

Beliefs about language learning and foreign language anxiety: A study of university  
students learning English as a foreign language in Mainland China

by

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### ABSTRACT

The purpose of this study was to investigate foreign language anxiety and beliefs about language learning of university students learning English as a foreign language (EFL) in mainland China. In addition, the relationship between foreign language anxiety and students' beliefs about language learning was studied. A total of 175 first and second year university students participated in the study. A set of questionnaires consisting of the Beliefs About Language Learning Inventory (Horwitz, 1987), Foreign Language Classroom Anxiety Scale (Horwitz, 1983) and a background questionnaire were translated into Chinese and administered to the subjects. Several similarities and differences were observed between the Chinese subjects' responses to the BALLI and those of American foreign language students (Horwitz, 1988), Taiwanese EFL students (Yang, 1992), Korean EFL students (Truitt, 1995), American students of French (Kern, 1995), American students of Japanese (Oh, 1996), and Turkish-speaking students of English (Kunt, 1997). The Chinese subjects in this study reported higher levels of foreign language anxiety than the subjects in previous studies. Two BALLI factors were found to be significantly correlated with foreign language anxiety: "the difficulty about language learning" ( $r = .544$   $p < .01$ ) and "beliefs about foreign language aptitude" ( $r = -.255$   $p < .01$ ), suggesting that Chinese EFL students who believe English is not a very difficult language and perceive themselves as having higher language aptitude in language learning tend to have lower levels of language anxiety. This study contributes to the understanding of EFL students' beliefs about language learning, and the frustrations and difficulties they experience in foreign language classrooms.

Supervisor: Dr. Robert Anthony, (Department of Curriculum and Instruction)

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*Few people can appear equally intelligent, sensitive, witty, and so on when speaking a second language as when speaking their first; this disparity between how we see ourselves and how we think others see us has been my consistent explanation for language learners' anxiety. To deny the reality of foreign language anxiety is illogical as well as insensitive to the experiences and needs of many language learners and teachers.*

*(Horwitz, 2000, p. 258)*

## **CHAPTER 1: INTRODUCTION**

### **Background of the Problem**

Over the past several decades, language researchers and educators have been investigating learner variables, especially affective variables such as attitude, anxiety, interest, motivation, inhibition, and self-esteem, in the field of second language (L2) acquisition in an attempt to improve L2 teaching and learning. Among these affective variables, anxiety has been gradually becoming the research focus and interest of many language professionals and researchers.

According to Spielberger (1983), anxiety can be described as the subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. When anxiety is specific to language learning, it is referred to as language anxiety. Second language researchers and teachers have been aware that anxiety is not only common among foreign language learners, but also poses potential problems for foreign language learners “because it can interfere with the

acquisition, retention, and production of the new language” (MacIntyre & Gardner, 1991b, p. 86).

Research into the debilitating effects of anxiety upon language learning has consistently suggested that anxiety is one of the primary predictors of L2 acquisition and it can negatively affect the performance and achievement of foreign language learners. Horwitz, Horwitz and Cope (1986) conceptualized 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. 128). Based on this conceptualization of foreign language anxiety, Horwitz et al. proposed that the construct of foreign language anxiety underline three related performance anxieties: communication apprehension, test anxiety, and fear of negative evaluation. They then formulated a questionnaire based on these three aspects, which were referred to as the Foreign Language Classroom Anxiety Scale (FLCAS). The FLCAS has been widely used in many studies to investigate and measure language learners’ general anxiety levels in learning a foreign language (e.g., Aida, 1994; Horwitz, 1986; Horwitz et al., 1986; Kern, 1995; Kunt, 1997; MacIntyre & Gardner, 1989, 1991b; Oh, 1996; Saito & Samimy, 1996; Truitt, 1995; Yang, 1992; Young, 1991).

In light of the negative effects of anxiety on language learning, some researchers and educators in the field of second/foreign language learning have been trying to identify the sources of foreign language anxiety so as to help learners reduce anxiety in learning a foreign language (e.g., Horwitz, 1983, 1988; Young, 1991). Some research has

indicated that learners' beliefs about language learning may be an important source of language anxiety and what language learners believe about language learning has a major impact on their language learning behaviors, their choice of learning strategies, as well as their motivation. For example, Abraham and Vann (1987) noted that students' beliefs about how language operated and how it was learned might mediate the variety and flexibility of the language learning strategies used by the learners. Horwitz (1988) agreed with Abraham and Vann's statement and she also pointed out that "students who believe that language learning consists of translation, or vocabulary memorization, or grammar translation are not likely to adopt the types of holistic strategies associated with successful language learners" (p. 292). Therefore, a better understanding of students' beliefs and levels of anxiety for language learning will contribute to the enhancement of effective language teaching and learning in foreign language classrooms.

Although there has been a great deal of research on language anxiety and learners' beliefs, not many studies have addressed the relationship between learners' beliefs about language learning and foreign language anxiety. In particular, no study has investigated this relationship among Chinese university students who are learning English as a Foreign Language (EFL) in Mainland China. The current study aimed to characterize the foreign language anxiety and Chinese EFL students' beliefs about language learning, and examine the relationship between these beliefs and their language anxiety levels.

### **Objectives of the Study**

The purposes of the study were to investigate foreign language anxiety and beliefs

about language learning among Chinese university EFL students as well as to examine the relationship between these beliefs and levels of language anxiety. Hence, the study had the following objectives:

1. To describe the beliefs about language learning held by Chinese university EFL students by using the Beliefs About Language Learning Inventory (BALLI) (Horwitz, 1983, 1988),
2. To measure the levels of foreign language anxiety of Chinese EFL university students by using the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986),
3. To describe the relationship between Chinese EFL university students' beliefs about language learning and their levels of foreign language anxiety.

### **EFL in China**

In China, the teaching of English as a Foreign Language (EFL) has become a nationwide endeavor pursued at all academic levels, from kindergarten to university. The importance of English in China can be demonstrated by several facts. First the importance of English is evident from the fact that the college entrance examination has been amended to include English as one of the three major subjects. Another indicator of the increasing importance of learning English is that private and joint-venture English learning centers are developing very quickly in China. According to the statistics from the Education, Science, Culture, and Health Committee of NPC, about 54, 000 private schools have been set up in China by the end of 2000, with 6.93 million registered

students (People's Daily, 2001, May 23). The third indicator is that good communicative competence in English is considered a crucial factor in job recruitment in China, especially in joint-venture enterprises.

Due to the growing demands for learners' communication competence in English, Chinese EFL teachers and educators realized the deficiencies of the traditional grammar-translation method and the audio-lingual method in developing students' communication skills in English, and they started introducing communicative language teaching approaches into English classes at both the secondary and tertiary school levels in the early 1980s. In 1992, the State Development Commission (SEDC) of China introduced a new English Teaching Syllabus, which clearly stated that the aim of teaching English was to develop students' communicative competence.

Unfortunately, the implementation of communicative teaching approaches in a Chinese context are not as effective and successful as educators have expected and Chinese students' learning results are generally not very satisfactory. Deng (2000) described the frustrating results of English teaching/learning in China in the following way:

Most of us begin studying English at 12 or even younger. By the time we graduate from the university, we have studied English for over 10 years. However, the result is too frequently awful. Many students can say nothing but simple phrases. Even for some English majors, writing an article in English also means nothing other than making countless mistakes. (China Daily, 2000, September 6)

The causes of the unsatisfactory reform of English education in China and the undesirable English learning results among Chinese students may be related to the

following factors:

1. A lack of qualified teachers. To develop students' communication skills in English requires a good command of the target language on the part of the teacher. However, there are not enough opportunities for every English teacher in China, both at the tertiary level and at the secondary level, to systemically study linguistic theories and theories of second language acquisition. Therefore, "many teachers do not distinguish real communicative activities from false ones, mistaking some linguistic activities with some artificial classroom situations for communicative tasks" (Hui, 1997, p. 43). In addition, due to limited governmental funding, only a small number of English teachers in China can be funded to study or get professional training in English-speaking countries. Therefore, many English teachers in China themselves have very limited command of spoken English and insufficient knowledge about western cultures to actually direct communicative activities in English classes.
2. Limited access to authentic teaching materials. For example, in the present EFL classroom in China, the teaching of listening relies heavily on the use of tape-recorders. Teaching listening involves listening to out-of-date audio materials and answering a few teacher-posed comprehension questions. What makes things worse is that most of the questions are answered by high performers, whereas the majority of students remain silent. In addition, Chinese students rarely have any opportunities to watch English programs on TV such as CNN and BBC, or view authentic English movies.

3. Large class size. China has a very large English-learning population. When this population is divided into classes, it is common to find English classes with 50 to 60 students. The crowded classroom leaves little room for free communicative activities, especially those which require moving around or passing messages to one another. The large class size also makes it difficult for English teachers to control and monitor the whole class during group work and to get all the students involved in classroom activities.

4. The influence of Chinese culture and Chinese students' unique characteristics. According to Hui (1997), "China has a Confucian culture, which seeks compromise between people. When it is applied to language learning, it is obvious that students are reluctant to air their views loudly for fear of losing face or offending others" (p. 38). In L2 learning, which involves "an alternation of self-image, and adoption of new social and cultural behaviors and ways of being" (Williams & Burden, 1997, p. 115), Chinese students become more sensitive to the judgment of the others about their language behaviors and, therefore, are less likely to choose to get involved in classroom communication to avoid being judged by others and losing face.

Due to the gaps between the desired pedagogical expectations, which are to develop students' communicative competence, and the real situations in the EFL classroom context in China, it is a well-grounded assumption that EFL learning in China may occur in an anxiety-provoking context.

The other assumption that Chinese EFL learning in China may occur in an

anxiety-provoking context is that Chinese EFL students are facing great pressure from passing the College English Test, better known as CET. The CET is a national English level test in China. This test is held twice a year nationally, in June and December respectively. The content includes listening test, reading and writing tests. An oral test is optional and requires prerequisite score from the written test. College and university students are estimated to be spending the most time, energy and money on studying English because they have to pass the Band 4 test for non-English majors during their four years at college, or they cannot get a Bachelor's degree. Without the degree, it is hard for them to get a promising job. Therefore, college students commonly treat English as their second major.

### **Definition of Terms**

The following terms are extensively used in this study, and pertain to the field of L2 learning.

#### ***Anxiety***

Anxiety is the subjective feelings of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (Horwitz et al., 1986).

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

Foreign language anxiety and language anxiety are used interchangeably in this thesis and in the literature reviewed to mean the same thing: the subjective feeling of fear, tension, apprehension, uneasiness, nervousness and/or worry, associated with the perception or anticipation of threat or negative events in foreign/second language

contexts.

### ***Foreign Language Classroom Anxiety Scale (FLCAS)***

The FLCAS is “a self-report measure that assesses the degree of anxiety, as evidenced by negative performance experiences and social comparisons, psycho-physiological symptoms, and avoidance behaviors” (Horwitz, 1986, p. 559).

### ***Beliefs about Language Learning***

Beliefs about language learning refer to opinions or views held by people on language learning. According to Horwitz (1983, 1988), beliefs about language learning underline the following five major categories:

1. Foreign language aptitude;
2. Difficulty of language learning;
3. Nature of language learning;
4. Learning and communication strategies; and
5. Motivations and expectations.

### ***Beliefs about Language Learning Inventory (BALLI)***

The BALLI was developed by Horwitz (1983, 1988) to assess student opinions on a variety of issues and controversies related to language learning.

### ***English as a Foreign Language (EFL)***

EFL is taught in an environment where English is not the native language (for example, Chinese learning English in China). In an EFL situation, the learner learns English inside a classroom, but continues to speak his/her own language when leaving the classroom.

Generally, students in this situation have exposure to English only during class time and English learning is more a personal hobby or a school requirement than a survival necessity.

### ***English as Second Language (ESL)***

ESL is taught in English-speaking environments (for example, Chinese learn English in Canada). In an ESL situation, the learner is learning English within an English environment and needs to understand and speak English outside of the classroom too.

### **Why This Study?**

The first reason that the researcher was particularly interested in the current thesis study was that before attending graduate school, the researcher had worked as an EFL teacher at a university in China for four years. During these four years, the researcher had lots of opportunities to witness Chinese EFL students' English learning processes as well as to share their English learning stories. The researcher found that some of the Chinese EFL students in her classes appeared to be very anxious and frustrated about learning English. At the end of each semester, quite a number of the students even refused to attend their English classes any more. Therefore, the researcher has always been interested in finding out what might be the potential sources of these students' frustrations and anxieties towards English learning.

The other reason that the researcher was specifically interested in this thesis topic is that the researcher has been learning English as a foreign/second language both in China and in Canada for more than fifteen years. As a foreign/second English learner

herself, the researcher had her own specific thoughts and beliefs about learning English. However, some of these beliefs have proven to be unrealistic and even wrong. Just like her students, sometimes the researcher also would exhibit higher levels of anxiety when speaking or presenting in English in public. Hence, the researcher has always been thinking of doing research related to foreign language anxiety to help herself better cope with the same problems in the future. Most importantly, the researcher hopes that based on her own experiences, she could provide her students with more meaningful suggestions and strategies about how to deal with the same situations more successfully.

## CHAPTER 2: REVIEW OF THE LITERATURE

The chapter situates the current study in the context of existing theory and research. It starts with an introduction of the literature on anxiety in general and the types of anxiety particular to foreign language learning. This literature is followed by a discussion of the conceptualization of foreign language anxiety. Next, selected research on the effects and the sources of foreign language anxiety are reviewed. In addition, the review includes a discussion of the research focusing on learners' beliefs about language learning. The chapter concludes with a review of the research on the relationship between language learner beliefs and foreign language anxiety.

### **Foreign Language Anxiety**

Anxiety has long been recognized as one of the most important affective variables influencing foreign language learning (e.g., Aida, 1994; Horwitz, 1986; Horwitz, et al., 1986; MacIntyre & Gardner, 1991a, 1991b; Young, 1991). The following five aspects are addressed in this section: 1) definitions of general anxiety, 2) approaches to the study of language anxiety, 3) types of anxiety, 4) conceptualization of foreign language anxiety, and 5) effects of foreign language anxiety.

#### ***Definitions of General Anxiety***

In order to better understand the anxiety language learners experience when studying a foreign or second language, it is necessary to first regard anxiety in general terms.

Scovel (1978) presented a definition of anxiety based on the work in psychology

by Hilgard, Atkinson, and Atkinson (1971). He defined anxiety as an emotional state of “apprehension, a vague fear that is only directly associated with an object” (p. 134). However, Speiberger (1976) pointed out that although anxiety and fear are both unpleasant emotional reactions to the stimulus conditions perceived as threatening, anxiety can be distinguished from fear because fear is usually derived from a “real, objective danger in the external environment” (p. 5). The threatening stimulus of anxiety, on the other hand, may not be known. Speiberger described anxiety as “the subjective feelings of tension, apprehension, nervousness, and worry that are experienced by an individual” (p. 5). Similar to Speiberger’s definition, Horwitz et al. (1986) also described anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125).

### ***Approaches to the Study of Anxiety***

Three approaches to the study of anxiety have been identified by MacIntyre and Gardner (1991b) as the trait, state, and situation-specific perspectives.

***Trait anxiety.*** Trait anxiety is defined as the likelihood of an individual becoming anxious in any situation (Spielberger, 1983) and it is a relatively stable emotional state that an individual experiences more frequently or more intensely than most people do. From this perspective, anxiety is considered as a component of an individual’s personality trait. Thus, an individual with high trait anxiety would probably become anxious in many different kinds of situations. Nevertheless, the trait anxiety approach in the field of foreign language learning has been criticized in that the interpretation of trait

anxiety would be meaningless without being considered “in interaction with situations” (MacIntyre & Gardner, 1991b, p. 88).

***State anxiety.*** State anxiety is defined as an unpleasant emotional condition or temporary state, activated by an individual’s nervous system, such as the apprehension experienced by learners before taking an examination (Spielberger, 1983). In other words, state anxiety is apprehension that is experienced at a particular time. However, the state anxiety approach has been criticized as “skirting the issue of the source of the reported anxiety” (MacIntyre & Gardner, 1991a, p. 10) and for not asking subjects to ascribe their experience to any particular source.

***Situation-specific anxiety.*** Situation-specific anxiety refers to anxiety experienced in a specific type of situation. According to MacIntyre and Gardner (1991b), it can be considered as trait anxiety, which is limited to a specific context. The situation-specific anxiety approach examines the specific form of anxiety in a well-defined situation such as during tests, solving mathematics problems, or participating in a foreign language class. Although this approach is criticized for allowing researchers to define the situation under consideration diversely, it has gained acceptance among many anxiety researchers (Horwitz et al., 1986; MacIntyre & Gardner, 1991b) and considered as suitably applicable to second language acquisition research (Ellis, 1994).

### ***Types of Anxiety***

Another important insight concerning different types of anxiety exists in the distinction between facilitating and debilitating anxiety. Different from the trait, state,

and situation-specific anxiety perspectives, which have been proposed from personality and situational perspectives, the facilitating and debilitating types of anxiety are identified based on the direction of the effects of language anxiety. According to Young (1990), facilitating anxiety is an increase in drive level which results in improved performance while debilitating anxiety is an increase in arousal or drive level, which leads to poor performance. The reason that the two types of anxiety function differently lies in the fact that facilitating anxiety improves performance by motivating the learner to fight the new learning task and preparing the individual emotionally for approach behavior; whereas debilitating anxiety impairs performance by motivating the learner to flee the new learning task and stimulating the individual emotionally to adopt avoidance behavior (Scovel, 1978).

Although some researchers such as Scovel (1978) and Bailey (1983) have noticed the facilitating effects of anxiety on language learning, research to date has mostly focused on investigating the debilitating effects of language anxiety (e.g., Adia, 1994; Aida, 1994; Horwitz, 1986; Horwitz, et al., 1986; Kern, 1995; Kunt, 1997; MacIntyre & Gardner, 1991a, 1991b; Oh, 1996; Phillips, 1992; Saito & Samimy, 1996; Young, 1990). The current study also considered anxiety from its debilitating aspect.

### ***Conceptualization of Foreign Language Anxiety***

As previously pointed out, some research has recognized the existence of foreign language anxiety among language learners for its detrimental effects on language learning and production. However, only recently have researchers and educators been able to more

clearly identify the distinction between foreign language anxiety and other forms of anxiety (Horwitz et al. 1986; MacIntyre & Gardner, 1989, 1991b, 1994; Oh, 1992; Young, 1990, 1991).

Some of these researchers have recognized that the anxiety experienced in the process of learning a foreign language is unique and have suggested to view language anxiety as a particular type of anxiety, which is most closely related to the acquisition of a foreign language. Among these researchers, Horwitz et al. (1986) were the first to treat foreign language anxiety as a separate and distinct phenomenon particular to language learning (Young, 1991). According to Horwitz et al., foreign language anxiety is “a distinct complex of self-perceptions, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process” (p. 128). They stated that three performance related anxieties, communication apprehension, test anxiety, and fear of negative evaluation, “provide useful conceptual building blocks for a description of foreign language anxiety” (p. 128).

Oh (1992) defined foreign language anxiety as a situation-specific anxiety students experience in the classroom, which is characterized by negative self-centered thoughts, feelings of inadequacy, fear of failure, and emotional reactions. MacIntyre and Gardner (1994) also described foreign language anxiety as the feelings of tension and apprehension, which are particularly associated with activities in a second language context, including speaking, listening, and learning.

In this study, Horwitz et al.’s (1986) definition of foreign language anxiety was

adopted because Horwitz et al. were the first to highlight the importance of treating foreign language anxiety as a separate category as opposed to anxiety in the general terms. In the following sections, the three performance related anxieties suggested by Horwitz et al. as being related to foreign language anxiety are presented and discussed in detail.

***Communication apprehension.*** Communication apprehension (CA) was originally defined by McCroskey (1977) as “an individual’s level of fear or anxiety associated with either real or anticipated communication with another person or persons” (p. 78). According to McCroskey (1984), the typical behavior patterns of communicatively apprehensive people are communication avoidance, communication withdrawal, and communication disruption. Compared to non-apprehensive people, communicatively apprehensive people are more reluctant to get involved in conversations with others and to seek social interactions.

