



A study on foreign language anxiety among international students from China

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

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

1 Introduction

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

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

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

2 Literature review

2.1 The definition of FLA

English Language Learning Anxiety Among Foreign Language

DJ Losen



English Language Learning Anxiety Among Foreign Language:

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

HCI International 2013 - Posters' Extended Abstracts Constantine Stephanidis, 2013-06-13 This is the second of a two volume set CCIS 373 and CCIS 374 that constitutes the extended abstracts of the posters presented during the 15th International Conference on Human Computer Interaction HCII 2013 held in Las Vegas USA in July 2013 jointly with 12 other thematically similar conferences. The total of 1666 papers and 303 posters presented at the HCII 2013 conferences was carefully reviewed and selected from 5210 submissions. These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems. The papers accepted for presentation thoroughly cover the entire field of human computer interaction addressing major advances in knowledge and effective use of computers in a variety of application areas. The extended abstracts were carefully reviewed and selected for inclusion in this two volume set. The papers included in this volume are organized in the following topical sections: learning and education, health and medicine, media art and culture, transport, Web and social media, information search and retrieval, work, collaboration and creativity, text and storytelling, agents, avatars and robots, smart environments, virtual and mixed environments, security and privacy.

Engineering Psychology and Cognitive Ergonomics. Understanding Human Cognition Don Harris, 2013-07-03 This two volume set LNAI 8019 and LNAI 8020 constitutes the refereed proceedings of the 10th International Conference on Engineering Psychology and Cognitive Ergonomics EPCE 2013 held as part of the 15th International Conference on Human Computer Interaction HCII 2013 held in Las Vegas USA in July 2013 jointly with 12 other thematically similar conferences. The total of 1666 papers and 303 posters presented at the HCII 2013 conferences was carefully reviewed and selected from 5210 submissions. These papers address the latest research and development efforts and highlight the human aspects of design and use of computing systems. The papers accepted for presentation thoroughly

cover the entire field of human computer interaction addressing major advances in knowledge and effective use of computers in a variety of application areas The total of 81 contributions included in the EPCE proceedings were carefully reviewed and selected for inclusion in this two volume set The papers included in this volume are organized in the following topical sections cognitive issues in HCI measuring and monitoring cognition cognitive issues in complex environments productivity creativity learning and collaboration

Proceedings of IAC 2021 in Vienna Group of Authors, 2021-07-01 International Academic Conference on Management Economics and Marketing in Vienna 2021 International Academic Conference on Teaching Learning and E learning in Vienna 2021 International Academic Conference on Engineering Transport IT and Artificial Intelligence in Vienna 2021

Addressing Global Challenges - Exploring Socio-Cultural Dynamics and Sustainable Solutions in a Changing World Parfait M. Eloundou-Enyegue, 2024-07-04 The International Symposium on Humanities and Social Sciences Addressing Global Challenges Exploring Socio Cultural Dynamics and Sustainable Solutions in a Changing World ISHSS 2023 unfolds as a crucial academic undertaking centred around the overarching theme of intellectual synergy and inquiry This conference serves as a vibrant forum facilitating discussions on a wide array of subjects within the realms of humanities and social sciences The curated collection of proceedings encapsulates an expansive spectrum of subject areas transcending disciplinary boundaries to encapsulate sociology anthropology history and beyond The significance of this compilation lies not only in the wealth of knowledge it imparts but also in its potential to resonate with a diverse audience From academicians to practitioners the discourse transcends traditional boundaries offering insights that cater to the intellectual curiosity of a broad audience The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

Cognitive and Educational Psychology for TESOL Andrzej Cirocki, Bimali Indrarathne, Sharon McCulloch, 2024-08-19 This volume has been written specifically with TESOL teacher educators practitioners and classrooms in mind It is divided into three sections cognitive aspects of language learning individual differences and language learning difficulties and challenging behaviours Structured in this way it enables TESOL teacher educators and practitioners to better understand how language learners process and retain new information improving their overall ability to learn and remember In addition to supporting TESOL teacher educators and practitioners in promoting effective language learning this volume explains individual differences among language learners and the importance of developing learners emotional social and behavioural skills while addressing learning difficulties disorders disabilities and challenging behaviours whenever required The individual chapters are written in an accessible style to enable readers to explore various psychological concepts in their pedagogical practice by engaging in reflective teaching through action research This volume is a vital resource for pre and in service language teachers and will encourage language teacher educators to reassess their existing practices Chapter 2 is available open access under a Creative Commons Attribution 4 0 International License via link springer.com

