused when learning or using a second language" (p. 27). Many scholars argue that low self-esteem and competitiveness can be two major factors causing language anxiety. Conversely, students with high self-esteem could perform better than those with low self-esteem. In a study done by Cheng, 1998 and Wharton, 2000, a significant relationship was found in the relationship between English learning anxiety and students' English proficiency.

Purpose of the study

Getting students interested in learning English is a big problem that most EFL teachers face, in particular, for those teachers who are at the technological university level. Since foreign language anxiety reflects learners' internal and external responses to foreign language learning contexts and foreign language learning processes, an investigation and detailed analysis of foreign language anxiety is necessary and significant. The purpose of this study is to explore whether there is a correlation between English learning anxiety and communication anxiety, test anxiety, and the fear of negative evaluation among Taiwanese EFL college freshmen in a continuing school in Taiwan. It also endeavors to determine how foreign language anxiety varies among students.

Research questions and research hypotheses

Based on the purpose of the study, the research question was framed as follows: Are there any differences in English learning anxiety among EFL college freshmen with different majors in anxiety levels of communication anxiety, test anxiety, and fear of negative evaluation? In keeping with this purpose, the following hypothesis was proposed: There are insignificant differences in English learning anxieties among EFL college freshmen.

Literature review

Foreign language anxiety and foreign language achievement

Many scholars agreed that there is anxiety-provoking potential in learning a foreign language and have found that language learning difficulties could predict anxiety best in foreign language learning settings (Chan & Wu, 2004). Many second language researchers have long been aware that anxiety is often associated with the success of target language learning, and verified the effects of anxiety on foreign language learning. Bailey, Onwuegbuzie, and Daley (1999) found that students who have low expectations of their foreign language ability tend to have low levels of foreign language achievement, which may reflect an accurate perception of their foreign language. Second language learning does appear to involve relatively high levels of anxiety. Such anxiety may determine perseverance, motivation, and interest in studying a foreign language. More recent research has established that second language acquisition is related to a high level of anxiety in comparison with other university courses (Campbell & Ortiz, 1991). As Horwitz (2001) argued, anxiety is a complicated problem and could make people's normal performance, especially in a foreign language classroom, particularly stressful. Horwitz, Horwitz, and Cope (1986) stated that "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125). Anxiety is a kind of mental problem that may not be found or noticed easily. According to MacIntyre (1995) anxiety as "the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity" (p. 28). It is a subjective feeling of tension, apprehension, nervousness that is associated with an arousal of the autonomic nervous system and would interrupt the normal operation of the mental and physical constitution, including the process of foreign language learning. In reviews of earlier literature about foreign language anxiety, both psychologists and linguists reaffirm the correlation between anxiety scales and measures of achievement. Horwitz (1988) defined foreign language anxiety as a "distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 125). This implies that foreign language anxiety would take place only in foreign language learning situations, such as in an EFL or ESL classroom. This suggests an implication that anxiety is a kind of situation-specific anxiety (Foss & Reitzel, 1988; Ellis, 1994). Therefore, it clearly explains why some approaches and methods in foreign language teaching, such as "suggestopedia" and "the natural approach" all emphasize the importance of reducing anxiety in foreign language learning.

Foreign language anxiety and EFL learning

Second language anxiety has a debilitating effect on the oral performance of speakers of English as a second language. A study conducted by Woodrow (2006) found that English language learners from Confucian Heritage Cultures (CHCs), China, Korea and Japan were more anxious language learners than other ethnic groups. Foreign language anxiety is a complex phenomenon that possibly relates to many factors existing in learning processes (Samimy & Rardin, 1994). The interpersonal network of language contacts, including academic, family, and social-institutional environments have a seemingly positive effect upon developing language competence and bilingualism. Foreign language anxiety seems to be the common experiences among EFL learners. Dixon investigated the relationship between anxiety and listening comprehension (1991), suggest that anxious students had difficulty grasping the content of a target language message. Another study was conducted by Cheng in 1999. Her study found out a strong correlation between EFL learning and EFL anxiety in writing and speaking. Furthermore, some researchers indicated that anxiety is an important factor in foreign language reading difficulties (Saito & Samimy, 1996). In addition, Sellers (2000) who explored the relationship between language anxiety and reading comprehension in Spanish as a foreign language (2000), the results indicated that more highly anxious students tend to recall less passage content than the students with lower anxiety.