Communication apprehension or some similar reaction plays a major role in foreign language anxiety (Horwitz et al., 1986). Horwitz et al. defined communication apprehension as a type of shyness characterized by fear of or anxiety about communicating with people. In the case of learning a foreign language, second language learners have the dual task of not only learning the second language but of performing in it. Moreover, the typical participant structures of a foreign language learning class usually require learners to participate in class discussions, to debate, to speak voluntarily and to contribute to lessons through the asking and answering of questions. Therefore, people who have trouble speaking in groups are more likely to experience even higher

communication apprehension in a foreign language class “where they have little control of the communication and their performance is constantly monitored” (p. 127).

Anxiety in a language learning situation has been found to be mostly associated with oral activities (Daly, 1991; Horwitz et al., 1986; MacIntyre & Gardner, 1991a; Young, 1990). For example, Young found that the majority of students are extremely anxious when required to speak in a foreign language in front of their class. Similarly, Daly noted that the fear of giving a speech in public exceeded even phobias as fear of snakes, elevators, and heights. In addition, MacIntyre and Gardner also found that speaking is the most anxiety-provoking of second language activities.

***Test anxiety.*** The second component of foreign language anxiety proposed by Horwitz et al. (1986) is test anxiety, which refers to a type of performance anxiety stemming from a fear of failure. According to Sarason (1984), test anxiety usually occurs when students who have performed poorly in the past, develop negative and irrelevant thoughts during test-taking situations. As a consequence, these students are likely to become distracted during class and this distraction inhibits their performance in foreign language classrooms.

According to Horwitz et al., (1986) test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Unfortunately, students who are test-anxious may suffer considerable stress and difficulty in foreign language classrooms since daily evaluation of skills are quite common and frequent in most foreign language classes. Further, “even the brightest and

most prepared students often make errors” (Horwitz et al., p. 128).

***Fear of negative evaluation.*** Fear of negative evaluation, defined as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz et al., 1986, p. 128), is the third component of foreign language anxiety. Different from test anxiety, which is limited to only test-taking situations, fear of negative evaluation is broader in scope and may occur in any social and/or evaluative situation. Usually, people who are highly concerned about the impressions others are forming of them, tend to behave in ways that minimize the possibility of negative evaluations. In foreign language classrooms, students with a fear of negative evaluation tend to “sit passively in the classroom, withdrawing from classroom activities that could otherwise enhance their improvement of the language skills” or even “cutting class to avoid anxiety situations” (Aida, 1994, p. 157).

### ***Effects of Foreign Language Anxiety***

As mentioned above, researchers and educators in second/foreign language learning have long recognized the existence of foreign language anxiety as one of the most common affective reactions of language learners and hypothesized its potential for significant interference with language learning and production. However, early research on the role of anxiety in foreign language learning provided “mixed and confusing results” (Scovel, 1978, p. 132), with some research indicating a negative relationship between foreign language anxiety and achievement, and other research indicating positive relationship or no relationship. Horwitz et al. (1986) attributed the inclusiveness

of previous anxiety research to the problematic definitions of language anxiety adopted by researchers as well as the lack of a reliable and valid measure of anxiety specific to language learning.

As researchers have provided more accurate definitions as well as developed reliable and valid measures of foreign language anxiety, research focusing on the construct of language anxiety has begun to yield consistent results across studies: a moderate inverse relationship between language anxiety and various measures of language achievement (e.g., Horwitz et al., 1986; MacIntyre & Gardner, 1989, 1991a, 1991b; Phillips, 1992; Young, 1986). The research on foreign language anxiety has consistently suggested that anxiety is one of the primary predictors of FL acquisition and it can negatively affect the performance of foreign language learners. The following section discusses the effects of foreign language anxiety on course grade, oral performance, foreign language writing/reading, and language learning processes respectively.

*Effects of foreign language anxiety on course grade.* Noticing the discrepancies in previous foreign language research findings, Horwitz et al. (1986) developed a scale, the Foreign Language Classroom Anxiety Scale (FLCAS), for the purpose of providing researchers with a standard instrument to measure foreign language anxiety. They administered the FLCAS to 78 American students in introductory Spanish classes and found that foreign language anxiety played an important role in language learning and that the main sources of anxiety appeared to be listening and speaking. In addition, they

found a significant negative correlation between the FLCAS scores and the students' final course grades.

In order to “develop a fuller understanding of the nature of language anxiety and its implications for language education” (Adia, 1994, p. 155), Aida used the FLCAS to examine anxiety in a non-European (Japanese) language context. The results suggested that overall language anxiety was negatively related to students' performance in Japanese. Speech anxiety, fear of negative evaluation, fear of failing the Japanese class, degree of comfort when speaking with native speakers of Japanese, and negative attitudes towards the Japanese class were found to be the factors that impacted the students' anxiety in learning Japanese. A significant negative correlation was found between the subjects' language anxiety and their course grades. The findings of the study were consistent with the early findings from the commonly taught western languages (Horwitz et al., 1986). The study enriched the field of foreign language anxiety studies by providing research on a non-western language, Japanese.

Interested in finding out the role of language learner anxiety in relation to student's language performance at three different instructional levels, Saito and Samimy (1996) conducted a study to answer the following research questions: 1) what are the best predictive variables for students' performance? 2) what is the role of anxiety related to students' performance at three different instructional levels (beginning, intermediate, and advanced level), and 3) what are the variables that are significantly related to Japanese class language anxiety at each different instructional level? A 29-item anxiety

questionnaire was administered to 257 students enrolled in the fall semester of beginning, intermediate, and advanced levels of Japanese courses at the University of Texas at Austin. As to the first research question, anxiety was found to be the best predictor of the students' final grades for the intermediate and advanced levels, indicating that foreign language anxiety becomes more important as instructional levels increase. In order to answer the second research question, Pearson Product-Moment correlations were used to determine relationships among all variables. Two variables, class risk-taking and final grades, were found to be significantly correlated with language anxiety.

*Effects of foreign language anxiety on oral performance and listening.* As to the relationship between language anxiety and oral performance, the findings of some previous studies have indicated that language anxiety tends to be negatively associated with students' performance in oral examinations (Phillips, 1992; Young, 1986). For example, Young conducted a study to examine the relationship between anxiety and oral proficiency ratings of 60 university-level majors or prospective teachers of French, German, or Spanish. The researcher was interested in providing an assessment of how scores on the Oral Proficiency Interview (OPI) might be affected by anxiety. Four separate anxiety instruments: the State Anxiety Inventory (SAI); the Cognitive Interference Questionnaire (CIQ); the Self-report of Anxiety (SRA); and the Foreign Language Anxiety Scale of Reactions (a modified version of the FLCAS) were used in the study to collect data. The results indicated a significant negative relationship between the OPI scores and the SAI ( $r = -.32, p = .01$ ), the SAR ( $r = -.32, p = .01$ ) and the FLASR

( $r = -.38$ ,  $p = .01$ ). Thus Young found that foreign language anxiety indeed had debilitating effects on language learners' oral performance.

Phillips (1992) also conducted a study to examine the effects of students' anxiety on performance on an oral test of French, as well as to investigate the attitudes of selected highly anxious students towards that exam. In the study, Horwitz's FLCAS was administered and was found to be correlated with several indicators of the students' achievement: oral examination grades, teacher ranking, courses grades, and a written examination. The findings of the study indicated a significant negative relationship between language anxiety and oral performance. The results revealed that highly anxious students may tend to say less and produce shorter communication units, fewer target structures, and dependent clauses in the foreign language class than the students with lower levels of anxiety. These students described their affective reactions to their oral test with words such as "nervous, intimidated, tense, confused, worried, and dumb-founded" (p. 19).

Besides the negative relation between language anxiety and oral performance, empirical research has demonstrated that language anxiety is also related to the diminished performance on other specific aspects of language learning tasks including listening, reading, comprehension, and writing (Cheng, Horwitz, & Schallert, 1999; Kim, 2000; MacIntyre & Gardner, 1989; Saito, Garza, & Horwitz, 1999). For example, Kim conducted a study to investigate the relationship between FL listening and language anxiety. The subjects were 253 EFL university students in Korea. The instruments used in

the study consisted of the Foreign Language Listening Classroom Anxiety Scale (FLLCAS), which was a newly developed scale for the study, a TOEFL listening test, four listening passages for the elicitation of listening anxiety, and a questionnaire to gather personal background information. The study suggested that foreign language learners indeed experience anxiety in response to listening comprehension and that listening anxiety is significantly related to both general language anxiety and listening proficiency. Scarcella and Oxford (cited in Kim, 2000) also noticed the debilitating effects of listening anxiety and asserted that listening anxiety usually occurs when students feel they are faced with a task that is too difficult or unfamiliar to them.

*Effects of language anxiety on reading and writing.* This review of the literature related to foreign language anxiety indicates that most previous discussions of foreign language anxiety have centered on the difficulties caused by anxiety with respect to oral performance: listening and speaking. In addition to a clear recognition of speaking and listening anxiety, documentation of the possibility of anxiety in response to foreign/second language writing and reading has surfaced in recent years (Cheng et al., 1999; Saito, Horwitz, & Garza, 1999). For example, Saito et al. (1999) used the FLCAS and the Foreign Language Reading Anxiety Scale (FLRAS), an instrument specifically developed to measure anxiety related to FL reading, to investigate the relationship between second language classroom anxiety and second language reading anxiety of 383 university students enrolled in first-semester university French, Japanese, and Russian courses. Saito et al. found that “contrary to previous teacher intuitions, reading in a FL is

indeed anxiety provoking to some students” and “FL reading anxiety is a specific anxiety type distinguishable from the more general types of FL anxiety that have been linked to oral performance” (p. 215).

Besides identifying the relationship between FL reading and language anxiety, Cheng et al. (1999) designed a study to investigate the relationship between FL writing and language anxiety. Cheng et al. reported a .65 correlation coefficient ( $p < .001$ ) between the FLCAS and FL writing anxiety, which indicated that second language classroom anxiety and second language writing anxiety should be treated as two relatively distinguishable anxiety constructs. In their study, Cheng et al. found that both the FLCAS and FL writing anxiety had statistically significant ability to predict second language writing achievement.

***Effects of foreign language anxiety on learning process.*** From the cognitive prospective, language anxiety can pose a significant problem for the language learner because language learning is a fairly intensive cognitive activity. In recent years, cognitive psychologists have endeavored to examine the effects of anxiety for each stage of learning based on an information-processing model proposed by Tobias (MacIntyre & Gardner, 1994; Tobias, 1979, 1986). In the model, anxiety is viewed as “a process that is essentially cognitively mediated, anxiety can affect learning indirectly by impacting on the cognitive processes mediating learning at various stages” (Tobias, 1979, p. 575).

Applying Tobias’s (1979, 1986) model of the effects of anxiety on learning, MacIntyre and Gardner (1994) theorized that foreign language anxiety occurs at each of

the following three stages of the second language acquisition process: input, processing, and output. Anxiety at the input stage may cause attention deficits and poor initial processing of information. Students with high levels of input anxiety may ask for sentences to be repeated more often, or may have to reread text several times to compensate for missing input. At the processing stage, anxiety can interfere with the organization and assimilation of information. High levels of anxiety at this stage may hinder a student's abilities to understand messages or learn new vocabulary items in the foreign language. At the final output stage, anxiety may interfere with the retrieval and production of previously learned information. High levels of anxiety at this stage may impair students' ability to speak or to write in the foreign language.

Based on Tobias's (1979, 1986) model, MacIntyre and Gardner (1994) studied the effects of anxiety on language learning in the three stages of vocabulary learning following the similar procedures as described in the above study. The participants were 97 students from first-year credit courses in French as a second language at a Canadian university. The three stages were represented in a set of nine tasks that were employed to isolate and measure the language acquisition stages. In addition, three anxiety scales were developed to measure language anxiety on the input, processing, and output stages, respectively. The results indicated that anxiety influenced language learning at each of the three stages and that the effects appeared cumulative. MacIntyre and Gardner concluded that these findings "demonstrated the value of considering more than just output stage" (p. 300), and that "the potential effects of language anxiety on cognitive processing in the

second language appear pervasive and may be quite subtle” (p. 301).

To summarize, the literature clearly indicates that foreign language anxiety is a factor that significantly influences foreign/second language acquisition. It has been shown to have negative effects on students’ course grade, their oral and listening performance, their writing and reading achievement, and their learning processes.

In order to gain in-depth understanding of this important affective variable and to better facilitate students in learning a foreign/second language, more research is needed to further investigate the subtle effects of language anxiety. In addition, more research is called for because “foreign language anxiety is a complex psychological construct requiring investigation from a variety of perspectives and approaches” (Young, 1991, p. 430). The current research contributes to the literature by investigating foreign language anxiety among a group of university EFL students in a specific cultural context, China.

### ***Sources of Foreign Language Anxiety***

In light of the negative effects of foreign language anxiety on language learning, some researchers and educators in the field of foreign language acquisition have begun to investigate the potential sources of foreign language anxiety in an attempt to alleviate students’ affective barriers and facilitate their language learning achievement (Daly, 1991; Young, 1991). Identifying the sources may suggest the ways that teachers can reduce their students’ anxiety in learning a foreign language, hence create a more relaxing, enjoyable and effective language learning environment for the students. After examining the sources of language anxiety from an in-depth review of quantitative and qualitative

research, Young summarized the sources of language anxiety into six categories: 1) personal and interpersonal anxieties, 2) instructor beliefs about language teaching, 3) instructor learner interactions, 4) classroom procedures, 5) language testing, and 6) learner beliefs about language learning. Each category is addressed and discussed in the following section.

***Personal and interpersonal issues.*** According to Young (1991), personal and interpersonal issues are probably the most commonly cited and discussed sources of language anxiety in the research. The category of personal and interpersonal anxiety includes shyness, embarrassment, self-esteem, competitiveness, speech anxiety, stage fright, social-evaluative anxiety, and comprehension apprehension. Among these sub-categories, self-esteem and competitiveness are the significant sources of learner anxiety, which have been frequently mentioned in previous language anxiety studies (Bailey, 1983; Horwitz et al., 1986; Price, 1991; Young, 1992). Bailey's diary study indicated that anxiety was related to learner's competitiveness characteristics, such as "overt self-comparison of the language learner," "emotive responses to the comparisons," "a desire to out-do other language learners," "emphasis on or concern with tests and grades," and "desire to gain the teacher's approval" (p. 93). She further concluded that "anxiety can be caused and/or aggravated by the learner's competitiveness when he sees himself as less proficient than the object of comparison" (p. 102). Later on, Horwitz et al. (1986) claimed that students' high self-esteem may be challenged during second language learning. Price (1991) also reported that many anxious language learners had low

self-esteem. In addition, she found that anxious learners believed that their language skills were weaker than those of the other students in the class, and that their classmates would look down upon them.

***Instructor beliefs about language teaching.*** Instructors' beliefs about language teaching are a further source of language anxiety because belief systems about language teaching can trigger anxiety among students as well as influence instructors' own teaching styles. For example, Young (1991) argued that instructors who believe that students' errors should be corrected exclusively, that the teacher should be doing most of the talking and teaching, and that the teacher's role is more like a "drill sergeant's" than a "facilitator's" (p. 428) may cause anxiety among their students.

***Instructor-learner interaction.*** Some characteristics of instructor-learner interactions such as an instructor's harsh manner of correcting students' error, students' fear of being correct in front of their peers, and students' concern over how mistakes are perceived in language class, may contribute to the arousal of anxiety among language learners (Aida, 1994; Horwitz et al., 1986; Kern, 1995; Samimy, 1994; Young 1991). Samimy's (1991) study found that a nonjudgmental teacher attitude helped alleviate students' affective barriers and facilitate their achievement. Kern (1995) also emphasized that understanding students' and teachers' beliefs and how they interact in foreign language classrooms may "shed light on our students' frustration and difficulties" (p. 82) when learning a foreign language. As to the negative effects of error correction on students, Young (1991) also pointed out that what really matters is "not necessarily error

correction but the manner of error correction-when, how often, and most importantly, how errors are corrected” (p. 428).

***Classroom procedures.*** According to Young (1991), anxieties associated with classroom procedures stem primarily from having to speak in the target language in front of a group. Koch and Terrell (1991) conducted a study to identify the particular activities and techniques of the Natural Approach (a communicative approach that attempts to provide comprehensible input in the target language and opportunities for the students to develop communicative competence by using the target language in meaningful classroom activities), which may contribute to lower levels of anxiety in students. The subjects of this study were 119 students in the first two years of NA Spanish classes at the University of California, Irvine. Koch and Terrell found that activities such as oral presentations, oral skits and role plays, and defining words in Spanish were identified by the subjects as anxiety-provoking. Price (1991) also found that speaking in front of their peers was the greatest source of anxiety for all of her interviewed foreign language learners.

***Language testing.*** Anxieties can also stem from different aspects of language testing. For example, Madsen, Brown, and Jones (1991) studied students enrolled in German courses at Brigham Young University and found that there were significant differences in students’ reactions to various test types. Test types such as dictation and true-false culture tests were reported by the subjects as the least anxiety-provoking, whereas, translation exercises were the most anxiety-provoking and the least favored test

type. Oh (1992) studied three different reading assessment methods and found that cloze and think-aloud tasks aroused greater anxiety than comprehension and recall tasks.

Furthermore, both Young (1991) and Daly (1991) stated that novel, ambiguous, or highly evaluative testing situations could produce language anxiety.

***Learner beliefs about language learning.*** Learner beliefs about language learning may have an important influence on their language learning performance. Horwitz (1988) found that learners sometimes hold very unrealistic beliefs concerning language learning, which may lead to learner anxiety. According to Young (1991), anxiety is created “when beliefs and reality clash” (p. 428). For example, students who believe that learning another language is merely a matter of translation from English or learning grammar rules or new vocabulary words would encounter great frustration and stress in today’s communication-oriented EFL/ESL classrooms.

Since learner beliefs about language learning may be a major contributor to language anxiety (Young, 1991) and one of the primary factors that prevent learners from reaching their desired goal of language learning, the following section discusses learners’ beliefs about language learning in more detail.

### **Beliefs about Foreign Language Learning**

In the past two decades, researchers have investigated learner beliefs about language learning in an attempt to account for individual differences, to gain better understanding of students’ beliefs about language learning, and eventually to come up with effective ways to facilitate students’ language learning. Research has suggested that

some of learners' beliefs about language learning stem from their previous experiences as language learners, while other beliefs can be traced to learners' cultural backgrounds, family/home backgrounds, and individual differences (e.g., Horwitz, 1983, 1988; Price, 1992; Wenden, 1987; Young, 1991). These beliefs, in turn, may influence learners' language learning behaviors, approaches, and reactions. Therefore, understanding how students conceptualize language learning, studying what are the consequences of their beliefs, and examining how these beliefs should be dealt with are of significant importance in improving language teaching and learning.

### ***Research on Beliefs about Language Learning***

Among research investigating learner beliefs about language learning, Horwitz's research (1983, 1988) is credited as the first to attempt to identify learner beliefs about language learning in a systematic way. A questionnaire, called the Beliefs about Language Learning Inventory (BALLI), was developed to assess student opinions on a variety of issues and controversies related to language learning. The BALLI contains 34 items that are grouped into five major areas: 1) difficulty of language learning, 2) foreign language aptitude, 3) the nature of language learning, 4) learning and communication strategies, and 5) motivations and expectations. In Horwitz's (1988) study, the BALLI was administered to 240 first semester language students of German, French, and Spanish at the University of Texas, USA. Horwitz found that some students' beliefs were very optimistic and unrealistic. For example, 40% of the subjects in the study felt that it was possible to become fluent in a second language in two years or less, and 60% of the

Spanish and German students agreed that learning a foreign language mainly consisted of translation. Such beliefs might conflict with the real situation that students are in when learning a foreign language. Consequently, these kinds of misconceptions concerning language learning might lead to frustration or disappointment among language learners, bring about unsatisfactory performance or even end their language study. This study also suggested the importance of considering the connection between students' beliefs and their actual learning strategies, which has been proved in other research (Wenden, 1987; Yang, 1992).