Spectrum

Prof. Dr. Rajesh G. Konnur ,Dr. Pratisha Kumari ,Dr. Sukhwinder Singh ,2025-02-10 Spectrum 7th Edition marks yet another milestone in the continuum of global academic collaboration fostered through the International Conference on New Frontiers in Engineering Science Law Management Humanities and Social Sciences INFES 7 0 2025 proudly organized by Eudoxia Research University USA This edition embodies the essence of academic integrity interdisciplinary research and the relentless pursuit of innovative solutions for the challenges of our time Held on January 30th and 31st 2025 INFES 7 0 attracted a diverse spectrum of thinkers scholars scientists legal experts educators engineers social scientists and policy makers who came together to share debate and forge new directions in research and development In a world increasingly shaped by complex socio economic and technological transformations the conference provided a timely forum to explore new perspectives and methodologies across a multitude of disciplines The Spectrum series was initiated to document and disseminate the wealth of knowledge exchanged at each edition of INFES This 7th Edition is a testimony to the vibrancy and rigor of contemporary academic discourse Each paper featured in this volume has undergone thorough peer review and represents a unique voice contributing to the expansion of knowledge across domains Topics range from artificial intelligence and clean energy to inclusive education legal frameworks for emerging technologies women empowerment climate policy and sustainable development showcasing the holistic approach of the conference What makes Spectrum 7th Edition distinct is its emphasis on cross border and cross sector collaboration Researchers from over 30 countries have contributed their insights and the collected works reflect not only theoretical advancements but also practical applications aimed at real world impact Through this synthesis of innovation and applicability the publication reaffirms the role of academia as a cornerstone of global development

ICON LATERALS 2023 Sahiruddin Sahiruddin,Syariful Muttaqin,Muhammad Andhy Nurmansyah,2023-12-12 This 4th ICON LATERALS proceeding consisted of 27 reviewed papers under the following subthemes of 1 foreign language teaching and learning 2 innovation in language teaching and learning 3 macrolinguistics Pragmatics Sociolinguistics Psycholinguistics Discourse Analysis Forensic Linguistics and Linguistic Landscapes 4 Translation and 5 Literature Prior to this publication the selected papers have been reviewed by three different reviewers to provide more comprehensive and in depth perspectives for the intended respected readers in the respected areas The keynote speakers invited to the conference Prof Heather Zwicker from University of Queensland Prof Hsueh Hua Chuang Ph D from Institute of Education Center for Teacher Education National Sun Yat sen University Prof Ogasawara Hiroki from Kobe University Ismatul Khasanah S Pd M Pd M Ed Ph D from Universitas Brawijaya Syariful Muttaqin M A Ph D from Universitas Brawijaya Han Chin Liu Ph D Associate Professor from Sun Yat sen University Yu Hui Chang Ph D Assistant Professor from National Sun Yat sen University and Asri Saraswati Ph D from Universitas Indonesia have provided some insightful ideas for enriching the multidisciplinary perspectives of the selected articles in this proceeding We are also indebted to the support and the encouragement from Universitas Brawijaya and Faculty of Cultural Studies for proving all