Researchers, such as Horwitz (1986) described three components of foreign language anxiety. The first is communication apprehension. Speech is the core modality of language. For EFL learners the proficiency in target spoken language is an especially important part of training and maintenance of language skills. Speaking is anxiety-provoking in foreign language activities. MacIntyre and Gardner (1991d) propose that fear of negative evaluation is closely related to communication apprehension. When students are unsure of what they are saying, fear of negative evaluation occurs and they may doubt their ability to make a proper impression. The inability either to express oneself or to comprehend another person leads to frustration and apprehension. Price (1991) interviewed 10 college students of French to examine students' opinions of foreign language anxiety, revealing that anxiety was related not simply to speaking activities, but more specifically to speaking in front of classmates and teachers. The second component is fear of negative social evaluations, as Watson and Friend (1969) noted, refers to "apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate themselves negatively". Bailey (1983) examined the relationship between the learners' competitiveness and self-esteem as a potential source of learner anxiety, claiming that the competitive nature of L2 learning can lead to anxiety when learners compare themselves to others or to idealized self-images. Krashen (1985a) also suggests that anxiety can arise according to one's degree of self-esteem. People with low-esteem may worry what their peers or friends think, in fear of their negative responses or evaluation. The third component of foreign language anxiety is test anxiety. Test anxiety is a type of performance anxiety, that is, apprehension over academic evaluation. Test anxiety (TA) causes poor performance. It relates inversely to students' self-esteem and directly to their fears of negative evaluation, defensiveness, and other forms of anxiety. A growing number of researches have been devoted to investigating the correlation between language anxiety and achievement, finding some negative results (e.g., Horwitz, 1988; MacIntyre & Gardner, 1994). Generally speaking, students in technology universities appear to be less successful English learners and are prone to possess low learning motivation and less self-confidence to acquire the language efficiently. Thus, in this study, the researcher would like to explore to what extent English learning anxiety that EFL college freshmen experience among varying majors.

Instrument

The instrument in this study was a modified version of English Learning Anxiety Survey (ELAS), which was partially based upon a questionnaire—foreign language classroom anxiety scale (FLCAS), developed by Horwitz, Horwitz, and Cope (1986) to assess learners' anxiety about the

target language learning (see Appendix B) and mainly was self-designed by the researcher. This newly-modified version of questionnaires—English learning anxiety survey (ELAS) with 32 items used a 4-point Likert type scale ranging from “strongly disagree” (1 point) to strongly agree” (4 points). “strongly agree” was counted as 4 points, “agree” as 3 points, “disagree” as 2 points, and “strongly disagree” as 1 point. The higher the total points, the more anxious the students are. The first part of the questionnaire was a personal English Learning background questionnaire. It was intended to investigate students’ general English learning experience, especially those experiences related to learners’ English learning anxiety. The second part of the questionnaire was an English learning anxiety survey (ELAS), which was used to investigate participants’ language anxiety in English learning. In the ELAS, there were 33 question items, which were divided into three broad categories of English learning anxiety: communication anxiety, test anxiety, and fear of negative evaluation.

In order to facilitate the participants’ understanding of the questionnaire items, this instrument was conducted in the participants’ native language, Mandarin Chinese to avoid unnecessary misreading and miscomprehension. One native English teacher and five EFL professors who were teaching at the technology university at the time of this study helped to verify the appropriateness and adequacy of the wording and lexical expressions in the questionnaires (both English and Chinese editions; appendices A and B). For the Chinese version, the words “foreign language” in each item was replaced by the word “English” to be consistent with the participants of EFL learners. Table 1 identifies the items within the three categories.

Pilot study

A pilot study was conducted prior to the implementation of formal survey to ascertain the validity and reliability of the research instruments. It was conducted during the regular school day of the 2009 academic year using the same procedures designed for the formal investigation. The participants (N = 23) were sophomores of applied foreign languages studying at continuing school at a technical university in the central part of Taiwan. This instrument was written in Chinese to facilitate the students’ understanding of the questionnaire items. Before the survey, the researcher gave a clear explanation of the questionnaire to the participants in Chinese. To ensure the validity and reliability of this study, those who participated in the pilot study were not chosen as the participants in the formal survey.