Besides Horwitz's (1988) study, which investigated the beliefs about language learning among American students of German, French, and Spanish, Oh (1996) also conducted a study to investigate the beliefs held by American students of Japanese, as well as to examine the relationship between beliefs about foreign language learning and language anxiety. One hundred ninety-five first- and second-year Japanese-learning students at the University of Texas at Austin participated in Oh's study. The study revealed that some beliefs were shared by language learners regardless of the target language they were studying. However, learners' beliefs about the difficulty of language learning and motivation seemed to depend on the specific target language they were studying. For example, the Japanese learners in Oh's study tended to believe that Japanese is a relatively difficult language to learn and it takes three to five years to learn the language, which is a more realistic time than what the students in Horwitz's (1988) study reported. Oh concluded that a "perception of target language difficulty in general

seems to influence language learners' confidence levels as well as whether students would underestimate or overestimate how long it takes them to become fluent in a foreign language" (p. 113).

Research to date has shown the connection between learners' beliefs and their choice of learning strategies ( Horwitz, 1988; Wenden, 1987; Yang, 1992). According to Yang, "learners' specific beliefs about their own language learning are critical in determining which types of strategies are used" (1992, p. 42). Wenden adopted semi-structured interviews to elicit learners' beliefs about language learning and strategy use. The subjects were 25 adult ESL students enrolled in a part-time advanced class at Columbia University. Based on 12 explicit statements made by the subjects, Wenden identified three major categories in learner beliefs: 1) the use of the language, 2) the learning of the language, and 3) the importance of personal factors. She found that students' stated beliefs about language learning were consistent with their choice of learning strategies. For example, learners who stressed the importance of learning about the language tended to use cognitive strategies to facilitate their understanding and memorization, while students who stressed the importance of using language showed more frequent use of communication strategies. Yang also used the BALLI to assess the relationship between Taiwanese EFL college students' beliefs and their use of language strategies. The results of the study not only supported a connection between language learners' beliefs and their use of learning strategies (Horwitz; Wenden), but also identified some significant differences in beliefs between Chinese students and American

students learning foreign languages.

Besides studying EFL students' beliefs about foreign language learning in a Taiwanese EFL context (Yang, 1992), researchers have also investigated EFL learners' beliefs about language learning in other cultural contexts such as in Korea (Truitt, 1995) and in North Cyprus (Kunt, 1997). A total of 204 students enrolled in undergraduate English courses in Seoul, Korea, participated in Truitt's study (1995). After analyzing these Korean students' responses to the BALLI, Truitt found that Korean students had some different beliefs about language learning from those of American foreign language students (Horwitz, 1988) and EFL students in Taiwan (Yang).

In Kunt's (1997) study, a set of questionnaires including the BALLI were administered to 882 Turkish-speaking students studying English in the preparatory schools of two universities, located in North Cyprus. Kunt found that these Turkish-speaking learners placed high value on grammar and vocabulary, they were highly motivated to learn English well, and they had more instrumental motivation than integrative motivation to learn English.

As well as focusing on finding out what students believe about learning a foreign language, Kern (1995) conducted a study using the BALLI as the research instrument to compare one group of students' beliefs about language learning with those of their instructors and those of their peers at another institution. The subjects were 288 students enrolled in first and second semester French, and 12 French instructors at the University of California, Berkeley. Kern found that there were some mismatches between students'

and teachers' beliefs about language learning. However, when comparing these students with the French students at the University of Texas that Horwitz (1988) studied, the results showed that the responses of these two groups of students appeared to be strikingly similar, indicating that "students' beliefs about language learning may be quite well entrenched" (Kern, 1995 p. 76). For example, similar to the students in Horwitz's study, some students in Kern's study also held some unrealistic and overly optimistic expectations, such as two years or less of non-intensive study will make one a "fluent" speaker. Kern concluded the study by pointing out that understanding students' and teachers' beliefs about language learning was significantly important because:

awareness of the assumptions that learners and teachers bring to the classroom can help us and other students to become realistic in setting goals, it can shed light on our students' frustrations and difficulties, and it can allow us to provide more thoughtful guidance to our students in their efforts to learn a foreign language. (p. 82)

In sum, the above reviewed studies have indicated how learners think about language learning (Horwitz, 1988, Kunt, 1997; Oh, 1996; Truitt, 1995), how their preconceived beliefs relate to their strategy use (Horwitz, 1988; Wenden 1987; Yang, 1992), as well as how students' beliefs conflict and mismatch with those of teachers, or even students of different institutions (Kern, 1995). These results revealed that language learners indeed have their preconceived beliefs about language learning and some of their beliefs are unrealistic and even misleading. In addition, the findings of these studies also suggested that learner beliefs influence not only their approaches to specific tasks but also their reactions to learning activities and their choices of language learning strategies.

## **Relationship between Foreign Language Anxiety and Beliefs about Language Learning**

As mentioned in the previous sections, learner beliefs about language learning have been considered as one of the major sources of foreign language learning anxiety (Young, 1991). In fact, Horwitz (1988) found that some language learners believed that English should only be tried in authentic situations after they can speak every word accurately. They attached great importance to speaking with an excellent accent and supported the notion that language learning is primarily translating from English. These students believed that two years of study was sufficient to become fluent in a foreign language. Unfortunately, such unrealistic and erroneous beliefs may lead to frustrations and disappointments among these language learners, and significantly increase their anxiety levels. The following section discusses research particularly related to understanding the relationship between beliefs about language learning and language anxiety.

As described in Horwitz's (1988) discussion of learner beliefs, apprehensive students may underestimate their learning ability. The results of previous studies have demonstrated the connection between anxiety and learner's self-perceived second language competence. For example, Foss and Reitzel (1988) suggested that when coping with anxiety responses of both L1 and L2 learners, students' perceptions of their communication abilities and performance must be considered because negative perception significantly influences language learner's self-esteem and destroys any chance of achieving success in foreign language learning.

MacIntyre, Noles, and Clement (1997) designed a study to examine the accuracy of individuals' self-perceptions of competence in learning a foreign language and how language anxiety can bias these assessments. Thirty-seven Anglophone students with widely varying competence in French participated in the study. The results showed that L2 language anxiety, perceived L2 competence, and actual L2 competence inter-correlated with each other and that language anxiety correlated negatively with both actual and perceived proficiency in L2. MacIntyre et al. pointed out that:

When a student feels incompetent or expects to fail, anxiety probably results. Highly anxious students do not perceive their competence to be as high as a more objective analysis reveals it to be. The arousal of anxiety probably makes some students more reluctant to speak. If language learners do not choose to communicate, they cannot re-assess their competence. Thus begins a vicious circle. (p. 278)

Bailey, Onwuegbuzie, and Daley (1999) also found that students with high self-perceived skills were less anxious than students who estimated their own skills as low.

By using both the FLCAS and the SLWAT (second language version of Daly and Miller's Writing Apprehension Test) to investigate the links between second language classroom anxiety and second language writing anxiety, as well as their associations with second language speaking and writing achievement, Cheng et al. (1999) also found that negative self-perception of language competence played an important role in Taiwanese learners' experiences of second language classroom anxiety and second language writing anxiety. These learners' beliefs about their English speaking and writing capabilities were found to be a better predictor of their anxiety levels than they were actually capable of accomplishing.

In their study examining factors that may contribute to predicting foreign language anxiety, Onwuegbuzie, Bailey, and Daley (1999) found that three aspects of self-perception were significantly related to foreign language anxiety. These factors were students' expectations of their overall achievement in foreign language courses, perceived self-worth, and perceived scholastic competence. Among them, students' expectations of their overall achievement in foreign language courses was found to be the biggest predictor of foreign language anxiety. This finding lends support to the claims of Horwitz's (1988) and Young's (1991) research that learner's beliefs about language anxiety are a major source of language anxiety.

Truitt (1995), Oh (1996), and Kunt (1997) specifically examined the relationship between beliefs about language learning and foreign language anxiety. A total of 204 students enrolled in undergraduate English courses in Seoul, Korea, participated in Truitt's (1995) study. Truitt discovered that two belief factors were significantly correlated with foreign language anxiety: "self-efficacy/confidence in speaking" and "the ease of learning English" (p. 83). The findings suggested that beliefs about language learning, particularly low self-efficacy/confidence in speaking and beliefs about the difficulty of language learning may be a source of foreign language anxiety. Kunt' (1995) also designed a study to investigate beliefs about language learning and foreign language anxiety of 882 Turkish-speaking university EFL students in North Cyprus. The results of Kunt's study confirmed one of Truitt's findings as to the relationship between beliefs about foreign language learning and language anxiety: there is a significant negative

relationship between the learners' beliefs about self-efficacy/confidence in speaking and their foreign language anxiety. The finding suggested that Turkish-speaking learners who were confident about their English ability tended to have low foreign language anxiety.

However, Oh's (1996) study of American university students learning Japanese revealed different findings than Truitt (1995) and Kunt's (1997) research concerning the relationship between beliefs about foreign language learning and language anxiety. In Oh's study, the relationship between beliefs about language learning and foreign language anxiety were found to be inconclusive. Even though two belief factors, motivation/confidence in speaking Japanese and the value of knowing Kanji were found to be correlated with foreign language anxiety, the size of the variances of these two factors was very small in the multiple regression models. The findings indicated there was only a very weak relationship between beliefs about language learning and foreign language anxiety. Oh argued that the weak relationship might be attributed to the small sample size used in the study.

### **Identifying Research Gaps**

This section identifies and addresses the gaps in the previous literature concerning learner beliefs about language learning and foreign language anxiety, therefore justifying and rationalizing the current research.

The effects of foreign language classroom anxiety have been studied by many researchers in recent years. Evidence has been accumulating to indicate that anxiety has negative effects on learners' abilities to learn a foreign language and that learner beliefs

are a major source of foreign language anxiety. However, previous research on foreign language anxiety has been mainly conducted in western contexts. According to Young (1987, 1992), research on teaching English as a second language in western cultural contexts “does not necessarily tell us anything about learning of English or other foreign languages by Chinese learners” (1987, p. 17) and “language anxiety is a developing field requiring further inquiry into its parameters and effects” (1992, p. 168).

The current study, thus, complements previous studies (Horwitz, 1983, 1988; Kern, 1995; Oh, 1995) by adding to the body of knowledge concerning the effects of foreign language anxiety from a Chinese context. Furthermore, the previous review revealed that only a few studies (Kunt, 1997; Oh, 1996; Truitt, 1995) have directly examined the relationship between learner beliefs about language learning and foreign language anxiety and the findings of these few studies were not very consistent with one another. In particular, so far there has been no reported research examining the relationships between foreign language anxiety and beliefs about language learning among Chinese university students learning English as a foreign language in Mainland China. Therefore, the present study fills two gaps in the research by investigating learners’ beliefs about language learning and their levels of foreign language anxiety among Chinese University EFL students, as well as by examining the potential relationship between the two variables in a unique Chinese context.

## CHAPTER 3: METHODS

This chapter describes the methodology of the thesis study, including a description of the research questions, participants, instruments, data collection procedures, data analysis techniques, and rationale for statistical procedures.

### Research Questions

The study was designed to investigate self-perception of anxiety about learning a foreign language and beliefs about language learning of EFL university students in mainland China. The study also explored the relationship between their anxiety levels and beliefs about foreign language learning. Specifically, the study attempted to answer the following three questions:

1. What are the beliefs of Chinese EFL university students concerning language learning?
2. What are the levels of foreign language anxiety of Chinese EFL university students?
3. What is the relationship between Chinese EFL university students' beliefs about language learning and their levels of anxiety when learning English as a foreign language?

### Participants

The participants of this study were first and second year undergraduate EFL students at a university in Xi'an, Shaanxi, People's Republic of China. English study is compulsory for only first and second year undergraduate students, except English majors, at this university. Usually at the end of their second year in the university, students are

required to take a national standardized test (CET band 4) to evaluate their English levels. All the students must pass the test before they can graduate from the university.

At this University, there are seven major departments with approximately 2,000 first and second year undergraduate students. In order to ensure that the sample collected was representative of the whole sampling population, the current study adopted a random sampling technique: all the classes of each undergraduate level were numbered and then the 5th and 15th classes were selected from each level respectively. In this way four classes were randomly selected to participate in the present study.

For the purposes of the study, a number of factors related to the students' background were also controlled. All of the participants needed to satisfy the following two criteria: 1) the participant was a non-native speaker of English, and 2) the participant had studied English for at least 6 years in junior and senior high school.

In total, there were 185 students in the four selected classes. Two of the 185 students did not satisfy the second criteria and they were not invited to participate in the study. Therefore, 183 Chinese EFL students filled out the research questionnaires. After administering the questionnaires, it was found that eight students did not fully complete the questionnaires and their data were discarded, leaving a total sample population of 175 students.

Among the 175 participants, 85 (48.6%) were males and 90 (51.4%) were females (see Table 3.1). Seventy-nine (45.1%) were first year students and 96 (54.9%) were second year students. Of the 79 first year students, 43 (54.4%) were males and 36 (45.6%)

were females. Forty-two (43.7%) second year students were males and 54 (56.3%) were females. The participants ranged in age from 17 to 23, with an average age of 19.5. Some of the students entered the university later than their peers for different reasons, such as failing to pass College Entrance Exam after graduation from senior high school or working several years before attending university. These subjects' majors included Journalism, Science of Criminal Investigation, Science of Public order, and Radio and Television Science.

Table 3.1

Total and Percentage of Subjects by Gender (N=175)

Gender	n	Percentage
Male	85	48.6
Female	90	51.4

All the subjects had studied English for least six years in junior and senior high school. By the time of the survey, all the subjects had studied English for 6.3 to 11 years, and the average length of learning English was 7.6 years. Only six out of the 175 subjects (3.4%) had learned another foreign language besides English and none of the subjects had ever traveled to or lived in any English-speaking country before. When asked to rate themselves on their self-perceived proficiency in English, 13 (7.4%) of the subjects rated their English as "very poor," 47 (26.9%) as "poor," 85 (48.6%) as "neither poor nor good," 23 (13.1%) as "good," and only 7 (4%) rated it as "very good."

## **Instruments**

The questionnaires used in the current study were: the Beliefs About Language Learning Inventory (BALLI), (Horwitz, 1983, 1988) (see Appendix D), the Foreign Language Classroom Anxiety Scale (FLCAS), (Horwitz et al., 1986) (see Appendix E), and a set of questions about personal background information (see Appendix C). However, both the BALLI and the FLCAS were self-report measures. The results, therefore, may depend on the respondents' willingness to report accurately on the items in each measure. The more extensive review of potential shortcomings that might arise from relying exclusively on questionnaire data is discussed in the limitations section in Chapter 5.

The FLCAS (Horwitz et al., 1986) was specifically chosen as one of the research instruments to measure students' language anxiety levels in the current study because: 1) the FLCAS is the very first anxiety measure designed to capture specific anxiety reactions in foreign language context, and 2) the FLCAS is the most widely known and accepted research instrument in the field of foreign language anxiety research.

The BALLI developed by Horwitz (1983, 1988) was used in the current study to investigate students' beliefs about language learning. The reasons the BALLI was chosen were that 1) Horwitz is the major contributor to the study of beliefs about language learning and 2) the BALLI, developed by Horwitz, aims at identifying a broader view of participants' opinions on a variety of issues and controversies from various perspectives.

In this study, the FLCAS, the BALLI, and the background questionnaire were all

translated into Chinese to minimize students' misunderstandings. In order to ensure the accuracy and appropriateness of the translation, the Chinese versions were verified by two Chinese graduate students, who were studying in the Department of Curriculum and Instruction, Faculty of Education, University of Victoria.

### ***The Foreign Language Classroom Anxiety Scale (FLCAS)***

The Foreign Language Classroom Anxiety Scale was designed by Horwitz et al. (1986) (see Appendix E) to measure students' anxiety about foreign language. It is "a self-report measure that assesses the degree of anxiety, as evidenced by negative performance expectations and social comparisons, psychophysiological symptoms, and avoidance behaviors" (Horwitz, 1986, p. 559). The FLCAS contains 33 items, each of which is answered on a 5-point Likert scale, ranging from 1) "strongly disagree" to 3) "neither agree nor disagree," to 5) "strongly agree." Items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 represent high anxiety, and are scored from 1 point (strongly disagree) to 5 points (strongly agree). Items 2, 5, 8, 11, 14, 18, 22, 28, and 32 represent lack of anxiety, and are scored from 5 points (strongly disagree) to 1 point (strongly agree). Therefore, the total scores of the scale range from 33 to 165, with high scores indicating high levels of foreign language anxiety.

The validity and reliability of the FLCAS has been measured in terms of Cronbach's alpha coefficient. In one sample of 108 students (Horwitz, 1986), the internal reliability measure of the FLCAS showed an alpha coefficient of .93, and test-retest reliability over a period of eight weeks was  $r = .83$  ( $p < .001$ ). Similarly, other

studies using the FLCAS have also yielded high reliability scores (Aida, 1994; MacIntyre & Gardner, 1989; Price, 1988, Truitt, 1995; Young, 1986). For example, Aida (1994) reported internal consistency of .94, measured on 96 subjects, and Truitt's (1995) was .95, measured on 198 subjects. In the current study, the researcher assumed that her translation of the FLCAS had an equivalent reliability without actually measuring it.

Since one of the primary purposes of the study was to examine the levels of foreign language anxiety of Chinese EFL university students, the terms "language" and "foreign language" in the original scale (Horwitz et al., 1986) were replaced with "English" in the present study to avoid misunderstandings and elicit more specific answers from the subjects about their anxiety levels when learning English as a foreign language.

### ***The Beliefs about Language Learning Inventory (BALLI)***

The Beliefs about Language Learning Inventory (BALLI) (see Appendix C) was developed by Horwitz (1983, 1988) to "assess student opinion on a variety of issues and controversies related to language learning" (Horwitz, 1988, p. 284). The BALLI contains 34 items and assesses student beliefs in five major areas: 1) foreign language aptitude (items 1, 2, 6, 10, 11, 16, 19, 30, 33); 2) the difficulty of language learning (items 3, 4, 5, 15, 25, 34); 3) the nature of language learning (items 8, 12, 17, 23, 27); 4) learning and communication strategies (items 7, 9, 13, 14, 18, 21, 22, 26); and 5) motivations and expectations (items 20, 24, 29, 31, 32). Thirty-two items of the BALLI are scored on a Likert scale ranging from 1) "strongly agree," to 3) "neither agree nor disagree," to 5) "strongly disagree," and the other two items (items 4, 15) call for students' ratings of the

difficulty level of the target language and of the amount of time needed to learn a foreign language.

In the present study, several modifications to the BALLI were made to give Chinese EFL university students a better understanding of what was being asked. For example, in item 4, the phrase “the language I am trying to learn” was replaced with “English,” in items 5, 6, 24, 28, 29, and 31, the phrase “this language” was changed to “English,” in items 7, 9, 12, 14, and 21, the phrases “the foreign language” and “a foreign language” were changed to “English,” in items 13, 24, and 32 the word “Americans” was replaced with “native speakers of English,” in item 8, the phrase “the foreign culture” was replaced with “English-speaking culture,” and in item 12, “in the foreign country” was changed to “in an English-speaking country.”

### ***Background Questionnaire***

A background questionnaire (see Appendix C) was developed by the researcher to obtain the information about the participants’ gender, age, major, grade level, years of learning English, other foreign language learning experience, overseas experience, and their self-perceived English proficiency.

### **Data Collection Procedures**

The Dean of the Department of College English and English teachers at the university cooperated fully in the implementation of the study. After the research protocol had been approved by the UVIC Human Research Ethics Board, the dean was contacted by telephone and was informed of the research by the researcher. A consent form was sent

to the dean to approve the students' participation in the research. With his permission, four classes were randomly selected from the first and second undergraduate level to participate in the study. Subsequently, an information letter was sent to each English teacher of the selected classes to ask permission for his/her students' participation in the research.