means to the success of the event Finally we are thankful for the excellent work from the organizing committee who have been working very hard effectively and efficiently before during and after the conference Finally it is our honour and pleasure to present this conference proceeding to our respected readers with the hope that the papers are inspiring and stimulating for the development of the knowledge in the field of language literary and cultural studies Developing English speaking competences by using picture books in preschool drama activities SEDA HAVA AK,2025-05-07 Master s Thesis from the year 2023 in the subject Didactics for the subject English Pedagogy Literature Studies grade Preschoolers University of Freiburg course M A E LINGO Teaching English to Young Learners language English abstract This action research uses creative drama activities to develop speaking competence through picture books among preschoolers on online platforms This study aims to determine the creative drama activities I implemented to achieve speaking outcomes in preschoolers The research group consisted of four preschool learners The study s implementations began on October 30 2022 lasted twelve weeks and ended on December 25 2022 Three picture books were used in the research book 1 The Very Hungry Caterpillar by Eric Carle book 2 The Colour Monster by Anne Llenas and book 3 From Head to Toe by Eric Carle Learners read the story and played games sang songs and did creative drama activities during the lessons I emphasized creating a supportive and engaging learning environment that fosters learners sense of comfort and ownership I also emphasized the importance of creative drama techniques in encouraging learners to speak and the need to tailor teaching methods to the learner s needs interests and abilities Learners spoke up and used props efficiently during target tasks To provide evidence of the effectiveness of creative drama and storytelling in improving speaking skills in preschoolers data collection methods including video recordings feedback and questionnaires from parents the observation of a nonparticipant observer and the teacher s journal were used in this study The data collected using these methods was triangulated to ensure the findings validity and reliability Future research could focus on broadening the study s scope to include a larger sample size and a broader range of learner ages It would be interesting to investigate the long term effects of CD activities on speaking abilities and compare their efficiency to other language instruction techniques It would also be helpful to study how learner activities are used and how well they work in online or hybrid learning environments **Anxiety and Beliefs about**

Language Learning Susan Narceille Truitt,1995 **A Comparative Study of Foreign Language Anxiety Between Chinese First- Year University Students Studying in China and Those in New Zealand** ,2015 Foreign language anxiety FLA has long been a pervasive issue among second language learners even till now There has been a considerable body of literature on foreign language anxiety since later years in the last century and some research on context comparisons as well Previous studies have found that language anxiety interacts with many learner variables such as gender language achievements overseas experience self confidence motivation beliefs and willingness to communicate WTC and so on For Chinese learners learning English as a foreign language EFL the construct is more prominent due to the Confucian heritage

culture's CHCs influence Aiming to understand the effect of contextual factor on FLA in language learning this study launched an exploration comparing foreign language anxiety among current Chinese EFL students between China and New Zealand universities A mixed methods research design was adopted in this study A questionnaire comprising the Foreign Language Classroom Anxiety Scale Horwitz Horwitz Park 2014 and an additional enquiry for primary sources of anxiety was administered respectively to the samples of China N 178 and New Zealand N 88 contexts The results showed that over half of participants in both contexts had varying degrees of language anxiety but with distinct anxiety structures The two groups of students differed significantly from each other in seven items Students from both samples reported English listening and speaking vocabulary and low confidence as the key sources of their English anxiety but they differed in various aspects subject to the major categories included Generally speaking language learning context did play a role in producing FLA of Chinese EFL learners It was also found that regardless of learning context language anxiety interfered with students self confidence in English proficiency Implications for alleviating FLA as well as recommendations on future research were introduced

Studies in Applied and Theoretical Linguistics Ravi Sheorey, Judit Kiss-Gulyás, 2007 Linguistics and Language Behavior Abstracts, 2009-04 **Teaching Language to Learners of Different Age Groups** Hannah Pillay, 2012

Foreign Language Anxiety and the Advanced Language Learner Zsuzsa Tóth, 2010-08-11 Does anxiety about learning and using a foreign language decline as learners become more competent in the target language or is anxiety also relevant at higher levels of proficiency This is the question Foreign Language Anxiety and the Advanced Language Learner sets out to explore The aim of the book is to give readers an insight into what role anxiety plays in the language learning and communication processes of advanced language learners Specifically the study examines how advanced EFL learners foreign language anxiety FLA can be characterized how anxiety relates to other individual differences cognitive affective personality and explores the relationship between FLA and various aspects of learners performance and communication experience in the target language The research context is Hungary The findings however are not confined to the Hungarian EFL setting In addition to making a contribution to the clarification of some unresolved issues in language anxiety research including the role of proficiency in the development of anxiety the relationship between anxiety and other learner variables and the much debated question of whether or not anxiety accounts for differential success in L2 learning this study has important implications for language teachers as well

Applied Language Learning, 2009 **Special Reports on Educational Subjects** Great Britain. Board of Education, 1901 *Educational Systems of the Chief Colonies of the British Empire ...* Great Britain. Board of Education, 1901 **Special reports on educational subjects** Education Ministry of, 1901

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