After the pilot study was finished, the data were collected by the researcher immediately and analyzed by SPSS (statistical package for the social science) 12.0, the researcher eliminated two inappropriate items out of the 34 original questionnaire items as suggested by reviewing panel. Thus, the consistency estimates of reliability for the three subscales of the final questionnaires after the two items were extracted; the coefficient alpha of .82, .77, .78 and .86 suggested that the final version of the 32-item questionnaires was reasonably reliable for the formal final study. The overall results of the pilot study indicated that the instruments and procedures selected for the experiment were suitable to carry out in the main study (see Table 2).

Data collection and participants

The modification of the instrument was made according to the pilot results and participants’ responses, then questionnaire of the formal survey was developed and used in the formal survey.

Table 1: Three categories of English learning anxiety		
Category	Total items	Item no.
Communication anxiety	13	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Test anxiety	9	14, 15, 16, 17, 18, 19, 20, 21, 22
Fear of negative evaluation	10	23, 24, 25, 26, 27, 28, 29, 30, 31, 32

Table 2: Cronbach's alpha values for the instrument reliability

Category	Cronbach's alpha value
Communication anxiety	.82
Test anxiety	.77
Fear of negative evaluation	.78
Overall language anxiety	.86

Table 3: Description of participants by gender of the returned questionnaires

Gender	N	Missing data	Completed data	Percentage
Male	146	1	145	56.9
Female	109	0	109	42.7
Total	255	1	254	99.6

The participants in this study were randomly chosen from nine classes of non-English major students, as well as one class of English major students at a technology university, located in central Taiwan, in the academic year 2009. Participants were asked to read each statement and circle the number indicating the frequency which best described their English learning anxiety.

The researcher distributed 312 questionnaires of different departments with 10 majors, including International Business; Information Management; Cosmetology and Styling; Industrial Engineering & Management; Electronic Engineering; Electrical Engineering; Mechanical Engineering; Commercial Design; Civil Engineering; and Applied Foreign Languages.

Of the 255 returned questionnaires with the returned rate of 81.7%, only one was discarded as invalid; therefore, a total of 254 valid questionnaires (equal to 81.4% of distributed ones) were used in the formal investigation. Of all the student population, females accounted for 56.9, and 42.7% were males (Table 3).

Data analysis and results

The researcher utilized Statistic Package for the Social Science (SPSS) version 12.0 for windows to answer research questions to explore the relationship between independent variables and dependent variables of differences in English learning anxiety among EFL college freshmen at continuing school with different majors. Firstly, descriptive analysis was performed to compute the means and standard deviations for each item and each kind of anxiety to derive a broader understanding of the general situation of students' anxiety. Secondly, ANOVA was conducted to compute significant differences in English learning anxiety among the participants learning parameters.

Analysis of research question

Research question: Are there any differences in English learning anxiety among students with different majors?

The result of ANOVA showed significant differences in students' English learning anxiety among different variables (Table 4). The significance of differences in *Communication Anxiety* yielded an $F = 8.290$ and reached a $p < .05$ level of significance, and in *Test Anxiety* $F = 7.599$, $p < .05$, as for *Fear of Negative Evaluation*, research showed an $F = 7.492$, and reached a $p < .05$ level of significance. Multivariate test also showed a significant difference in English learning anxiety among students' majors (Table 5).

Of the three categories of English learning anxiety, the highest overall mean score across items in *Test Anxiety* ($M = 3.060$, $SD = .491$) followed by *Communication Anxiety* ($M = 3.057$, $SD = .555$) and *Fear of Negative Evaluation* ($M = 2.842$, $SD = .580$). (Table 6)

As seen in Table 7, students with the means and standard deviations for overall English learning anxiety among the top five majors were students who majored in Commercial Design ($M = 3.43$, $SD = .44$), followed by Information Management ($M = 3.21$, $SD = .56$), Cosmetology and Styling ($M = 3.15$, $SD = .41$), Civil Engineering ($M = 3.05$, $SD = .40$) and Electronic Engineering ($M = 3.03$, $SD = .46$) respectively.