With the permission of the English teachers, the research assistant, who is a former colleague of the researcher and who has no authority over the students of the selected classes, visited each class at a pre-arranged class time to administer the survey. During each English class, the English teacher first introduced the research assistant to the students and asked for their cooperation. Then, the research assistant informed the students about the purposes of the study in Chinese. The students of these selected classes who satisfied the criteria for participation were identified and invited to participate in the study voluntarily. An invitation letter and the Chinese version of the questionnaires, which had been stapled into the form of a pamphlet, were distributed to the students in these selected classes. Students were informed both verbally by the research assistant and in the invitation letter that participation in the research was completely voluntary. One hundred eighty-three of 185 students of the four selected classes were identified as satisfying the above two criteria. These 183 students then completed the questionnaires and returned them to the research assistant. It took the participants 25 to 35 minutes to finish the questionnaires. The research assistant then mailed all the 183 answered questionnaires to the principal researcher.

## **Data Analysis Techniques**

The quantitative data collected for the study were tabulated for analysis by using SYSTAT 9.0. The significant level was set up at  $p < .05$  for all statistical tests. All the statistical analyses are listed below in the order of their performance.

1. Descriptive statistics such as means, standard deviations, maximum, minimum, and percentages of the variables were computed and used to summarize the FLCAS and BALLI responses.
2. A principal component analysis and subsequent factor analysis were conducted on the BALLI responses to help reduce the BALLI variables to a manageable size and to generate factors that were independent from each other.
3. The Pearson correlation and multiple regression analyses were performed to test the relationships between the selected BALLI factors and foreign language anxiety.

## **Purposes of the Statistical Procedures**

### ***Descriptive Statistics***

The descriptive statistics included in this study were means, standard deviations, maximum, minimum, and percentages of the variables. These analyses were applied to both the BALLI items and the FLCAS scores. The purposes of computing these descriptive statistics were: 1) to describe the distribution of the Chinese EFL students' responses on the FLCAS and BALLI items, 2) to describe the average tendency and variation of responses of their beliefs about language learning and their anxiety levels, and 3) to explore the degree to which they differed in their anxiety levels and beliefs

about foreign language learning.

### ***Factor Analysis and Factor Scores***

According to Horwitz (1988), rather than generating a single composite score from the BALLI items, the BALLI was developed to yield descriptions of students' opinions on a variety of issues related to language learning (Horwitz, 1988, p. 284). Therefore, it seemed to be impossible to derive scores from the five BALLI categories directly. However, in order to answer the third research question: "What is the relationship between Chinese EFL university students' beliefs about language learning and their levels of anxiety when learning English as a foreign language?" it was necessary to actually obtain scores from the BALLI items to be used in the statistical comparison analyses. In January, 2005 the researcher emailed Dr. Elaine K. Horwitz, who is the creator of the FLCAS and BALLI, to ask for her suggestions about how to sum the BALLI items statistically. On Feb 01, 2005, Dr. Horwitz responded to the researcher's email. In her email (see Appendix H), Dr. Horwitz suggested that "the only way to sum the BALLI is to do a factor analysis and then use the factors as variables" (Elaine K. Horwitz, personal communication, Feb 01, 2005). Following Dr. Horwitz's suggestions, factor analysis was first performed on the BALLI items to create significant BALLI factors and the factor scores were then computed for each selected factor by using SYSTAT 9.0.

***Factor analysis.*** Factor analysis is a statistical approach that can be used to analyze interrelationships among a large number of variables and to explain these variables in terms of their common underlying dimensions (factors). In the thesis study, following Dr.

Horwitz's suggestions, factor analysis was conducted on the BALLI items to reduce the 34 BALLI items to a set of BALLI factors, which can be used as variables in subsequent statistical procedures (i.e., correlation and multiple regression analyses).

**Factor scores.** Factor score is the score of each observation on the newly identified factors and it is a linear combination of all of the original variables that are relevant in making the new factor. After performing factor analysis on the BALLI items, the factor scores of each selected factor were computed by using SYSTAT 9.0. However, the calculation of a factor score may result in an uncertainty of measurement error associated with that factor score.

#### ***Pearson Correlation Analysis***

Pearson correlation coefficient ( $r$ ) is a statistical technique used to measure the strength of the linear relationship between two variables. Pearson's  $r$  was calculated by using SYSTAT 9.0 in the thesis study to identify the degree of correlation between anxiety and each selected BALLI factor.

#### ***Multiple Regression Analysis***

Multiple regression analysis is a statistical procedure used to analyze the relationship between a single dependent variable and several independent variables. Different from correlation analysis, which usually assesses and measures the strength of association between two variables, regression analysis quantifies the relationship between the expected, or average, value of one variable (often called the dependent variable) and the other (independent variable). In the present study, the significant correlation

coefficients provided the initial estimates for selecting the independent variables for the multiple regression analysis. These selected BALLI factor scores were the independent variables used in a step-wise multiple regression analysis to determine the role of each of those BALLI factors in predicting the FLCAS scores.

In sum, this chapter provided a description of the methodology used for the present thesis study, including a description of the research questions, participants, instruments, data collection procedures, data analysis techniques, and purposes of the statistical procedures used in the study. The data analysis and findings are presented in detail in Chapter 4.

## CHAPTER 4: RESULTS

This chapter presents the results of the major analyses conducted on the data obtained from the study. First, the results of the descriptive analyses conducted on the BALLI and FLCAS are reported. Following a presentation of the results of the Factor Analysis, which was performed on the BALLI items to derive significant factors, the results of the correlation coefficient and the multiple regression analyses, which were conducted to test the statistical relationship between the BALLI factors and the FLCAS scores, are described. Structurally, this chapter includes four sections with discussions and interpretations about the research findings concerning each of the three research questions in turn.

### **Research Question 1: What are the beliefs of Chinese EFL university students concerning language learning?**

The first research question investigates the Chinese EFL students' beliefs concerning foreign language learning. Descriptive statistics (percentage, mean score and standard deviation) were computed on the students' responses to the BALLI items. These responses were grouped into five major categories as described by Horwtiz (1983, 1988): 1) the difficulty of language learning, 2) foreign language aptitude, 3) the nature of language learning, 4) learning and communication strategies, and 5) motivations and expectations. In this section, the descriptive analyses and results of the subjects' responses to the BALLI items are presented category by category, followed by a summary of the main findings to the first research question.

### *The Difficulty of Language Learning*

Six items in the BALLI relate to the difficulty of language learning. Items 3 and 15 relate to the general difficulty of second or foreign language learning. Item 4 concerns the specific difficulty of the target language: (i.e. English). Items 25 and 34 assess the relative difficulty of different language skills, and item 5 surveys student expectations for success in language learning. Responses to these items are reported in Table 4.1.

**Table 4.1**

Frequency of Responses (in %), Means, and Standard Deviations for the BALLI items on the Difficulty of Language Learning

STATEMENT	1	2	3	4	5	M	SD
3. Some languages are easier to learn than others.	*5	64	13	17	1	2.46	0.87
4. English is: 1) a very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language	8	28	51	12	1	2.69	0.80
5. I believe that I will ultimately learn to speak English very well.	15	58	17	8	2	2.23	0.86
15. If someone spent one hour a day learning English, how long would it take them to speak English very well: 1) less than a year, 2) 1-2 years, 3) 3-5 years, 4) 5-10 years, 5) You can't learn a language in 1 hour a day	11	25	33	12	19	3.03	1.26
25. It is easier to speak than understand English.	6	40	17	33	4	2.88	1.06
34. It is easier to read and write English than to speak and understand it.	10	46	16	26	2	2.64	1.05

Note: 1= strongly agree (SA), 2= agree (A), 3= neither agree nor disagree (N), 4= disagree (D), 5= strongly disagree (SD), M=mean, SD= standard deviation. \*Frequency of responses (%) in this table is rounded to the nearest whole number. Percentages may not add to 100 due to rounding.

As shown in Table 4.1, 69% of the subjects believed that some languages are easier to learn than others (item 3), indicating that many of the students in this study believed that the difficulty of language learning is dependent on the particular target language selected. Regarding the specific target language they were studying, more than half (51%) of the subjects rated English as a language of medium difficulty and 36% considered English to be a difficult or very difficult language. The remaining 13% rated English as an easy to very easy language.

The Chinese EFL students participated in this study appeared to be generally optimistic about the expectation of success in their English learning. Seventy-three percent of them believed that they would ultimately learn to speak English very well; only a minority of them (fewer than 10%) disagreed or strongly disagreed with the statement that “I believe that I will ultimately learn to speak this language very well” (item 5).

Interestingly, students’ estimates of the time required to learn English were not clearly related to their ratings about the difficulty of English. Even though only 13% of the subjects rated English as an easy to very easy language, 36% of the subjects in this study believed that if they studied English for one hour a day, two years or less were sufficient enough for learning to speak English well. This judgment, less than two years, would be considered by many, if not most, foreign language teachers as “a significant underestimate of the learning of the language learning task” (Horwitz, 1988, p. 286). About one-third of the subjects indicated that it would take 3 to 5 years if they spent one

hour a day learning a language and 12% believed that it would take 5 to 10 years. Thus, the students' responses to the item indicated that a large number of them (69%) believed that five years was the maximum time for learning to speak English very well if they spent one hour a day learning it.

The participants only gave slightly stronger support to item 25 (46% vs. 37%) that "It is easier to speak than understand a foreign language;" whereas 56% of the participants agreed that "It is easier to read and write English than to speak and understand it" (item 34). Their responses to the above two items suggested that although these Chinese students did not believe there to be a big difference between the difficulty of speaking and understanding English, more of them believed that reading and writing English was easier than speaking and understanding it.

### ***Foreign Language Aptitude***

Nine BALLI items concern "the general existence of specialized abilities for language learning and beliefs about the characteristics of successful and unsuccessful language learners" (Horwitz, 1988, p. 287). These data are reported in Table 4.2.

**Table 4.2**

Frequency of Responses (in %), Means, and Standard Deviations for the BALLI items on Foreign Language Aptitude

STATEMENT	1	2	3	4	5	M	SD
1. It is easier for children than adults to learn a foreign language.	*18	62	10	9	1	2.13	0.85
2. Some people have a special ability for learning foreign language.	18	59	11	11	1	2.18	0.90
6. People at my country are good at learning foreign languages.	3	24	41	26	6	3.07	0.92
10. It is easier for someone who already speaks a foreign language to learn another one.	7	48	26	18	1	2.60	0.90
11. People who are good at mathematics or science are not good at learning foreign languages.	1	14	15	54	16	3.70	0.92
16. I have a special ability for learning foreign languages.	3	23	40	28	6	3.11	0.94
19. Women are better than men at learning foreign languages	9	44	19	23	5	2.72	1.07
30. People who speak more than one language are very intelligent.	3	25	27	39	6	3.20	0.99
33. Everyone can learn to speak a foreign language.	28	54	11	5	2	1.99	0.88

Note: 1= strongly agree (SA), 2= agree (A), 3= neither agree nor disagree (N), 4= disagree (D), 5= strongly disagree (SD), M=mean, SD= standard deviation. \*Frequency of responses (%) in this table is rounded to the nearest whole number. Percentages may not add to 100 due to rounding.

As shown in Table 4.2, 77% of the students believed that some people have a special ability for learning a foreign language (item 2). Unfortunately, only 26% of the subjects believed that they personally have that special ability and 34% disagreed or strongly disagreed. Their responses to item 16 indicated that some of these students, especially those 6% who strongly disagreed, had fairly negative assessments of their language learning abilities. Eighty-two percent of the subjects endorsed the statement that

everyone can learn to speak a foreign language (item 33). Thus, the students' responses to the three items indicated that these Chinese EFL students believe that people do not need to be gifted to be able to learn to speak a foreign language and average language abilities are probably adequate for the task of learning a foreign language.

The items related to beliefs concerning the characteristics of good language learners yielded diverse results. Overwhelmingly the students indicated (80%) that it is easier for children than adults to learn a foreign language. Further, 53% believed that women are better than men at learning languages, and 54% endorsed the concept that it is easier for someone who already speaks a foreign language to learn another one (item 10). These responses suggested that the subjects are more likely to associate good language learners with people who are young, female, and more experienced in foreign language learning.

In contrast, the other two commonly encountered beliefs about differential language learning abilities were not supported by the subjects. Twenty-seven percent of the subjects thought that people who speak more than one language are very intelligent (item 30) and only 15% endorsed the statement that people who are good at mathematics or science are not good at learning English. Thus, these students' responses suggested that being able to speak more than one language is not necessarily associated with how intelligent a person is and that people who are good at mathematics and science can also be good foreign language learners.

### *The Nature of Language Learning*

Six items are related to the nature of language learning process. Items 8 and 12 concern the role of culture and the role of learning environment in foreign language learning. Items 17, 23, and 28 assess the learner's conception of the focus of the language learning task. Item 27 concerns participants' perceptions of learning a foreign language as different from other types of learning. The subjects' responses are reported in Table 4.3.

**Table 4.3**

Frequency of Responses (in %), Means, and Standard Deviations for the BALLI items on the Nature of Language Learning

STATEMENT	1	2	3	4	5	M	SD
8. It is necessary to know about English-speaking culture in order to learn to speak English.	*25	64	6	4	1	1.91	0.73
12. It is best to learn English in an English-speaking country.	51	45	3	1	1	1.54	0.64
17. The most important part of learning English is learning vocabulary words.	5	51	19	23	2	2.65	0.96
23. The most important part of learning English is learning the grammar.	1	9	29	52	9	3.59	0.83
27. Learning a foreign language is different than learning other academic subjects.	13	55	19	11	2	2.32	0.90
28. The most important part of learning English is learning how to translate from my native language.	2	12	23	52	11	3.59	0.90

*Note:* 1= strongly agree (SA), 2= agree (A), 3= neither agree nor disagree (N), 4= disagree (D), 5= strongly disagree (SD), M=mean, SD= standard deviation. \*Frequency of responses (%) in this table is rounded to the nearest whole number. Percentages may not add to 100 due to rounding.

As shown in Table 4.3, 89% of the subjects held the belief that it is necessary to know about English-speaking cultures in order to learn to speak English (item 8), indicating that these Chinese students were strongly aware of the importance of culture in

foreign language learning. Interestingly, although none of these 175 subjects had ever traveled to or lived in an English-speaking country, almost everyone (96%) believed that it is easier to learn English in an English-speaking country (item 12). The students' responses to this item might be an encouraging sign to the English educators in China because the more language learners understand that exposure to the target language is essential in learning a foreign language, the more likely they will try to find as many opportunities as possible to expose themselves to authentic language use.

With regard to the focus of English learning, 56% of the subjects believed that the most important part of learning English is learning vocabulary words. Only 10% considered grammar to be the focus of English learning (item 23) and less than 14% of the students thought the focus should be translation (item 28). Thus, most of the participants in the present study did not attach much importance to the roles of grammar and translation in English learning. The Chinese students' rejections of the importance of formal structural studies of grammar and translation in English learning may be due to the on-going reform of English education in China. This reform encourages replacing the prevalent traditional English teaching methods, which emphasizes teaching grammar and translation, with communicative English teaching methods, which emphasizes developing students' overall communicative competence.

### ***Learning and Communication Strategies***

Eight items address students' beliefs and views concerning learning and communication strategies. Items 18 and 26 refer to learning strategies, and items 7, 9, 13,

14, 21, and 22 concern communication strategies. Table 4.4 presents the frequency of these Chinese EFL students' responses (in %), means, and standard deviations for the BALLI items on Learning and Communication Strategies.

**Table 4.4**

Frequency of Responses (in %), Means, and Standard Deviations for the BALLI items on Learning and Communication Strategies

STATEMENT	1	2	3	4	5	M	SD
7. It is important to speak English with excellent pronunciation.	*45	42	8	4	1	1.74	0.85
9. You shouldn't say anything in English until you can say it correctly.	1	5	7	53	34	4.14	0.81
13. I enjoy practicing English with native speakers of English.	19	58	16	6	1	2.13	0.83
14. It is okay to guess if you don't know a word in English.	17	69	9	6	0	2.04	0.70
18. It is important to repeat and practice a lot.	29	62	5	3	1	1.84	0.71
21. I feel timid speaking English with other people.	5	39	23	29	4	2.88	1.02
22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.	14	52	15	18	1	2.41	0.98
26. It is important to practice with cassettes or tapes.	12	63	14	10	1	2.25	0.82

*Note:* 1= strongly agree (SA), 2= agree (A), 3= neither agree nor disagree (N), 4= disagree (D), 5= strongly disagree (SD), M=mean, SD= standard deviation. \*Frequency of responses (%) in this table is rounded to the nearest whole number. Percentages may not add to 100 due to rounding.

The participants in the current study attached great importance to the traditional learning strategies of repetition and practice. For example, an overwhelming majority (91%) of the subjects believed that it is important to practice a lot (item 18). Most of the subjects (75%) held the belief that it is important to practice with cassettes and tapes

(item 26). These findings indicated that the Chinese students in this study strongly believed that practice can facilitate language learning.

The students' responses to the six items that ask about communication strategies presented a mixed picture in support of the assumptions commonly associated with a communication-centered approach to language teaching. An interesting finding was that the subjects in the present study overwhelmingly emphasized the importance of a high standard of pronunciation in learning a foreign language. Eighty-seven percentage of the subjects endorsed the statement that "It is important to speak English with excellent pronunciation" (item 7). Considering the fact that these subjects were non-English majors and none of them had ever traveled to or lived in an English-speaking country, so many of the Chinese EFL students held such a belief appears to be, at least to some extent, unrealistic to the researcher.

Encouragingly, 87% of the students disagreed or strongly disagreed with the statement that "You shouldn't say anything in English until you can say it correctly" (item 9) and 85% of the students believed that it is okay to guess if one does not know a word in English (item 14). However, 66% of the subjects endorsed the notion that "If beginning students are permitted to make errors in a foreign language, it will be difficult for them to speak correctly later" (item 22). The students' responses to items 9, 14 and 22 seemed to suggest that although most of the students were aware of the importance of speaking English with fluency and the value of actively using English, a substantial number of them still worried about error fossilization and therefore believed that attention

needed to be paid to speaking English with accuracy, especially when initially learning English.

Overall, the subjects' responses to the above learning and communication strategies indicated that although these students endorsed some of the strategies necessary for participating in communication-centered activities, some of their beliefs such as the importance of speaking with excellent pronunciation, may prevent these Chinese students from feeling comfortable with or participating in some of the prevalent communicative classroom activities.

### ***Motivations and Expectations***

Five items concern the motivational dimension that the students associated with language learning. Item 20 assesses the learners' views about the importance that Chinese people attach to speaking English. Items 24 and 32 represent measures of the learners' integrative motivation for learning English, whereas item 29 asks about their instrumental motivation. Item 31 asks about the learner's inner desire to learn English. The subjects' responses to these items are reported in Table 4.5.

**Table 4.5**

Frequency of Responses (in %), Means, and Standard Deviations for the BALLI items on Learning and Communication Strategies (N=175)

STATEMENT	1	2	3	4	5	M	SD
20. People in my country feel that it is important to speak English.	*21	52	11	11	5	2.29	1.08
24. I would like to learn English so that I can get to know native speakers of English better.	9	43	22	23	3	2.68	1.02
29. If I learn English very well, I will have better opportunities for a good job.	26	63	3	6	2	1.94	0.82
31. I want to learn to speak English well.	58	39	2	1	1	1.49	0.68
32. I would like to have friends who are native speakers of English.	41	46	5	7	1	1.81	0.88

*Note:* 1= strongly agree (SA), 2= agree (A), 3= neither agree nor disagree (N), 4= disagree (D), 5= strongly disagree (SD), M=mean, SD= standard deviation. \*Frequency of responses (%) in this table is rounded to the nearest whole number. Percentages may not add to 100 due to rounding.

With the opening up of China to the world, English learning has been getting more and more attention, especially since Beijing won the bid to host the 2008 Olympic Games. Therefore, it is not surprising to see that the subjects expressed strong desires to learn to speak English well, as well as attached importance to learning English. Almost all of the students (97%) in the present study endorsed the statement that “I want to learn to speak English well” (item 31) and 73% of them thought that Chinese people feel it is important to speak English (item 20).

Many of the subjects appeared to be highly motivated to learn to speak English well. Their responses on the items in this BALLI category indicated that their motivations for learning English were both instrumental and integrative. With regard to the instrumental motivation for learning English, the students in the current study believed

strongly (89%) that learning a foreign language would help them find better jobs (item 29). On the other hand, the subjects' responses to items 24 and 32 indicated that a substantial number of the subjects also possessed integrative motivations for learning English as 52% of the students endorsed the statement that they would like to learn English so that they can get to know native speakers of English better (item 24) and 87% stated that they would like to have English-speaking friends (item 32).

### *Summary*

In regard to language learning difficulty, many of the students in this study believed that the difficulty of language learning is dependent on the particular target language selected and most of them (79%) rated English as a difficult language or a language of medium difficulty, which seemed to be a fairly reasonable judgment. They optimistically believed that they would ultimately learn to speak English very well. However, several students in this study appeared to be overly optimistic because 36% of them held the unrealistic belief that less than two years is sufficient time to learn to speak English very well. Hence, something needs to be done by both the teachers and educators in China to dispel such an unrealistic misconception among this particular group of students (36%) to avoid further frustration and anxiety that may affect their English learning.

With respect to foreign language aptitude, these students' responses to some of the items in the category seemed to suggest that people do not need to be gifted to be capable of learning to speak a foreign language well and average language abilities are probably

adequate for the task of learning English. Although they realized that some people have a special ability for learning foreign languages, only 26% of the students perceived themselves as possessing this “special ability.” As to their beliefs concerning the characteristics of good language learners, the subjects associated good language learners with people who are young, female, and more experienced in foreign language learning.

In the area of the nature of language learning, most of the subjects were aware that where English is learned is a significant factor for determining the learning outcomes and that exposure to the target language is essential in learning a foreign language. With regard to the focus of English learning, the students’ responses showed that more than half of them attached importance to the role of vocabulary in English learning, whereas most of them attached little importance to the roles of grammar and translation in English learning.

On the topic of learning and communication strategies, the participants in the current study appeared to believe that practice can lead to perfection. All of the students were very concerned about speaking a foreign language with an “excellent accent.” Too much concern about speaking with an “excellent accent” may lead to frustrations and disappointments among these students because generally few people can acquire a native accent if they do not learn English or any foreign language at an early age. The data reported in the category also suggested that some of the students still worried about error fossilization and believed that attention needed to be paid to speaking English with accuracy, especially when beginning to learn English.

Finally, in regard to motivations and expectations, the participants in the current study expressed a strong desire to learn English well. Their responses to some items in the category indicated that these Chinese EFL students' motivations for learning English were not only instrumental but also integrative: a greater majority of them believed that learning English well would provide them with better job opportunities (89%) and many of them (87%) indicated that they would like to have English-speaking friends.

**Research Question 2: What are the levels of foreign language anxiety of Chinese EFL university students?**

The second research question examined the anxiety levels of Chinese EFL students in their English classes. In order to answer the question, the FLCAS was used in the present study to elicit Chinese EFL students' responses concerning foreign language anxiety. The 33 items presented in the FLCAS represent three areas of anxiety: communication apprehension, test-anxiety, and fear of negative evaluation in the foreign language classroom. In the analysis of the FLCAS, each participant's response to each item on the scale was entered into a data base and then an overall FLCAS score was calculated for that participant.

This section consists of three parts. First, each of the 175 subjects obtained a composite anxiety score based on their responses to the FLCAS. The range, mean score and the standard deviation were computed based on the 175 anxiety scores. The descriptive statistics (mean scores, standard deviation, and percentages) computed on the students' responses to each FLCAS item are presented in Table 4.6. The last part of this

section summarizes the main findings with regard to the second research question.

### *FLCAS Scale Analysis*

As mentioned in Chapter 3, the FLCAS contains 33 items, each of which is answered on a 5-point Likert scale, ranging from 1) “strongly disagree” to 3) “neither agree nor disagree” to 5) “strongly agree.” Items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 represent high anxiety, and are scored from 1 point (strongly disagree) to 5 points (strongly agree). Items 2, 5, 8, 11, 14, 18, 22, 28, and 32 represent lack of anxiety, and are scored from 5 points (strongly disagree) to 1 point (strongly agree). Therefore, the total scores of the scale range from 33 to 165, with high scores indicating high levels of foreign language anxiety. After the 175 anxiety scores were computed several times by the researcher using a calculator to ensure their accuracy, they were entered into SYSTAT 9.0 to obtain the range, mean and standard deviation of these anxiety scores. The statistical results showed that these participants’ composite scores on the FLCAS ranged from 69 to 147, with a mean of 101 and a standard deviation of 12.62. The range and the mean score suggested that the participants in the present study exhibited fairly high levels of anxiety in their English classes.

When compared to other studies using the FLCAS (Aida, 1994; Horwitz et al., 1986; Kunt, 1997; Oh, 1996; Truitt, 1995), the mean score in the present study was relatively higher. The participants reported higher levels of anxiety than the participants in Horwitz et al.’s study of Spanish learners (Mean: 94.5; SD: 21.4), Aida’s study of Japanese learners in the United States (Mean: 96.7; SD: 22.1), Oh’s of Japanese language

students (Mean: 94.8; SD: 23.73), and Kunt's study of two groups of Turkish-speaking students study English in North Cyprus (Mean1: 89.48; SD1: 20.31; Mean 2: 90.79; SD2: 19.12). However, the FLCAS mean score of the present study was very similar to that reported in Truitt's study of Korean EFL students (Mean: 101.2; SD: 23.37). The numbers yielded in the present study suggested that the Chinese EFL participants may experience relatively higher levels of anxiety about their English classes than what have been reported in most of the previous studies.

Compared to previous studies, this study obtained the lowest SD on FLCAS scores, suggesting that the Chinese students in the present study tended to be more homogeneous in their responses to the FLCAS items than previously reported. The smaller SD may be an indicator that these Chinese students were sharing more homogeneous cultural, social, and educational backgrounds than the subjects in previous studies.

### ***FLCAS Item Analysis***

According to Horwitz (1986), foreign language anxiety is "a distinct complex of self-perceptions, feelings, and behaviors related to classroom learning arising from the uniqueness of the language learning process" (p. 128) and it is comprised of three performance related anxieties: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation. The descriptive statistics and results of the subjects' responses to the FLCAS items are presented in Table 4.6.

**Table 4.6**  
Frequency of Responses (in %), Means, and Standard Deviations for the FLCAS

STATEMENT	1	2	3	4	5	M	SD
1. I never feel quite sure of myself when I am speaking in my English class.	*4	22	16	51	7	3.35	1.02
2. I don't worry about making mistakes in English class.	3	42	22	27	5	2.87	1.00
3. I tremble when I know that I'm going to be called in English class.	3	17	26	48	6	3.37	0.94
4. It frightens me when I don't understand what the teacher is saying in English.	3	38	26	29	4	2.92	0.97
5. It wouldn't bother me at all to take more English classes.	8	22	22	38	10	3.21	1.12
6. During English class, I find myself thinking about things that have nothing to do with the course.	6	38	20	30	6	2.93	1.08
7. I keep thinking that the other students are better at English than I am.	5	34	23	33	5	2.99	1.03
8. I am usually at ease during tests in my English class.	7	45	31	17	1	2.61	0.88
9. I start to panic when I have to speak without preparation in English class.	1	23	19	51	6	3.38	0.93
10. I worry about the consequences of failing my English class.	2	21	10	55	13	3.56	1.01
11. I don't understand why some people get so upset over English classes.	3	40	18	34	5	2.97	1.04
12. In English class, I can get so nervous I forget things I know.	14	55	14	16	1	2.34	0.95
13. It embarrasses me to volunteer answers in my English class.	2	19	20	52	7	3.43	0.96
14. I would not be nervous speaking English with native speakers.	10	37	27	22	4	2.72	1.04
15. I get upset when I don't understand what the teacher is correcting.	1	25	23	45	6	3.30	0.93
16. Even if I am well prepared for English class, I feel anxious about it.	5	46	18	31	1	2.78	0.97
17. I often feel like not going to my English class.	9	44	18	22	7	2.76	1.12
18. I feel confident when I speak in English	5	37	41	15	2	2.73	0.86

class.							
19. I am afraid that my English teacher is ready to correct every mistake I make.	13	50	19	15	2	2.43	0.97
20. I can feel my heart pounding when I'm going to be called on in English class.	1	38	22	35	4	3.03	0.97
21. The more I study for a English test, the more confused I get.	8	44	20	23	5	2.73	1.06
22. I don't feel pressure to prepare very well for English class.	6	31	23	31	8	3.03	1.10
23. I always feel that the other students speak English better than I do.	4	35	23	33	5	2.98	1.01
24. I feel very self-conscious about speaking English in front of other students.	3	25	21	47	4	3.25	0.97
25. English class moves so quickly I worry about getting left behind.	5	39	19	31	7	2.97	1.08
26. I feel more tense and nervous in my English class than in my other classes.	6	43	16	31	4	2.85	1.06
27. I get nervous and confused when I am speaking in my English class.	3	19	19	50	9	3.44	0.99
28. When I'm on my way to English class, I feel sure and relaxed.	5	34	38	21	3	2.83	0.90
29. I got nervous when I don't understand every word the English teacher says.	3	44	23	26	3	2.81	0.96
30. I feel overwhelmed by the number of rules you have to learn to speak English.	2	39	26	28	5	2.94	0.98
31. I am afraid that the other students will laugh at me when I speak English.	3	26	24	42	5	3.21	0.98
32. I would probably feel comfortable around native speakers of English.	4	34	35	22	5	2.91	0.95
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.	3	31	23	39	5	3.13	0.99

Note: 1= strongly disagree (SD), 2= disagree (D), 3= neither agree nor disagree (N), 4= agree (A), 5= strongly agree (SA), M=mean, SD= standard deviation. \*Frequency of responses (%) a in this table is rounded to the nearest whole number. Percentages may not add to 100 due to rounding.

As shown in Table 4.6, the percentages of the subjects who supported the FLCAS statements indicative of communication apprehension in English classes ranged from 54% to 60%. Sixty percent of the students in the present study endorsed the statement

that “I never feel sure of myself when I am speaking in my English classes” (item 1), 59% of them admitted that they get nervous and confused when they are speaking in their English classes (item 27), 57% agreed or strongly agreed with the statement that “I start to panic when I have to speak without preparation in English class” (item 9), and 54% of the subjects agreed or strongly agreed with the statement that “I tremble when I know that I’m going to be called in English class” (item 3). The students’ responses to these items indicated that many of the subjects experienced or had a tendency to be more likely to experience communication apprehension in their English classes.

The subjects’ responses to the FLCAS items concerning fear of negative evaluation revealed mixed results. More than one half of the subjects endorsed the statement that “I feel self-conscious about speaking English in front of other students” (item 24), which seemed to support Horwitz’s (1986) statement that “anxious students feel a deep self-consciousness when asked to risk revealing themselves by speaking the foreign language in the presence of other people” (p. 129). Forty-seven percent of the students expressed that they were afraid of being laughed at by the other students (item 31). The students’ responses to these items indicated an average to slightly strong fear of being negatively evaluated by others. Nevertheless, the students’ responses to the other two FLCAS items related to fear of negative evaluation showed no trends at all. Thirty-nine percent vs. 38% supported vs. rejected the statement that “I keep thinking that the other students are better at English than I am (item 7) and 39% vs. 38% of the students supported vs. rejected the statement that “I always feel that the other students speak

English better than I do” (item 23). However, as to their attitudes towards being evaluated by their instructors, these Chinese EFL students held relatively positive attitudes: 63% of them rejected the statement that “I am afraid that my English teacher is ready to correct every mistakes I make” (item 19), which suggested that many of these Chinese students welcomed and valued the corrections from their teachers.

Some students in the current study endorsed items reflecting test anxiety. For example, 68% of the students reported that they worry about the consequences of failing their English classes (item10) and approximately one half of the students (52%) disagreed or strongly disagreed with the statement that “I am usually at ease during tests in my English class” (item 8), which indicated that the students might have an average to slightly stronger tendency to experience test anxiety in their English classes. Consistent with their responses to the BALLI item 18 “It is important to repeat and practice a lot,” the Chinese EFL students’ responses to the FLCAS item 21 reflected that more than one half of the students believed in the value of practicing and repeating: 52% of the students disagreed or strongly disagreed with the statement that “The more I study for an English test, the more confused I get” (item 21) and 28% of the participants agreed with the statement.

### ***Summary***

The mean score of the FLCAS (Mean:101 SD: 12.62) yielded in the present study suggested that overall, these Chinese EFL students experienced somewhat higher levels of foreign language anxiety in their English classes than the subjects in the pervious

anxiety studies (Adia, 1994; Horwitz et al., 1986; Kunt, 1997; Oh, 1996; Truitt, 1995).

According to Horwitz et al., the 33 items presented in the FLCAS “are reflective of communication apprehension, test-anxiety, and fear of negative evaluation in the foreign language classrooms” (p. 129). The students’ responses to the FLCAS items suggested that the Chinese EFL students in this study felt a certain degree of communication apprehension in their English classes. In addition, 52% (item 8) and 68% (item 10) of the subjects indicated having experienced test anxiety, which supported Horwitz’s (1986) claim that “test anxiety is also relevant to a discussion of foreign language anxiety” (p. 127).

These students provided mixed responses towards the FLCAS items concerning fear of being negatively evaluated. A substantial number of the subjects in this study held very positive attitudes towards being corrected by their English teachers, suggesting that these Chinese students tended to regard their teacher as an authority or master in terms of knowledge and they believed in the benefits and value of being corrected by their instructors.

**Research Question 3: What is the relationship between Chinese EFL university students’ beliefs about language learning and their levels of foreign language anxiety?**

The third research question investigated whether there was any relationship between those Chinese EFL students’ anxiety levels and their beliefs about foreign language learning. The data used in this section were the anxiety scores from the second

research question and BALLI factor scores. First, the results of the Principal Component Analysis and subsequently factor analysis on the BALLI are reported. The results of correlation analysis and multiple regression analyses performed to test the relationships between the selected BALLI factors and the overall FLCAS scores are then presented. Finally, a summary of the main findings concerning the third research question is presented.

### ***Factor Analysis***

Factor analysis is a mathematical tool which can be used to examine a wide range of data sets. According to Tabachnick and Fidell (2001), the main goals of factor analysis are:

to summarize patterns of correlations among observed variables, to reduce a large number of observed variables to a smaller number of factors, to provide an operational definition for an underlying process by using observed variables, or to test a theory about the nature of underlying process. (p. 583)

In order to discover if the observed BALLI variables could be explained largely or entirely in terms of a much smaller number of variables, the 34 items on the BALLI were factor analyzed in the current study to determine the interrelatedness underlying the various items. Then, factor scores were computed for each variable and used in the follow-up statistical analyses to examine the relationship between Chinese EFL students' anxiety levels and five extracted BALLI factors.

***Principal component analysis on the BALLI.*** The BALLI was developed by Horwitz (1983, 1988) to identify students' beliefs about language learning (see Appendix C). As described previously, the BALLI contains 34 items related to beliefs in five major

categories: 1) foreign language aptitude, 2) difficulty of language learning, 3) nature of language learning, 4) learning and communication strategies, and 5) motivations and expectations. However, these categories were divided by Horwitz on the basis of a logical grouping of these 34 BALLI items rather than on a statistical analysis. Therefore, in order to address the third research question, “What is the relationship between Chinese EFL university students’ beliefs about language learning and their levels of foreign language anxiety?” factor analysis was performed to transform 34 BALLI variables into a representative few that could be interpreted reasonably well.

After the initial run of Principal Components Analysis on the 34 BALLI variables, the most important step was to select the number of factors, which could appropriately and adequately fit the BALLI data. According to Tabachnick and Fidell (2001), the first criterion of the selection of the number of factors is to consider only the factors with the sizes of eigenvalues (the variances in a set of variables explained by a factor) greater than one. In this study, the initial run of Principal Components Analysis produced 11 factors with eigenvalues greater than one. However 11 factors were far too many, so a procedure called Scree test, which is a graph of the eigenvalues against all the factors and which is useful for determining how many factors to retain, was used to select those factors that significantly represented the total variance. As a result of the Scree test was applied, only five factors met the factor selection criteria and these five factors were selected as the significant BALLI factors. These five extracted factors accounted for about 39% of the total variance.

After selecting the five BALLI factors, varimax rotation, which is “ordinarily used after extraction to maximize high correlations and minimize low ones” (Tabachnick & Fidell, p. 595), was performed on the BALLI data to facilitate a higher interpretability of the factors. This statistical technique can “simplify factor by maximizing the variance of the loadings within factors, across variables” (Tabachnick & Fidell, p. 614). The details of the factor analysis are presented in Appendix F.

In the present study, a minimum significant loading to be used was determined by the guidelines of Comery and Lee (1992). Comery and Lee suggested that loadings in excess of .71 (50% overlapping variance) were considered excellent, .63 (40% overlapping variance) very good, .55 (33% overlapping variance) good, .45 (20% overlapping variance) fair, and .32 (10% overlapping variance) poor. Thus, a factor loading of .45 was used as a cutoff point in this study for inclusion of a variable in the interpretation of a factor. The five factors that resulted from the factor analysis are: 1) motivational beliefs and strategies, 2) perceived difficulty of English learning, 3) language differences and value of learning English, 4) importance of formal learning, and 5) beliefs about foreign language aptitude.

The items included in each of the BALLI factors were the results of the factor analysis conducted on the 34 BALLI items. The five BALLI factors are different from the items included in Horwitz’s (1988) five BALLI categories. Horwitz grouped the categories based on logical aspects, while the items included in each of the five BALLI factors were the results of statistical analysis and were grouped on statistical properties.

When labeling a BALLI factor, the researcher tried to create a factor label to capture the common meanings of the items loaded in the factor. Therefore, even if some factor labels appear to be similar with Horwitz's category names, the groupings are quite distinct. Some BALLI items occur together in both the statistical factors and the logical categories, while in other cases the BALLI items in the statistical factors are quite different from the logical categories. These similarities and differences represent the differences in the underlying methodological procedures used. Caution should be taken when interpreting the results of the factor analysis because how to categorize and label each factor are subjected to the researcher's decisions and judgments. This limitation is further discussed in Chapter 5.

**Table 4.7**

BALLI Factor 1: Motivational Beliefs and Strategies

STATEMENT	Loading	M	SD
32. I would like to have English-speaking friends.	.723	1.81	0.88
31. I want to learn to speak English well.	.676	1.49	0.68
20. People in my country feel that it is important to speak English.	.624	2.29	1.08
18. It is important to repeat and practice a lot.	.621	1.84	0.71
13. I enjoy practicing English with native speakers of English.	.510	2.13	0.83
12. It is best to learn English in an English-speaking country.	.496	1.54	0.64
33. Everyone can learn to speak a foreign language.	.486	1.99	0.88
14. It's okay to guess if you don't know a word in English.	.471	2.04	0.70
26. It is important to practice with cassettes or tapes.	.469	2.25	0.82
7. It is important to speak English with excellent pronunciation.	.465	1.74	0.85

As shown in Table 4.7, Factor 1 obtains low (.47) to high (.72) loadings from 10

variables with the highest loading coming from the statement “I would like to have English-speaking friends,” and the lowest from the statement “You shouldn’t say anything in English until you can say it correctly.” Most items focus on EFL students’ motivational beliefs about language learning (i.e. items 32, 31, 20) and strategies (i.e. items 18, 13, 14, 26, 7). Therefore, Factor 1 was labeled as “Motivational beliefs and strategies.” The higher loadings for item 32, 31, 20 suggested that these Chinese EFL students believed that social interaction was an important factor in learning English and they were highly motivated to learn to speak English well.