For further studies found among the top five majors, Commercial Design, Civil Engineering and Electronic Engineering all listed *Test Anxiety* as their number 1 anxiety ($M = 3.51$, $M = 3.09$ and $M = 3.07$), followed by *Communication Anxiety* ($M = 3.49$, $M = 3.03$ and $M = 3.04$) and *Fear of Negative Evaluation* ($M = 3.29$, $M = 3.03$ and $M = 2.98$) as their number 2 and 3 anxiety, while Information Management, and Cosmetology and Styling listed *Communication Anxiety* as their number 1 anxiety ($M = 3.36$ and $M = 3.23$), followed by *Test Anxiety* ($M = 3.33$ and $M = 3.19$) and *Fear of Negative Evaluation* ($M = 2.93$ and $M = 3.04$) as their number 2 and 3 anxiety.

As seen in Table 8, students with the means and standard deviations for overall English learning anxiety among the bottom five majors were students who majored in Mechanical Engineering ($M = 2.44$, $SD = .66$), followed by Applied Foreign Languages ($M = 2.73$, $SD = .46$), Electrical Engineering ($M = 2.85$, $SD = .51$), Industrial Engineering & Management ($M = 2.88$, $SD = .50$), International Business ($M = 3.10$, $SD = .44$) respectively.

Further studies revealed that among the bottom five low—anxiety majors, Mechanical Engineering and Electrical Engineering all listed *Communication Anxiety* as their number 1 anxiety

Table 4: ANOVA tests of between-subjects effect on three categories by majors

Category		SS	df	MS	F	P
Communication anxiety	Between Groups	14.286	9	1.587	8.290	.000
	Within Groups	46.910	245	.191		
	Total	61.195	254			
Test anxiety	Between Groups	17.081	9	1.898	7.599	.000
	Within Groups	61.192	245	.250		
	Total	78.273	254			
Fear of negative evaluation	Between Groups	18.456	9	2.051	7.492	.000
	Within Groups	67.063	245	.274		
	Total	85.520	254			

Table 5: Multivariate test for students’ communication anxiety, test anxiety and fear of negative evaluation for EFL non-English major freshmen

Effect	Wilk’s Lambda value	F	df	Error df	P
Intercept	.020	3922.792	3.000	243.000	.000
Major	.570	5.591	27.000	710.328	.000

Table 6: Overall mean and overall SD scores on three categories of English learning anxiety

Category	Overall mean	Overall SD	Rank
Test anxiety	3.060	.491	1
Communication anxiety	3.057	.555	2
Fear of negative evaluation	2.842	.580	3

Table 7: The top five high-anxiety majors

Major	Anxiety	M	SD	Rank
Commercial Design	Test anxiety	3.51	.48	1
	Communication anxiety	3.49	.38	
	Fear of negative evaluation	3.29	.47	
	Overall	3.43	.44	
Information Management	Communication anxiety	3.36	.49	2
	Test anxiety	3.33	.51	
	Fear of negative evaluation	2.93	.67	
	Overall	3.21	.56	
Cosmetology and Styling	Communication anxiety	3.23	.36	3
	Test anxiety	3.19	.43	
	Fear of negative evaluation	3.04	.45	
	Overall	3.15	.41	
Civil Engineering	Test anxiety	3.09	.46	4
	Communication anxiety	3.03	.33	
	Fear of negative evaluation	3.03	.40	
	Overall	3.05	.40	
Electronic Engineering	Test anxiety	3.07	.42	5
	Communication anxiety	3.04	.45	
	Fear of negative evaluation	2.98	.45	
	Overall	3.03	.46	

Table 8: The bottom five high-anxiety majors

Major	Anxiety	M	SD	Rank
Mechanical Engineering	Communication anxiety	2.58	.72	1
	Test anxiety	2.42	.71	
	Fear of negative evaluation	2.32	.56	
	Overall	2.44	.66	
Applied Foreign Languages	Test anxiety	2.92	.48	2
	Communication anxiety	2.85	.45	
	Fear of negative evaluation	2.42	.45	
	Overall	2.73	.46	
Electrical Engineering	Communication anxiety	2.91	.50	3
	Test anxiety	2.84	.56	
	Fear of negative evaluation	2.81	.48	
	Overall	2.85	.51	
Industrial Engineering & Management	Test anxiety	2.94	.48	4
	Communication anxiety	2.91	.56	
	Fear of negative evaluation	2.78	.45	
	Overall	2.88	.50	
International Business	Test anxiety	3.18	.49	5
	Communication anxiety	3.14	.41	
	Fear of negative evaluation	2.98	.42	
	Overall	3.10	.44	

($M = 2.58$ and $M = 2.91$), followed by *Test Anxiety* ($M = 2.42$ and $M = 2.84$) and *Fear of Negative Evaluation* ($M = 2.32$ and $M = 2.81$) as their number 2 and 3 anxiety, while Applied Foreign Languages, Industrial Engineering & Management, and International Business all listed *Test Anxiety* as their number 1 anxiety ($M = 2.92$, $M = 2.94$ and $M = 3.18$), followed by *Communication Anxiety* ($M = 2.85$, $M = 2.91$ and $M = 3.14$) and *Fear of Negative Evaluation* ($M = 2.42$, $M = 2.78$ and $M = 2.98$) as their number 2 and 3 anxiety.

Discussions, conclusions and recommendations

Language learning difficulties could predict anxiety in foreign language learning settings (Chen & Chang, 2004). As previous research has suggested, anxiety has a great effect on second language acquisition and may be a part of the difficulty that learners have in acquiring another language. This study corresponds to Young's (1999) description of foreign language anxiety as "worry and negative emotional reaction aroused when learning or using a second language" (p. 27) among EFL learners in the investigation of foreign language anxiety. That is, second language acquisition in second language learners is related to a high level of anxiety in comparison with other university courses (Campbell & Ortiz, 1991). The results indicated that the scores on the English learning anxiety survey (ELAS) (i.e., communication anxiety, test anxiety, fear of negative evaluation, and overall anxiety) significantly correlated to EFL students of different majors. According to the students' responses to the questionnaire, test anxiety and communication anxiety made up the highest mean scores among the three categories of English learning anxiety. These revealed that most of the EFL Asian students have some trepidation toward test and communication anxiety. While learning English, students were not confident enough to speak freely, or do well on written tests, as well. This finding may suggest that students with higher foreign language anxiety could influence their four language skills on English proficiency (El-Banna; 1989; Dixon, 1991; Aida, 1994). Certain highly anxious students sometimes attribute language acquisition difficulties to low intelligence. Among the bottom three low-anxiety majors: Mechanical Engineering was listed as the number 1 lowest anxiety major, followed by Applied Foreign Languages and Electrical Engineering. Perhaps this was due to their major studies being taught in English by their instructors and the majority of the adopted textbooks were written in English.

Among the three categories of English learning anxiety, all ten majors listed *Fear of Negative Evaluation* to be their lowest apprehension, this indeed showed an important issue that faces the country now. Without doubt, we are in a test-driven society that puts an extremely high value on education; the school authority and parents are concerned exclusively with their children's' performance even before formal elementary school. This phenomenon has produced an array of consequences, and it would not be an exaggeration to say that the so-called test-dominated-education system is somewhat responsible. This is why the results showed fear of negative evaluation to be the least important factor, while "communication anxiety and test anxiety are of paramount importance.

The results revealed that most of the students lacked confidence in speaking English and felt nervous about test-oriented status in current educational system. Hence, future studies may consider working on what those factors are which resulted in speaking difficulties and test anxiety. Though the causes may be very complicated, it can allow teachers to have a greater understanding of an EFL learner's' prospectives regarding their English learning attitudes and outlooks. The government and the country's educational systems may need to overhaul its educational policy and the country's educational system and make a greater effort improving the educational system that has been limited to the English education of technological universities. Therefore, English lessons need to integrate productive skills like speaking and writing in addition to written tests in order to encourage students to speak more by means of constructive and helpful methods to elevate students' learning environment. To achieve this, teacher educators need to create in-class opportunities for students to perform tasks that require a meaningful exchange of information. In other words, focus on whole language and learning "how to use" English instead of learning

“about” English; examples could be use of e-learning platform; chatting room; e-mail and online discussion boards are some very good sources of motivation for students to improve speaking skills.

Furthermore, EFL teachers may want to consider providing students with low-anxiety learning contexts, and a more accommodating and friendly atmosphere should be maintained to reduce foreign language anxiety. Teachers should make foreign language classrooms “anxiety-free zones” by eliminating the anxiety-provoking factors according to different levels of foreign language competences and the foreign language anxieties of their students. Even teaching students learning strategies to reduce foreign language anxiety can help learners to lower their foreign language anxieties.