**Table 4.8**

BALLI Factor 2: Perceived Difficulty of English Learning

STATEMENT	Loading	M	SD
5. I believe that I will ultimately learn to speak English very well.	.771	2.23	0.86
16. I have a special ability for learning foreign languages.	.749	3.11	0.94
4. *English is: 1) a very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language	.680	2.69	0.80
15. If someone spent one hour a day learning English, how long would it take them to speak the language very well: 1) less than a year, 2) 1-2 years, 3) 3-5 years, 4) 5-10 years, 5) You can’t learn a language in 1 hour a day.	.463	3.03	1.26

Note: \* Item which is negatively loaded on the factor.

As shown in Table 4.8, the second BALLI factor includes four variables, which explain about 8.8% of the BALLI variance. Because three of the four items that significantly loaded on this factor are concerned with the difficulty of language learning,

Factor 2 was named as “Perceived difficulty of English learning.” The factor obtained high loadings on two items: “I believed that I will ultimately learn to speak English well” (item 5) and “I have a special ability for learning foreign languages” (item 16). The means of the item 5 suggested that these Chinese students were optimistic about their ultimate success in English learning; however, they showed little confidence in perceiving themselves as having special abilities for learning foreign languages. The means obtained for items 4 and 15 indicated that these Chinese students considered English as a language of medium difficult, and that five years was the maximum time to learn to speak English very well if they spent one hour a day learning English.

**Table 4.9**

BALLI Factor 3: Language differences/value of Learning English

STATEMENT	Loading	M	SD
3. Some languages are easier to learn than others.	.625	2.46	0.87
30. People who speak more than one language are very intelligent.	.605	3.20	0.99
29. If I learn English very well, I will have better opportunities for a good job.	.482	1.94	0.82

As shown in Table 4.9, three variables loaded above .45 on Factor 3: “Some languages are easier to learn than others” (item 3), “People who speak more than one language are very intelligent” (item 30), and “If I learn English very well, I will have better opportunities for a better job” (item 29). Since two of the variables listed in Factor 3 concerned students’ opinions about language differences and the value of learning English, it was named as “Language differences and value of language learning”. This

factor suggested that these Chinese EFL students were aware of the differences between learning other foreign languages, and that learning English was important to them because it may provide them with better job opportunities.

**Table 4.10**

BALLI Factor 4: Importance of Formal Learning

STATEMENT	Loading	M	SD
23. The most important part of learning English is learning the grammar.	.627	3.59	0.83
10. *It is easier for someone who already speaks a foreign language to learn another one.	.498	2.60	0.90
17. The most important part of learning English is learning vocabulary word.	.455	2.65	0.96

*Note:* \* Item which is negatively loaded on the factor.

Table 4.10 shows these belief items that have significant loadings on Factor 4, which was labeled as “importance of formal learning.” This factor obtained high loading on item 23, “The most important part of learning a foreign language is learning the grammar.” The mean of item 23 indicated that most of the students did not consider learning grammar as the focus of learning English. Both item 10 and 17 had moderate loadings on Factor 4. These two items indicated that some of these Chinese EFL students were aware of the value of previous language learning experiences in helping them to learn a new foreign language, and they considered learning vocabulary as an important task when learning English.

**Table 4.11**

BALLI Factor 5: Beliefs about Foreign Language Aptitude

STATEMENT	Loading	M	SD
11. People who are good at mathematics or science are not good at learning foreign languages.	.631	3.70	0.92
19. Women are better than men at learning foreign languages	.621	2.72	1.07
28. The most important part of learning English is learning how to translate from my native language.	.462	3.59	0.90

Three BALLI items loaded highly on Factor 5. This factor represents items that can be grouped under the "Beliefs about foreign language aptitude" category. These items include "People who are good at mathematics or science are not good at learning foreign languages (item 11) and "Women are better than men at learning foreign languages" (item 19). The loadings for items regarding beliefs about foreign language aptitude ranged from medium to low values (.63 to .46). Both item 11 and 19 obtained moderate loadings on the factor. A majority of the participants disagreed that people who are good at mathematics or science are not good at learning foreign languages. The mean of item 19 was slightly less than neutral, which suggested that these Chinese students agreed that differential language learning abilities might exist between female and male language learners.

**Factor scores.** After the transformation of 34 BALLI variables into a representative of five factors, factor scores were computed by SYSTAT 9.0. As a result, for each subject, there were five new variables (five sets of factor scores) that could be substituted for the original 34 variables in correlation analysis.

According to Tabachnick and Fidell (2001), factor scores are “estimates of the scores subjects would have received on each of the factors had they been measured directly” (p. 626) and the uses of factor scores make good statistical and conceptual sense, because “factors are few in number, stable, and interpretable, their use enhances subsequent analyses” (p. 626). In the present study, the BALLI is represented by the following five variables: 1) Motivational beliefs and strategies; 2) Perceived difficulty of English learning; 3) language differences and value of Learning Language; 4) Importance of formal learning; and 5) Beliefs about foreign language aptitude. The factor scores computed by SYSTAT 9.0 for the five BALLI factors were used as independent variables in the subsequent correlation and regression analyses.

### ***Correlation and Multiple Regression Analyses***

Correlation between the BALLI factors and the FLCAS scores were first computed to identify the relationships between the FLCAS and each BALLI factor. Then the multiple regression analysis was performed to determine to what degree the FLCAS scores could be predicted by the extracted BALLI factors. The results of these statistical analyses are presented and discussed in the following paragraphs.

***Correlations of BALLI factors and FLCAS scores.*** Correlation coefficient analysis is a statistical measure of the interdependence of two or more random variables and the value of correlation coefficient indicates how much of a change in one variable is explained by a change in another. In this study, Pearson Correlation Coefficients were computed by using SYSTAT Correlation to determine whether statistically significant

relationships existed between the FLCAS scores and each set of the five BALLI factor scores. The FLCAS scores were entered into SYSTAT Correlation as dependent variable, and the five set of BALLI factor scores were entered as independent variables. The observed relationships between the FLCAS scores and the five BALLI factors are reported in Table 4.12.

**Table 4.12**

Correlation of the BALLI Factors and the FLCAS Scores

	FLCAS	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5
FLCAS	1.000					
Factor 1	0.075	1.000				
Factor 2	0.554**	0.000	1.000			
Factor 3	0.018	0.000	0.000	1.000		
Factor 4	-0.041	0.000	0.000	0.000	1.000	
Factor 5	-0.255**	0.000	0.000	0.000	0.000	1.000

*Note:*\*  $p < .05$ ; \*\*  $p < .01$  (2-tailed)

Factor 1= motivational beliefs and strategies;

Factor 2= perceived difficulty of English learning;

Factor 3= language differences and value of leaning language;

Factor 4= importance of formal learning;

Factor 5= beliefs about foreign language aptitude.

Table 4.12 shows a correlation matrix of the total FLCAS scores and the five BALLI factors. As revealed in Table 4.12, only Factor 2 and Factor 5 were found to be significantly correlated with the FLCAS scores. BALLI Factor 2 (perceived difficulty of English learning) obtained a statistically significant correlation of .554 ( $p < .01$ ) with the FLCAS scores, indicating that students who perceived English as a very difficult

language, were likely to feel more anxious in English classrooms than their peers who did not hold this belief. A significant negative relationship was also found between BALLI Factor 5 and the FLCAS scores. The correlation ( $r = -.255, p < .01$ ) between BALLI Factor 5 and the FLCAS scores showed that the anxiety levels measured by the FLCAS had a significantly negative relationship with the students' beliefs about foreign language aptitude, suggesting that the Chinese EFL students who were less confident in their own foreign language learning abilities, were more likely to feel anxious in their English classrooms.

As mentioned before, Varimax rotation was performed in an attempt to facilitate a higher interpretability of the BALLI factors. The varimax rotation, which is a kind of orthogonal rotation, was done in the factor analysis of BALLI items. Hence, it was assumed that the rotated factors would be uncorrelated. Just as predicted, zero correlations were obtained between each selected BALLI factor and the other selected factors.

After the correlation coefficient analysis was conducted to check whether there were significant relationships between the FLCAS scores and the five BALLI factors, multiple regression analysis was used as a follow-up analysis to describe the relationships more precisely. The results of multiple regression analysis are reported as follows.

***Multiple regression analysis.*** Multiple regression analysis is a statistical procedure that is used to analyze the relationship between a single dependent variable and several independent variables. According to Tabachnick and Fidell (2001), the goal of

multiple regression analysis is to use the independent variables to predict the value of a single dependent variable.

Therefore, in order to further identify the relationship between the FLCAS scores and the BALLI factors, as well as to provide a clearer picture of the relationship, step-wise multiple regression analysis was performed to determine whether or not any combination of the BALLI factors could predict Chinese EFL university students' anxiety levels. More importantly, the technique was used to test to what degree the BALLI factors could predict the variance in the FLCAS scores. In the present study, the multiple regression analysis was conducted with the FLCAS scores as dependent variable and the five set of BALLI factor scores as independent variables.

**Table 4.13**

**Multiple Regression Analysis of BALLI Factors on the FLCAS Scores**

Model	Unstandardized		Standardized		
	Coefficients		Coefficients		
	B	Std. Error	Beta	t	p-value
Factor 2	6.992	0.762	0.554	9.171	0.000
Factor 5	-3.224	0.762	-0.255	-4.228	0.000
(Constant)	101.000	0.760	0.000	132.846	0.000

*Note:* Factor 2= perceived difficulty of English learning, Factor 5= beliefs about foreign language aptitude

The multiple regression analysis revealed that only Factor 2 (perceived difficulty of English learning) and Factor 5 (beliefs about foreign language aptitude) contributed significantly to the prediction of the FLCAS scores. As displayed in Table 4.13, BALLI Factor 2 was the most important predictor for explaining the greatest amount of variance

in the FLCAS scores, followed by Factor 5. The other three BALLI factors were not entered into the regression equation because they failed to meet the statistical significance criterion. Thus, they did not play significant roles in predicting the FLCAS scores.

**Table 4.14**  
Model Summary of Multiple Regression Analysis

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate
1	0.554	0.307	0.303	10.537
2	0.610	0.372	0.365	10.058

*Note:* Predictor in Model 1: Factor 2 (perceived difficulty of English learning)

Predictors in Model 2: Factor 2 and Factor 5 (beliefs about foreign language aptitude)

Table 4.14 is a model summary of the multiple regression analysis performed on the data. As shown in Table 4.14, the multiple R<sup>2</sup> for model 1 is .307 and the adjusted multiple R<sup>2</sup> is .303, suggesting that 30.3% of the variability in the FLCAS scores could be directly predictable from the variability in Factor 2 (perceived difficulty of English learning). The multiple R<sup>2</sup> for model 2 in Table 4.15 is .372 and the adjusted multiple R<sup>2</sup> is .365, indicating that Factor 2 and Factor 5 together accounted for about 36.5% of the variance in the FLCAS scores. However, Factor 2 (beliefs about foreign language aptitude) on its own accounted for just a small amount of variance (about 6.2%) in the FLCAS scores. One possible reason that factor 2 accounted for only 6.2% of variance in the FLCAS scores could be because this factor includes items concerning students' beliefs about the general notions of language aptitude rather than the specific one related to their own language aptitude.

According to the results of the multiple regression analysis, one subcomponent of the BALLI, the dimension related to “perceived difficulty of English learning,” showed the greatest predictive ability for foreign language anxiety. The other subcomponent of the BALLI, Beliefs about foreign language aptitude, also appeared to be useful in predicting foreign language anxiety. Therefore, the results of the multiple regression analysis indicated that the Chinese students who believed that English was not a very difficult language and who had more awareness of and confidence in their learning ability tended to have lower levels of anxiety than their peers without such beliefs.

The other three factors did not show any predictive ability for the FLCAS scores. Consistent with the correlation analysis, BALLI Factor 1 (motivational beliefs and strategies), Factor 3 (language difference and value of learning language) and Factor 4 (importance of formal learning) had no statistical utility in predicting the FLCAS scores. The fact that Factor 1 showed no predictive ability for the FLCAS scores suggested that a clear relationship did not exist between language beliefs concerning motivation and strategies and foreign language anxiety. Factor 3 may have failed to enter into the regression equation because the three items included in this factor dealt with very different dimensions of beliefs about foreign language learning, and it was difficult to clearly relate one variable to the other ones. As for Factor 4, two of the three items of this factor related to the importance of different learning tasks, learning grammar and vocabulary. According to the descriptive statistics computed on the BALLI items, 56% endorsed vocabulary learning as the most important part of learning English and only

10% of considered grammar to be the focus. Therefore, the moderate or even poor levels of support to the items included in the factor may be the reason that Factor 4 showed no predictive ability for the FLCAS scores.

### *Summary*

In this chapter, in order to investigate the relationship between Chinese EFL university students' beliefs about language learning and their levels of foreign language anxiety, factor analysis was first performed on the BALLI items. Correlation and multiple regression analyses were used to test the relationships between the FLCAS and the selected five BALLI factors. The results of the correlation analysis revealed that the FLCAS scores were significantly correlated with only two BALLI factors, which accounted for about 36.5% of the variance in the FLCAS scores. These findings suggested that adult Chinese English learners who contribute greater difficulty level to English are more likely to experience anxiety in their English classes and those who have less awareness of and confidence in their language learning abilities are more likely to feel anxious in their English classes.

## **CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

In this chapter, the major findings of this study are summarized and interpreted in an attempt to provide an integrated account of them in reference to previous research on foreign language anxiety and beliefs about foreign language learning. Following the implications and methodological limitations of the study, the conclusions, and suggestions and directions for future research are discussed.

### **Summary and Discussions**

According to previous studies, foreign language anxiety is one of the primary predictors of L2 acquisition and it can negatively affect the performance and achievement of foreign language learners (Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991a, 1991b; Phillips, 1992). To reduce foreign language anxiety, researchers and educators need to identify and alleviate factors that contribute to language anxiety. Young (1991) identified at least six potential sources of language anxiety: 1) personal and interpersonal anxieties, 2) language testing, 3) instructors' beliefs about language teaching, 4) instructor-learner interactions, 5) classroom procedures, and 6) learner beliefs about language learning. Among these six potential sources, learner beliefs about language learning have been considered one of the major sources of foreign language learning anxiety (Horwitz 1983, 1988; Young, 1991). The purposes of the thesis study were to investigate foreign language anxiety levels and beliefs about language learning among Chinese university EFL students as well as to explore the relationship

between these beliefs and levels of language anxiety. The study had the following objectives:

1. To describe the beliefs about language learning held by Chinese university EFL students by using the Beliefs about Language Learning Inventory (BALLI) (Horwitz, 1983, 1988);
2. To measure the levels of foreign language anxiety of Chinese EFL university students by using the Foreign Language Classroom Anxiety Scale (FLCAS) (Horwitz et al., 1986);
3. To describe the relationship between Chinese EFL university students' beliefs about language learning and their levels of foreign language anxiety.

A total of 175 EFL learners, who were university students in mainland China took part in the study during the fall semester of 2004. The Foreign Language Classroom Anxiety Scale (FLCAS, Horwitz, 1986), the Beliefs about Language Learning Inventory (BALLI, Horwitz, 1983, 1988), and a set of background questionnaire for personal background information were administered to the subjects. The principal statistical analyses were based on the participants' responses on the FLCAS and the BALLI, and the information obtained from the background questionnaire which was mainly aimed at providing a brief picture about the participants, as well as facilitating the interpretation of the data obtained from the FLCAS and the BALLI. The major findings of the current study are summarized and discussed below.

### ***Beliefs about Foreign Language Learning***

According to the students' responses to the BALLI items, most of the Chinese EFL university students in the present study believed strongly in the value of learning English and their expectation of success in learning English was high, as 73% of them believed that they will ultimately learn to speak English very well. According to Horwitz (1988), learners' perceptions of the difficulty of the target language may influence the language learners' confidence levels, as well as their estimates of the time required to become fluent in a foreign language. Interestingly, even though more than one half of the students in this study rated English as having medium difficulty, 36% of them believed two years to be sufficient time to become fluent in English. In total, 68% of the students in this study believed five years to be the maximum time needed to speak English well if they can spend one hour a day learning English.

Many of the students in the present study supported some of the commonly held beliefs about foreign language learning such as "It is easier for children than adults to learn foreign languages" and "Women are better than man at learning foreign languages." Seventy-seven percentage of the Chinese EFL students agreed that some people have a special ability for learning foreign language, but only 26% of them perceived themselves as possessing the special ability of learning foreign languages. These students' less optimistic beliefs about their English learning abilities might have negative effects on their English learning in that "students who feel that they personally lack some capacity necessary to language learning, by virtue of personal make-up or group membership,

probably doubt their own ability as language learners and expect to do poorly in language study” (Horwitz, 1988, p. 288).

Even though not many participants in this study perceived themselves as having a “special ability” for learning foreign languages, a great number of them were highly motivated to learn English and they strongly believed in the value of learning English. The subjects’ responses to some BALLI items revealed that their motivations were both instrumental and integrative. For example, a great majority of them (89%) reported that they were motivated to learn English well in order to have a better job opportunity. They showed great interest in having English-speaking friends (87%) and getting to know English speakers better (52%).

Furthermore, even though many participants in this study attached great importance to speaking English with “excellent accent,” they did not agree with the statement that “You should not say anything in English until you can say it correctly.” Contradictory to the students’ responses to the above two items, 66% of the students believed that if beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on. The subjects’ responses to these items indicated that although these Chinese EFL students highly valued oral fluency in English, their self-perception might have limited their expectations to achieve such a high level of oral fluency without making many errors and many of the students worried about error fossilization.

Where the language is learned influences the amount of exposure to the target

language and the learning outcome. Therefore, it is important to distinguish EFL settings from ESL settings. Almost all the Chinese students in this study believed that it is best to learn English in an English-speaking country and 89% of them realized the importance of knowing about English-speaking cultures when learning to speak English. These findings may suggest some curricular potential for English education in China: more topics, themes, and materials relevant to western cultures should be used in English classes to satisfy students' interests and enhance their motivation in learning English.

### ***Comparison with Previous Studies Using the BALLI***

In order to better understand the beliefs about language learning held by the Chinese students in this study, the BALLI findings of this study were compared with those of previous studies. The comparisons between the language learning beliefs of the Chinese students in this study and those of the subjects in the previous studies revealed both similarities and differences between Chinese students in the present study and American university students of Spanish, French, and German in Horwitz's study (1988), Chinese (Taiwanese) EFL students' in Yang's (1992) study, American university French students in Kern's (1995) study, Korean EFL university students in Truitt's (1995) study, Turkish-speaking EFL students in Kunt's (1997) study, and American students of Japanese in Oh's (1996) study.

The results of the present study were compared with those of the previous studies according to Horwitz's (1988) five BALLI categories. The results of the comparisons are presented in Table 5.1, Table 5.2, Table 5.3, Table 5.4, and Table 5.5. The original BALLI

statements are listed in these tables because these studies investigated students' beliefs about different target foreign languages such as English, Japanese, French, and Spanish.

For convenience, the previous studies and the present study are coded as:

H88: American university students of Spanish, French, and German in Horwitz's study (1988)

Y92: Chinese (Taiwanese) EFL students' in Yang's (1992) study

K95: American university French students in Kern's (1995) study

T95: Korean EFL university students in Truitt's (1995) study

O96: first and second year American students of Japanese in Oh's (1996) study

K97: two groups of Turkish-speaking EFL students in Kunt's (1997) study

**Table 5.1**

Comparison of the BALLI: the Difficulty of Language Learning

STATEMENT	H88	Y92	T95	O96	K95	K97	W05
3. Some languages are easier to learn than others.	88 86 86	67	63	89 87	90 92	69 72	73
4. The language that I am studying is: 1) a very difficult language, 2) a difficult language, 3) a language of medium difficulty, 4) an easy language, 5) a very easy language	58 <sup>3</sup> 54 59 <sup>3</sup>	45 <sup>3</sup>	41 <sup>3</sup>	48 <sup>2</sup> 46 <sup>2</sup>	60 <sup>3</sup> 54 <sup>3</sup>	56 <sup>3</sup> 59 <sup>3</sup>	51 <sup>3</sup>
5. I believe that I will ultimately learn to speak this language very well.	54 54 52	58	59	48 73	70 65	67 74	73
15. If someone spent one hour a day learning a language, how long would it take them to speak English very well: 1) less than a year, 2) 1-2 years, 3) 3-5 years, 4) 5-10 years, 5) You can't learn a language in 1 hour a day	43 <sup>12</sup> 44 <sup>12</sup> 42 <sup>12</sup>	39 <sup>12</sup>	44 <sup>3</sup>	50 <sup>3</sup> 43 <sup>3</sup>	40 <sup>12</sup> 38 <sup>12</sup>	38 <sup>12</sup> 50 <sup>12</sup>	36 <sup>12</sup>
25. It is easier to speak than understand a foreign language.	60* 64* 63*	42*		53 59	64* 59* 83*	47* 49*	37*
34. It is easier to read and write in foreign language than to speak and understand it.	39 71 63	56	60	38 50	50 58 50	52 53	56

Note: \* Disagree or strongly disagree. The rest of the answers indicate agreement with the item.