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Appendix A: English learning anxiety survey (English version)

The purpose of this study is to understand the effects of anxiety in English learning and use it as a basis for English teaching-learning improvement. This questionnaire is designed for academic research. It contains 32 items that may reflect your feelings about your English class. After reading each statement, please circle the number and indicate whether you (1) strongly disagree, (2) disagree, (3) agree, (4) strongly agree. Your answers are considered to be highly valuable and will also be kept confidential. Note that there is no right or wrong response to any of the items on this survey.

Part A: Background information

1. What is your sex?
☐ 1. Male ☐ 2. Female
2. What is your major?

☐ 1. Mechanical Engineering ☐ 2. Electrical Engineering ☐ 3. Electronic Engineering

☐ 4. Industrial Engineering & Management ☐ 5. Information Management ☐ 6. International Business

☐ 7. Commercial Design ☐ 8. Cosmetology and Styling ☐ 9. Civil Engineering

☐ 10. Applied Foreign Languages.
3. How many years have you learned English?

☐ Three years ☐ Four years ☐ Five years ☐ Six years

☐ More than six years

Part B: Self-reported English learning anxiety survey

Statement	Strongly disagree	Disagree	Agree	Strongly agree
1. I feel that the other students speak English better than I do.	1	2	3	4
2. It frightens me when I don't understand what the teacher is saying in the English class.	1	2	3	4
3. I get nervous when I don't understand the words the native English speakers say.	1	2	3	4
4. I worry that my English listening ability is not good.	1	2	3	4
5. I don't dare to speak English with other students.	1	2	3	4
6. I'm afraid to make mistakes when the teacher asks me to answer questions in English.	1	2	3	4
7. I get nervous when the teacher calls on me to do the text summary.	1	2	3	4
8. I worry that I'm unable to communicate with others owing to my low English proficiency.	1	2	3	4
9. I get nervous when I have to write the reflections after reading.	1	2	3	4
10. I'm afraid people may not understand what I wrote because of my improper usage of words.	1	2	3	4
11. I'm afraid that there are mis-spelling or grammar mistakes when writing sentences.	1	2	3	4
12. I get nervous when taking English listening comprehension tests.	1	2	3	4
13. I get nervous about possibly not "keeping up" or receiving poor scores when taking English listening comprehension tests.	1	2	3	4
14. I'm afraid that I might make mistakes in front of the class when taking an oral test.	1	2	3	4
15. I get nervous when the teacher asks questions in English class.	1	2	3	4
16. I'm afraid that I can't complete all the questions within the specified time due to my slow reading speed.	1	2	3	4
17. I become nervous when the teacher asks me unexpected questions and I have to answer them verbally.	1	2	3	4
18. I get panicky when there are many words I don't know on English tests.	1	2	3	4
19. I get nervous when I don't understand grammar or sentence structures on tests.	1	2	3	4
20. I worry about my writing speed too slow when testing English translation or writing.	1	2	3	4

Statement	Strongly disagree	Disagree	Agree	Strongly agree
21. I worry about making mistakes due to limited vocabulary and incorrect word usage when testing in English translation or writing.	1	2	3	4
22. I worry about the insufficient use of sentence patterns when testing in English translation or writing.	1	2	3	4
23. I get nervous when the English teacher asks me questions for which I haven't prepared in advanced.	1	2	3	4
24. I have no confidence in my English listening comprehension.	1	2	3	4
25. I worry that my promotion or pay raise or job qualification would be affected by my poor English proficiency.				
26. I don't know what I'm talking about when I feel nervous in English class.	1	2	3	4
27. I am afraid that the other students will laugh at me when doing an English presentation.	1	2	3	4
28. I'm afraid that my broken English pronunciation would cause jokes when I want to bring up questions.	1	2	3	4
29. I'm afraid to be criticized or scorned by peers during team discussion because of my poor English.	1	2	3	4
30. For fear of being laughed at by others, I don't dare to ask questions even when encountering unknown words.	1	2	3	4
31. I worry about an English teacher who might have negative feelings about me due to my bad performance on English listening comprehension exercises.	1	2	3	4
32. I feel my heart beating up when I know that I am going to be called on in English class.	1	2	3	4

Appendix B: English learning anxiety survey (Chinese version)

各位親愛的同學:

這份問卷是想要了解您英文學習的情形,問卷計有32道題目,每個題目有1、2、3、4、的選項,分別代表:非常不同意、不同意、同意、非常同意,並無所謂的「對」與「錯」的標準答案,請根據您實際的情況來回答。您的資料僅供學術研究之用,您的寶貴意見將對本研究結果有關鍵性之影響,且絕不會將資料外洩,請放心與誠實作答。謝謝您的合作。

敬祝學業進步!

壹、基本資料

1. 性別
☐ 1. 男 ☐ 2. 女
2. 系別
☐ 1. 機械 ☐ 2. 電機 ☐ 3. 電子 ☐ 4. 工管
☐ 5. 資管 ☐ 6. 國企 ☐ 7. 商設 ☐ 8. 美容
☐ 9. 土木 ☐ 10. 應用外語
3. 學習英文的時間
☐ 1. 三年 ☐ 2. 四年 ☐ 3. 五年 ☐ 4. 六年
☐ 5. 六年以上

貳、英文學習焦慮問卷調查表

題項內容	非常 不同意	不同意	同意	非常 同意
1. 我會覺得其他同學的英語說的比我好。	1	2	3	4
2. 上英文課時,聽不懂老師說的英語或用英語與老師對話時,我會覺得害怕。	1	2	3	4
3. 聽不懂外國人所說的話時,我會覺得緊張。	1	2	3	4
4. 我會擔心自己的英文聽力程度不佳。	1	2	3	4
5. 我不敢和同學講英語。	1	2	3	4
6. 當老師要我用英語回答問題時,我會怕講錯。	1	2	3	4
7. 當被老師叫起來說出文章大意時,我會覺得緊張。	1	2	3	4
8. 我擔心自己的英語能力不佳,無法用英語和他人溝通。	1	2	3	4
9. 閱讀文章後要馬上寫出感想時,會讓我覺得緊張。	1	2	3	4
10. 怕用詞不當,別人看不懂我寫的東西。	1	2	3	4
11. 我怕寫出來的句子,會有單字拼錯或文法錯誤。	1	2	3	4
12. 進行英文聽力測驗時,我就會覺得緊張。	1	2	3	4
13. 考英文聽力時,跟不上速度或擔心成績不佳,我會緊張。	1	2	3	4
14. 口試時,我會害怕在全班面前講錯。	1	2	3	4
15. 上英文課時,如果老師當場抽問,我會很緊張。	1	2	3	4
16. 我擔心英文閱讀速度太慢,無法在規定的時間內完成作答。	1	2	3	4
17. 當老師問我出乎意料的題目時,要我口頭回答,我會很緊張。	1	2	3	4
18. 英文試題中有很多生字時,我會很慌張。	1	2	3	4
19. 考試看不懂文法或句型時,我會緊張。	1	2	3	4
20. 考英文翻譯或寫作時,我會擔心寫的速度太慢。	1	2	3	4
21. 考英文翻譯或寫作時,我會擔心認識的單字太少寫不出來及單字用法錯誤。	1	2	3	4
22. 考英文翻譯或寫作時,我會擔心所用的句型太少。	1	2	3	4
23. 當英文老師問到我事先有沒有準備好問題時,我會感到緊張。	1	2	3	4
24. 我對自己的英文聽力沒有自信。	1	2	3	4
25. 英文程度不佳,我怕會影響升遷或加薪或無法勝任目前的工作。	1	2	3	4
26. 當我在上英文課講英語時,我會感到緊張且不知道自己正在講什麼。	1	2	3	4
27. 當我在發表英文報告時,我會擔心同學的嘲笑。	1	2	3	4

題項內容	非常 不同意	不同意	同意	非常 同意
28. 上英文課，我想提出問題時，我會擔心我的發音不標準，而鬧笑話。	1	2	3	4
29. 在做分組討論時，擔心自己的程度不夠，而被組員批評、鄙視。	1	2	3	4
30. 上英文課中，遇到生字而不敢一人發問，怕被同學譏笑。	1	2	3	4
31. 做英文聽力練習時，害怕因表現不佳老師對我有負面的看法。	1	2	3	4
32. 上英文課，當我即將被叫到時，我會感到心跳加速。	1	2	3	4

題目到此結束，謝謝您的填答與合作!