<sup>12</sup> indicating the selection of the first and second choices. <sup>2</sup> indicating the selection of the second choice. <sup>3</sup> indicating the selection of the third choice.

In the area of the difficulty of foreign language learning, the Chinese EFL students in the present study were consistent with the other EFL groups (Kunt, 1997; Truitt, 1995; Yang, 1992) in rating English as a language of medium difficulty. The Chinese students (73%) in the present research appeared to be more optimistic than most of the other students groups, except 1% lower than one group of EFL students in Kunt's (1997) study, in believing that they will ultimately learn to speak English very well. The mean for

American studies (88%) and that for the non-American studies (68%) indicated that the American student groups were more supportive that the difficulty of language learning is dependent on the particular language selected than the non-American groups.

As to the time needed to become fluent in English, a substantial number of the Chinese students (36%) in the present study offered similar estimates as the EFL participants in Yang's (1992) study (39%) and Kunt's (1997) study (38%, 50%): 1 to 2 years. Interestingly, although all the subjects in the present study had learned English for at least six years and only 7 out of the 175 subjects rated their English proficiency as "very good," their estimates of the time required to learn English were neither clearly related to their own proficiency levels nor to their feelings about their own ultimate success. To the researcher, it seems to be unreasonable for these Chinese EFL students to expect to achieve English fluency in less than two years when they have not achieved English proficiency after having studied it for over six years. The reasons for these Chinese students having such a high level of over-optimism, which was even contradicted with their own English learning experiences and results, need to be further investigated in future research. Unfortunately, this over-optimism may cause some potential problems among these Chinese students because when students rate the task of language learning as being able to be rapidly accomplished, they are likely to become disappointed and frustrated when their progress is not as rapid as they have expected.

**Table 5.2**

## Comparison of the BALLI: Foreign Language Aptitude

STATEMENT	H88	Y92	T95	O96	K95	K97	W05
1. It is easier for children than adults to learn a foreign language.	88 83 77	83	78	92 96	79 82	89 93	80
2. Some people have a special ability for learning foreign language.	52 46 51	86	60	66 85	53 53	47* 48*	77
10. It is easier for someone who already speaks a foreign language to learn another one.	60 75 69	54	70	48 59	61 69	58 68	55
11. People who are good at mathematics or science are not good at learning foreign languages.	58* 57* 58*	75*	72*	60* 51*	66* 62*	62* 60*	70*
16. I have a special ability for learning foreign languages.	41 33 32		55*	41 41	58 52	19 23	26
19. Women are better than men at learning foreign languages.	49* 50* 60*	36*	56*		51* 49*	66* 65*	27*
30. People who speak more than one language are very intelligent.	22 27 30		42		22 24	23 24	28
33. Everyone can learn to speak a foreign language.	72 73 83	78	50	83 78	80 85	83 85	82

Note: \* Disagree or strongly disagree. The rest of the answers indicate agreement with the item.

With regard to foreign language aptitude, all of the student groups endorsed one general concept of foreign language aptitude: "It is easier for children than adults to learn foreign languages" (item 1). Many of the students in these studies, except for the Turkish EFL students in Kunt's (1997) study, supported the notion that "Some people have a special ability for learning foreign languages" (item 2). Among the student groups, the Chinese students gave the lowest rejection rate to the statement that "Women are better

than men at learning foreign languages” (item 19), which indicating Chinese students may be more aware that females possess special abilities in learning foreign languages.

As for these students’ responses to item 16, the Chinese EFL students in the present and the Trukish EFL students in Kunt’s (1997) study gave the lowest endorsement to the statement that “I have a special ability for learning foreign languages,” while the American university French learners in Kern’s (1995) study gave the highest support in perceiving themselves as having a “special ability” for learning foreign languages. Only 26% of the Chinese EFL subjects in the present study believed that they had such a “special ability.” The difference may be attributed to the fact that French and English belong to the same language family, whereas Chinese differs tremendously from English. Hence, it is not surprising that the American students appeared to be more confident in their abilities of learning French. Another reason to explain the difference between the responses of American university French learners and those of the Chinese EFL students to item 16 may lie in the different cultural backgrounds of the subjects: Asian culture values modesty as a virtue while western culture advocates self-confidence.

**Table 5.3**

Comparison of the BALLI: the Nature of Language Learning

STATEMENT	H88	Y92	T95	O96	K95	K97	W05
8. It is necessary to know about the culture of a language in order to learn to speak that language.	38 43 45	54	85	74 71	38 40	34 35	89
12. It is best to learn a foreign language where it is spoken as a native language.	77 66 70	90	90	74 82	78 84	89 92	96
17. The most important part of learning a foreign language is learning vocabulary words.	45* 49* 49*	55	42	42 45	66* 58*	76 79	56
23. The most important part of learning a foreign language is learning the grammar.	40* 41* 29*	45*	81*	44	50* 40*	72 80	61*
27. Learning a foreign language is different than learning other academic subjects.	76 79 86	66	68	82 87	76 82	72 75	68
28. The most important part of learning a foreign language is learning how to translate from my native language.	70 15 75	72*	62	64 71	76 77	45 57	63*

Note: \* Disagree or strongly disagree. The rest of the answers indicate agreement with the item.

In terms of the nature of foreign language learning (see Table 5.1) the Chinese EFL students in the present study gave the highest (89% and 96%) support to items 8 and 12 when compared to students in previous studies. The high levels of support in this belief may be because of the greater differences between Chinese and western cultures as well as because that none of the subjects in the thesis study have ever traveled to or lived in foreign countries where the target language is spoken as the native language.

Most of the student groups, except the two groups of Turkish students in Kunt's (1997) study, moderately believed that the most important part of learning a language is learning vocabulary. However, beliefs about the primacy of grammar and translation

skills in learning a foreign language varied among the student groups. Most students of foreign languages, Korean EFL and Turkish EFL students endorsed the notion concerning the importance of translation in learning a foreign language, but many Chinese students (63%) in the present study and the Taiwanese students (72%) in Yang's study rejected the statement. Among these student groups, only one group of American students of Japanese in Oh's study and the Turkish students in Kunt's study attached importance to grammar in language learning. Perhaps the Chinese students did not attach much importance to translation and grammar was because of the undergoing reform of college English teaching in China, which emphasizes revamping the college English teaching guidelines by "shifting the emphasis from reading and comprehension to listening and speaking to improve overall English ability" (21<sup>st</sup> Century, March, 2005). Another reason that Chinese EFL students did not attach more importance to learning grammar and translation may be due to the fact that success in English examinations in these EFL contexts, such as the College/Graduate Entrance Examinations, TOFEL, GRE and GMAT, depend, to a large extent, on the mastery of a large vocabulary rather than on grammar and translation.

**Table 5.4**

Comparison of the BALLI: Learning and Communication Strategies

STATEMENT	H88	Y92	T95	O96	K95	K97	W05
7. It is important to speak a foreign language with excellent pronunciation.	40 52 58	97	81	71 90	50 59	78 80	87
9. You shouldn't say anything in a foreign language until you can say it correctly.	83* 73* 77*	92*	93*	69* 75*	88* 87*	83* 81*	87*
13. I enjoy practicing a foreign language with its native speakers.		66	44*	52 55	39 38	70 81	77
14. It's okay to guess if you don't know a word in a foreign language.	43 38 62	85	73	56 73	68 71	72 58	86
18. It is important to repeat and practice a lot.	98 98 98	88	94	97 96	96 95	96 98	91
22. If beginning students are permitted to make errors in a foreign language, it will be difficult for them to speak correctly later on.	48 57 56	80	62*	53 39	33 42	43 53	66
26. It is important to practice with cassettes or tapes.	58 84 71	71	48	58 51	69 71	80 64	75

Note: \* Disagree or strongly disagree. The rest of the answers indicate agreement with the item.

On the topic of learning and communication strategies (see Table 5.4), almost all the student groups agreed about the importance of repetition and practice in language learning (item 18). However, with respect to communication strategies, both differences and similarities were found among the student groups. Most of the student groups, especially the EFL groups, strongly supported the concept that "It is important to speak with an excellent accent" and they rejected the statement that "You shouldn't say anything in a foreign language until you can say it correctly." When compared to American students of foreign languages, Turkish EFL students and Korean EFL students,

the Chinese EFL students in the present study (86%) and Taiwanese EFL students in Yang's study (85%) appeared to be more supportive of the role of guessing in language learning.

As to these students' responses to the statement that "If beginning students are permitted to make errors in a foreign language, it will be difficult for them to speak correctly later on" (item 22), the Chinese students and Taiwanese students' responses reflected different perspectives from those of the other student groups. More students in the present study (66%) and in Yang's study (80%) supported the statement in item 22 than the students in non-Chinese groups. This finding indicated that Chinese and Taiwanese students are more concerned about the bad effects of making errors at the beginning of language learning than the students from other groups. To be more specific, their responses to the above two items (items 14 and 22) reflected that on one hand the Chinese students and Taiwanese are more open to guessing the meaning of a new word from the context than the other student groups, yet on the other hand, they are very conscious of making errors. Therefore, they have high expectations of the teacher's role in tracking and correcting their errors so as to prevent themselves from repeating the same errors.

In addition, more Chinese students in the present study (77%) and Turkish EFL students in Kunt's study (70%, 80%) reported that they enjoyed practicing a foreign language with a native speaker than American language learners and Korean EFL learners. This finding may be because the political and economic situations in China

result in Chinese EFL students having fewer opportunities go abroad and meet with native speakers than American and Korean students. For example, none of the participants in the current research reported having traveled to or lived in any English-speaking countries. Therefore, it is not surprising to see that Chinese students showed a stronger desire and greater curiosity in being able to practice the target language with its native speakers.

**Table 5.5**

Comparison of the BALLI: Motivations and Expectations

STATEMENT	H88	Y92	T95	O96	K95	K97	W05
20. People in my country feel that it is important to speak the language that I am studying.	64 46 54	90	78	52 55	55* 54*	76 74	73
24. I would like to learn a foreign language so that I can get to know its native speakers better.	42 48 46	47*	66*	69	53 56	80* 64*	52
29. If I learn the language that I am studying very well, I will have better opportunities for a good job.	12 22 27	88	74	44 62	25 36	87 90	89
31. I want to learn to speak the language that I am studying well.		99	94	96 96			97
32. I would like to have friends who are the native speakers of the language I am studying.		78	80			9 20	86

Note: \* Disagree or strongly disagree. The rest of the answers indicate agreement with the item.

Finally, concerning motivation and expectations (see Table 5.5), all the student groups who responded to the item (Oh, 1996; Truitt, 1995; Wang, 2005; Yang, 1992), were highly motivated to learn to speak the target languages well (item 31). Compared to the American students of foreign languages, all of the EFL groups more strongly believed that if they learned the target language well, they would have better job opportunities.

Different from the Taiwanese EFL students in Yang's (1992) study, the Korean EFL students in Truitt's (1995) study, and the Turkish EFL students in Kunt's (1997) study, the Chinese EFL students in the present study were more positive about learning English to get to know native speakers of English better. According to these Chinese EFL students' responses to the background questionnaire, none of the subjects in the thesis study reported having traveled to or lived in an English-Speaking country. Therefore, English speakers and western cultures may appear to be very mysterious and attractive to most of these Chinese students, which led to their stronger interests in getting to know English speakers and western cultures.

### ***Foreign Language Anxiety***

Based on the statistical analyses performed on the subjects' responses on the FLCAS, the Chinese EFL students in the current study did experience foreign language anxiety in English class and their scores on the FLCAS scale ranged from 69 to 147, with a mean of 101 and a standard deviation of 12.62. In order to gain a better understanding of the levels of foreign language anxiety reported by these Chinese students, the results of the present study were compared with other anxiety studies using the FLCAS. These studies are Horwitz's study (1986) of American students of Spanish, Adia's (1994) study of American students of Japanese, Truitt's (1995) study of Korean EFL students, Oh's (1996) study of American students of Japanese, and Kunt's (1997) study of Turkish-speaking students of English. The results of the studies on EFL students are summarized in Table 5.6 and the results of the studies on American students learning

other languages are presented in Table 5.7.

**Table 5.6**

Summary of Foreign Anxiety Studies Using the FLCAS (EFL Groups)

Study	n	Mean	SD
Truitt (1995): Korean EFL students	204	101.2	23.37
Kunt (1997): Turkish EFL students	549 326	89.94 90.79	20.31 19.12
Wang (2004): Chinese EFL students	175	101	12.62

As shown in Table 5.6, the mean of the present study was higher than the means of Kunt's (1995) study on two groups of Turkish EFL students, suggesting that Chinese EFL students tended to feel more anxious and nervous when learning foreign languages than Turkish-speaking students. The Turkish-speaking students of English in Kunt's study may have had lower levels of foreign language anxiety than the Chinese students in the present study because the island of the Cyprus, where Kunt sampled his research population, was a British colony from 1878 to 1960. According to Kunt, after the island was partitioned in 1974, the effects of the British occupation have persisted in the education system and these Turkish EFL students have opportunities to interact with native speakers in the local British communities (1995, p. 5). Therefore, Turkish students have had more access to the target language and western cultures when compared to the Chinese EFL students. When compared to the Korean EFL students in Truitt's (1995) study, the Chinese EFL students in the present study reported almost the same level of

foreign language anxiety (101.2 vs. 101). The similar degree of foreign language anxiety that the two EFL groups experienced in English class may be because both Korea and China belong to Asia, and the two countries have much in common with respect to their social and cultural values as well as in their educational systems. Therefore, it is not surprising that Korean EFL students and Chinese EFL students share the same levels of foreign language anxiety when learning English as a foreign language.

**Table 5.7**

Summary of Foreign Language Anxiety Studies Using the FLCAS (American Groups)

Study	n	Mean	SD
Horwitz (1986): American students of Spanish	108	94.5	21.4
Adia (1994): American Students of Japanese	96	96.7	22.1
Oh (1996): American students of Japanese	195	94.8	23.73

The mean anxiety scores of the three other studies shown in Table 5.7 indicated that Chinese university students may experience higher levels of foreign language anxiety than American students. Chinese students may have expressed higher levels of foreign language anxiety than American students because of the great pressure caused by the graduation requirement from most universities and the fierce competition in the current job market in China. In most universities in China, undergraduate students must pass the Band-4 English examination, which is a national Standard English proficiency test, to qualify for graduation. Hence, for most Chinese university EFL students, learning

English is more a necessity than a personal hobby. Further, due to the large population in China, Chinese students are facing overwhelming competition in finding a job after graduating from colleges and universities. Since good English communication skills have gradually become one of the most important recruitment criteria adopted by most companies in China, it is not surprising to see that Chinese students experience higher levels of language anxiety than American language learners.

### ***Relationship between Beliefs about Foreign Language Learning and Foreign Language Anxiety***

In order to investigate the relationship between beliefs about foreign language learning and foreign language anxiety, a factor analysis was performed on the BALLI (Horwitz, 1983, 1988) to determine the underlying construct of the beliefs about foreign language learning reported by the Chinese EFL students in the present study, as well as to obtain factor scores needed for the further statistical analyses. A principal component analysis of the BALLI proposed five factors: 1) motivational beliefs and strategies, 2) perceived difficulty of English learning, 3) language differences and value of language learning, 4) importance of formal learning, and 5) beliefs about foreign language aptitude.

The relationship between the subjects' beliefs about language learning and their foreign language anxiety was examined by using correlations and multiple regression techniques. The total FLCAS scores were found to be significantly correlated with two BALLI factors: "perceived difficulty of English learning" ( $r = .554, p < .01$ ) and "beliefs

about foreign language aptitude” ( $r = -.255, p < .01$ ). These findings indicated 1) a moderate positive relationship between language anxiety and the difficulty of learning English (i.e. students who attributed greater difficulty level to English were likely to feel more anxious in English classes) and 2) a significant but weaker negative relationship between language anxiety and beliefs about foreign language aptitude (i.e. students who attached less importance to language aptitude in English learning and perceived themselves with lower language aptitude tended to feel more anxious in English classes). The first finding of the present study supported Horwitz’s (1988) suggestion that learners’ unrealistic perceptions about the difficulty of language learning may lead to anxiety and frustration, because “student judgments about the difficulty of language learning are critical to the development of their expectations for and commitment to it” (p. 286). In addition, the significantly negative correlation between foreign language anxiety and beliefs about foreign language aptitude found in the present study support Price’s (1988) statement that anxious students tend to perceive themselves as lacking in aptitude for language learning while they perceive others to have it.

From the multiple regression analysis, it was discovered that the second BALLI factor (perceived difficulty of English learning) and the fifth factor (beliefs about foreign language aptitude) were the significant predictors of foreign language anxiety among all the five BALLI factors. Together the two factors accounted for about 36.5% of the total variance of the FLCAS, of which Factor 2 accounted for about 30.3% of the total variance. The results of the multiple analyses suggested that the students in the present

study who believed English was not a very difficult language and who had more confidence in their language learning aptitude tended to have lower levels of anxiety than their peers without such beliefs and confidence. These findings suggest that teachers and educators in China should make efforts to help students develop more realistic estimates towards English learning, as well as to design more effective class activities which can gradually increase students' confidence in their own foreign language learning abilities. For example, English teachers in China can 1) invite some language experts to give presentations about how to learn English, 2) ask successful language learners to share their stories with their peers, 3) encourage anxious students to share their concerns and problems in English learning and help them to deal with these problems, 4) include more pair or small group activities, which can allow anxious students to practice English without the entire class as an audience, in each day's lessons, 5) improve the classroom climate by using some games, simulations, and structured exercises, and 6) provide students with a great deal of encouragement and positive reinforcement to increase their confidence in English learning.

### **Conclusions**

Based on the findings of the present study, several conclusions can be made. First of all, this study found that Chinese EFL students have both similar and different beliefs about foreign language learning compared to American foreign language students (Horwitz, 1988), Taiwanese EFL students (Yang, 1992), Korean EFL students (Truitt, 1995), American students of French (Kern, 1995), American students of Japanese (Oh,

1996), and Turkish-speaking students of English (Kunt, 1997). Compared to the American students of foreign languages, the Chinese students in my study appeared to have stronger motivation, higher expectations, and more positive attitudes towards learning the target language and culture. Unlike most of the other student groups, the Chinese students in my study were more supportive of the role of guessing in language learning, more willing to be corrected by their teachers, and were motivated to learn the target language well, both instrumentally and integratively. Like other student groups, the Chinese students wanted to speak with “an excellent accent,” used a lot of memory and repetition strategies, believed in the importance of vocabulary in language learning, and held stronger positive attitudes towards learning a target language in the native countries.

Second, based on the FLCAS scores, the Chinese EFL students in the thesis study seemed to experience higher levels of foreign language anxiety. When compared with previous studies using the FLCAS, the reported mean FLCAS score in this study was higher than most of the mean scores obtained in the previous studies (Adia, 1994; Horwitz, 1986; Kunt, 1997; Oh, 1996) and it was only slightly lower than the mean score reported in Truitt’s (1995) study. The higher levels of foreign language anxiety reported in this study by Chinese EFL students suggested that culture and learner backgrounds might significantly affect the variable. The results of higher anxiety levels among Chinese EFL students may be attributed to several reasons such as high pressure from passing Band-four English Examinations to qualify for graduation, less access to native speakers and authentic materials, and fierce competition in their future job-hunting.

Finally, two belief factors, “perceived difficulty of English learning” and “beliefs about foreign language aptitude,” were significantly correlated with foreign language anxiety. The belief factor “perceived difficulty of English learning” had a slightly higher positive relationship with foreign language anxiety, while the belief factor “beliefs about foreign language aptitude” yielded a weak, yet significant, negative relationship with foreign language anxiety. Specifically, the Chinese EFL students in this study who believed English was not a very difficult language, had stronger awareness of the importance of foreign language aptitude in language learning, and felt more confident in their own language learning abilities, had lower levels of anxiety than their peers who do not have such belief and confidence. In general, these findings suggest that beliefs about foreign language learning, especially negative beliefs about the difficulty of language learning, and low self-confidence in foreign language aptitude may be a source of foreign language anxiety.

### **Pedagogical Implications**

The findings of this study raise several important pedagogical implications for foreign language teaching and learning.

First, the study characterizes learners’ beliefs about language learning, which broadens the understanding of some major factors that prevent learners from reaching their desired goals of language learning. As Kumaravadivelu (1991) claimed, “the more we know about the learner’s personal approaches and personal concepts, the better and

more productive our intervention will be” (p. 107). In this study, Chinese students held a range of beliefs about different aspects of foreign language learning and they were highly motivated to learn English well. However, some of their beliefs, such as placing a great deal of stress on speaking with “an excellent accent,” and believing that less than two years is enough to become fluent in English appear to be quite unrealistic to the researcher. Unfortunately, when these unrealistic and mismatching beliefs clash with the reality of learning a foreign language, disappointments and frustrations might emerge among these Chinese students. Therefore, teachers can draw on the findings of this study to “confront erroneous beliefs with new information” (Horwitz, 1987, p. 126) and to help their students develop more realistic expectations towards language learning.

Teachers in China can gradually change students’ misconceptions by providing knowledge or illustrations concerning the nature and process of second language acquisition, by listening closely to their students, by presenting students with specific teaching and learning objectives, by setting up specific class time to discuss students’ beliefs concerning language learning, and by caring more about the students’ needs and interests in English classes. Ultimately, these efforts will not only help students to develop more healthy and meaningful beliefs towards language learning but also assist teachers in facilitating the desired learning outcomes in their classrooms.

Second, the study found that Chinese EFL students had a tendency to be more anxious than most of the other student groups and many of them exhibited certain degrees

of communication apprehension in English class. Based on these findings, several suggestions and recommendations can be made concerning how to reduce the negative effects of anxiety on Chinese students so as to better facilitate students with their English learning: 1) teachers in China could include a number of small-group or pair activities in English classes, so that anxious students will have opportunities to practice English without the entire class as an audience; 2) teachers could use topics and themes relevant to students' own lives and interests in English class to increase students' interests in participating in classroom activities. With a topic of personal interest, students can have a chance to show their true selves in English learning, and self-confidence can therefore be gradually established; 3) teachers should provide students with frequent and positive feedbacks as this encouragement and reinforcement will increase their self-confidence. By providing such scaffolding, teachers will gradually provide students with the tools, both technically and emotionally, that will assist them in feeling that they have control over their English learning. This confidence in turn will serve to reduce students' stress and anxiety; and 4) to cope with anxiety that occurs in real-life communication, L2 learners should be given opportunities to become familiar with the characteristics of real-life interactions. Therefore, it is important for teachers to connect specific English words or expressions with English cultural contexts and use more authentic materials to help students learn about the features of natural speech and language use. For example, authentic movies and movies as well as meaningful visual support may be sources of appropriate authentic materials; and 5) teachers should be aware of the learning styles of

their students and attempt to use a variety of practices during a class period that may honor all learning preferences.

Third, the study's analysis of the relationship between foreign language anxiety and beliefs about foreign language learning provides pedagogical implications for identifying sources of anxiety among language learners, especially for how to create learning conditions to overcome those sources. The present study found a significant positive correlation between students' beliefs about the difficulty of language learning and their anxiety levels, and a significant negative correlation between their beliefs about foreign language aptitude and their language anxiety levels.

Based on these findings, Chinese teachers in China should discuss periodically with students in class about their opinions about the difficulty of English learning, as well as develop more effective methods to increase students' self-confidence in their English learning abilities. For example, teachers can 1) encourage students to attend target language movies and videos, form study groups, or join English clubs to help students learn English in less stressful and more meaningful contexts; 2) let anxious students know that they may be able to control some of their own anxiety and increase their self-confidence in English learning by taking responsibility for preparing lessons ahead of time and actively participating in classroom activities; and 3) foster a proactive role on the part of the students to create an atmosphere of group support and a sense of community. With better understanding to the target language they are studying, more realistic expectations for their language development, and more confidence in their

language learning abilities, Chinese EFL students, especially those with high anxiety levels, will gradually learn how to cope with English learning tasks with more appropriate strategies and learn how to deal with anxieties and frustrations with healthier attitudes.

Fourth, knowledge about students' beliefs and their anxiety levels will make it possible for English teachers to create curriculum and instruction in which students' needs and goals are satisfied. For example, the participants in the thesis study strongly endorsed the importance of culture in English learning and they did not consider grammar and translation as the most important parts of English learning. Equipped with this knowledge, more cultural contexts and communicative materials should be added into the current curriculum and lesson planning to meet the perceived needs and expectations of these Chinese EFL students. All these efforts will help to provide a more learner-centered approach to language teaching, where not only students' different learning styles are accommodated but also their best interests are met.

Finally, foreign institutions, especially Canadian ones, can use the results of the study as references to facilitate their services for international students. With the increase of international students entering American and Canadian schools and universities, it is of vital importance for these institutions to understand foreign students' special cultural and linguistic needs, to improve teaching and learning practices for these students, and to help students adapt to the new academic environments more successfully. Instructors in western countries should take ESL students' cultural and educational backgrounds into

consideration, and try to understand their anxiety levels as well as their particular beliefs about language learning. For example, the Chinese EFL students in my thesis study exhibited not only instrumental but also integrative motivation for English learning, indicating that these Chinese learners wanted to not only develop practical communication skills that they could use in their future professions but they also wanted to learn about western cultures, lives, and societies. Therefore, ESL instructors in western contexts should design curriculum that reflects the needs of these job-oriented and culture-oriented student groups such as ESL students from mainland China.

### **Limitations**

Certain limitations of this study should be considered when interpreting the results. The first limitation lies in the use of self-report instruments in general. It is well documented that self-report measures largely depend on the respondents' abilities and are typically subject to distortions such as forgetting and wishful thinking (Nisbett & Wilson, 1977). In addition, using questionnaires, such as the research instruments in this study, constrains the subjects' responses because they are asked to choose from a number of pre-prepared options instead of being asked to give their own ideas freely. To a certain degree, this format might have affected and limited these students' expression of ideas concerning how they felt in English classes, what were their beliefs about English learning, and why they felt anxious when speaking English. These problems should be kept in mind as the findings are interpreted.

Second, this study is a quantitative by nature. Given the complexity and variety of

learner's needs, motivation, educational backgrounds, and learning styles, finding out exactly what individual students think and feel during language class is more complicated venture. Therefore, a quantitative study by itself may not be capable of revealing the whole picture of what kind of beliefs Chinese students hold about learning English as a foreign language, how anxious they are in English class, and why or why not they may exhibit certain levels of language anxiety. In addition, it is difficult to precisely measure affective variables quantitatively because subjects may be reluctant or unable to provide honest responses regarding their own emotional states.

Third, the choice of subjects for this study was conducted at only one university in China. Due to regional differences in China, what these EFL students say about their English learning experience and their reported foreign language anxiety levels cannot illuminate the entire experiences in all post-secondary educational institutions in China. Therefore, caution should be used when generalizing the findings to other populations or settings in China.

Fourth, students' perceptions about English learning and their reported anxiety levels may have individual meaning developed from personal context, experience, and social culture; therefore, the findings of this study may not be able to provide a representative picture of the entire population of Chinese university EFL students. Consequently, we need to be cautious when generalizing the research findings.

The last limitation originates from the statistical procedures used in this thesis study. The multivariate technique of factor analysis is limited in that factor analysis is very

subjective. For example, how many factors to extract, which technique should be used to rotate the factor matrix, which factor loadings are significant, and how to interpret and categorize each factor is all subjected to research's decisions and judgments. In addition, in this study factor scores were used as independent variables when conducting statistical comparisons. However, caution should be taken when interpreting the results of these statistical comparisons because the calculation of factor scores may result in an uncertainty of measurement error associated with these factor scores.

### **Recommendations for Future Research**

Based on the findings of this study, a number of areas have emerged for future research.

First, replication of this study is needed to validate the present findings and to determine whether the reported findings hold true with other populations, such as students from other universities and areas in mainland China.

Second, the results of the study are found both similar to and different from previous studies that involve students from other cultures. Therefore, the study should be replicated with a larger sample size as well as with Chinese students learning other different foreign languages before any generalizations could be made.

Third, Horwitz (1988) pointed out that "it is essential to determine how student beliefs change over the course of language instruction" (p. 291). Thus, it would be interesting to design a study that investigates the changes in students' beliefs about language learning over time.

Fourth, compared with previous studies, this study obtained substantially smaller SD (12.26) on the students' responses to the FLCAS items, indicating that the Chinese students in this study were more homogeneous in their anxiety levels than previously reported. This finding may indicate that Chinese students share more homogeneous backgrounds than the students in other related studies. Therefore, in order to more fully understand Chinese students' beliefs about foreign language learning and foreign language anxiety, future studies need to be conducted using populations with various educational backgrounds and diverse levels of English proficiency, as well as populations in other age groups, such as adult learners and younger learners.

Fifth, because of the unique cultural and social features, instruments aimed specifically at measuring Chinese learners' beliefs about English learning and their language anxiety should be developed based on the BALLI and related research instruments. For example, in an oriental culture, parents have a very strong impact on students' lives. Worry about becoming parents' shame for failing to do well at school is quite natural in China, which may not be common in western countries. In addition, due to the large population in China, Chinese students may be facing more intense pressure and competition both at school and in the society than students in western countries. Therefore, whether or not these factors might affect Chinese students' beliefs about language learning and their language anxiety levels should be addressed in future research instruments.

Sixth, due to the differences between EFL and ESL contexts, future research could

be designed to examine the differences between Chinese students in EFL settings, who depend mainly on English classes and Chinese students in ESL settings, who have frequent contacts with native speakers and western cultures, and increased opportunities to listen to authentic input.

Finally, only self-report measures were used in this thesis study and the study was quantitative in nature. Therefore, it is recommended that interviews and observations be used to supplement the use of self-report measures and a combination of both qualitative and quantitative methods should be employed in future studies in order to gain a better and in-depth understanding of Chinese students' foreign language anxiety levels and their beliefs about English learning.

In conclusion, I believe that this study provides some meaningful insights for foreign language teachers and researchers with respect to students' beliefs and interests in foreign language learning. Most importantly, I believe that the findings of the study can increase mutual understanding between teachers and students, help teachers and educators generate better strategies to alleviate students' negative experiences of foreign language learning and, therefore, create more meaningful learning experiences, which can be extended to lifelong learning.

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## Human Research Ethics Board Certificate of Approval

<p><u>Principal Investigator</u>                  Nan Wang                  Graduate Student  <u>Co-Investigator(s):</u></p>	<p><u>Department/School</u>                  EDCD</p>	<p><u>Supervisor</u>                  Dr. Robert Anthony</p>	
<p><u>Project Title:</u> <b>Beliefs about language learning and foreign language anxiety: A study of university students learning English as a Foreign language in Mainland China</b></p>			
<p><u>Protocol No.</u>                  507-04</p>	<p><u>Approval Date</u>                  05-Jan-05</p>	<p><u>Start Date</u>                  05-Jan-05</p>	<p><u>End Date</u>                  04-Jan-06</p>

### Certification

This certifies that the UVic Human Research Ethics Board has examined this research protocol and concludes that, in all respects, the proposed research meets appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Subjects.

Dr. Richard Keeler  
 Associate Vice-President, Research

This Certificate of Approval is valid for the above term provided there is no change in the procedures. Extensions or minor amendments may be granted upon receipt of a "Research Status" form.

507-04 Wang, Nan

## **Appendix B: Participant Consent Forms and Invitation Letter**

### **Participant Consent Form for Chinese EFL Students at Northwest University of Political Science and Law, Shaanxi Province, P. R. China**

#### **Beliefs about Language Learning and Foreign Language Anxiety: A Study of University Students Learning English as a Foreign Language in Mainland China**

You are being invited to participate in a study entitled “Beliefs about Language Learning and Foreign Language Anxiety: A Study of University Students Learning English as a Foreign Language in Mainland China” that is being conducted by Nan Wang. Nan Wang is a graduate student in the department of Curriculum and Instruction, Faculty of Education, at the University of Victoria and you may contact her if you have further questions by telephone 250-5929768 or email [wangnan@uvic.ca](mailto:wangnan@uvic.ca).

As a graduate student, I am required to conduct research as part of the requirements for a degree in MA. It is being conducted under the supervision of Dr. Robert Anthony. You may contact him if you have any questions by telephone 250-7217780 or email [ranthony@uvic.ca](mailto:ranthony@uvic.ca).

The purposes of this research project are:

- (1) To describe the beliefs about language learning held by Chinese University EFL students;
- (2) To measure the levels of foreign language anxiety of Chinese EFL university students;
- (3) To describe the effects of background variables such as gender, grade level, on Chinese EFL university students’ beliefs about language learning and foreign language anxiety;
- (4) To describe the relationship between Chinese EFL university students’ beliefs about language learning and their levels of foreign language anxiety.

Research of this type is important because:

- (1) It fills in a significant gap existing between previous studies conducted in the field of second language learning: examining the relationships between foreign language learning and beliefs about language learning among university students learning English as a foreign language in a Chinese context;
- (2) It examines foreign language anxiety level of English learners in China, a country barely explored in the field of foreign language anxiety;

- (3) It characterizes learner beliefs about language learning, which broadens the understanding of some major factors that prevents learners from reaching their desired goals of language learning.

This study will contribute in the following areas:

- (1) Understanding beliefs about language learning and levels of anxiety on language learning enhances the effectiveness of learning and teaching in the classroom;
- (2) The knowledge and insight gained from the study can contribute to a more general understanding of language acquisition;
- (3) The findings can be used by Chinese learners and teachers to improve their foreign language classroom practice;
- (4) The research has the potential to contribute to the ongoing reform of Chinese post-secondary education institutions;
- (5) The foreign institutions, especially Canadian ones, can use the results of the study as references to facilitate their services for international students.

You are being asked to participate in this study because you (1) are an undergraduate university student;(2) are non-native speakers of English; (3)have had study English for at least 6 years in junior and senior high school. If you agree to voluntarily participate in this research, you will be asked to fill out a Chinese version of English learning questionnaire, which contains a background questionnaire, the Foreign Language Classroom Anxiety Scale (FLCAS), and the Beliefs about Language Learning Inventory (BALLI). Answering these questions should take less than 40 minute. This study should be an interesting experience for you and will provide an opportunity for you to express what you think about English and how you feel about it.

There are no known or anticipated risks to you by participating in this research. The potential benefits of your participation in this research include: you will gain insights into their own foreign language learning, learn how to face the frustration and anxiety experienced during your language learning process with more positive attitudes, learn how to choose strategies appropriate to cope with the frustration and anxiety, develop more realistic beliefs about language learning, and be able to deal more effectively with classroom practice; you will also heighten your awareness of the relationships between foreign language anxiety and their beliefs about language learning.

Your participation in this research must be completely voluntary. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. If you do withdraw from the study, your data will be used in the study only if you agree to its use; otherwise it will be destroyed.

Please be assured that the information collected in this questionnaire will be kept confidential and used for the purpose of this study only. Confidentiality will be protected through that only the researcher and her supervisor will have access to any raw data. All the questionnaires will be kept in a locked filing cabinet in my private residence until the research project has been completed at which time the questionnaires will be destroyed.

A summary of the results of this study will be shared with you if you contact the researcher with your request. The aggregate data will be reported in an MA thesis and may be presented at scholarly conferences, and in published articles.

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In addition to being able to contact the researcher and the supervisor at the above phone numbers, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice-President, Research at the University of Victoria (250-472-4362).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

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*Name of Participant*

*Signature*

*Date*

***A copy of this consent will be left with you, and a copy will be taken by the researcher.***

**Participant Consent Form for the Dean of Department of College English at Northwest University of Political Science and Law, Shaanxi Province, P. R. China**

**Beliefs about Language Learning and Foreign Language Anxiety: A Study of University Students Learning English as a Foreign Language in Mainland China**

Students from your university are being invited to participate in a study entitled “Beliefs about Language Learning and Foreign Language Anxiety: A Study of University Students Learning English as a Foreign Language in Mainland China” that is being conducted by Nan Wang. Nan Wang is a graduate student in the department of Curriculum and Instruction, Faculty of Education, at the University of Victoria and you may contact her if you have further questions by telephone 250-5929768 or email [wangnan@uvic.ca](mailto:wangnan@uvic.ca).

As a graduate student, I am required to conduct research as part of the requirements for a degree in MA. It is being conducted under the supervision of Dr. Robert Anthony. You may contact my supervisor if you have any questions by telephone 250-7217780 or email [ranthony@uvic.ca](mailto:ranthony@uvic.ca).

The purposes of this research project are:

- (1) To describe the beliefs about language learning held by Chinese University EFL students;
- (2) To measure the levels of foreign language anxiety of Chinese EFL university students;
- (3) To describe the effects of background variables such as gender, grade level, on Chinese EFL university students’ beliefs about language learning and foreign language anxiety;
- (4) To describe the relationship between Chinese EFL university students’ beliefs about language learning and their levels of foreign language anxiety.

Research of this type is important because:

- (1) It fills in a significant gap existing between previous studies conducted in the field of second language learning: examining the relationships between foreign language learning and beliefs about language learning among university students learning English as a foreign language in the Chinese context;
- (2) It examines foreign language anxiety level of English learners in China, a country barely explored in the field of foreign language anxiety;
- (3) It characterizes learner beliefs about language learning, which broadens the understanding of some major factors that prevents learners from reaching their desired goals of language learning.

This study will contribute in the following areas:

- (1) Understanding beliefs about language learning and levels of anxiety on language learning enhances the effectiveness of learning and teaching in the classroom;
- (2) The knowledge and insight gained from the study can contribute to a more general understanding of language acquisition;
- (3) The findings can be used by Chinese learners and teachers to improve their foreign language classroom practice;
- (4) The research has the potential to contribute to the ongoing reform of Chinese post-secondary education institutions;
- (5) The foreign institutions, especially Canadian ones, can use the results of the study as references to facilitate their services for international students.

You are being asked for consent to allow the researcher to collect data from your students because the researcher worked at the university as an English teacher for four years, so the researcher can convince an expected number of students to participate in this study on a qualified basis. If you give consent to the researcher to conduct this research in your department, then your students will be asked to complete a Chinese Version of English learning questionnaire, which includes a background questionnaire, the Foreign Language Classroom Scale (FLCAS), and the Beliefs about Language learning (BALLI).

There are no known or anticipated risks to your students by participating in this research. The potential benefits of their participation in this research include: they will gain insights into their own foreign language learning, learn how to face the frustration and anxiety experienced during they language learning process with more positive attitudes, learn how to choose strategies appropriate to cope with the frustration and anxiety, develop more realistic beliefs about language learning, and be able to deal more effectively with classroom practice; they will also heighten their awareness of the relationships between foreign language anxiety and their beliefs about language learning.

Your students' participation in this research must be completely voluntary. If they do decide to participate, they may withdraw at any time without any consequences or any explanation. If they do withdraw from the study, then their data will be used in this study only if they agree to its use; otherwise it will be destroyed.

Please be assured that the information collected in this questionnaire will be kept confidential and used for the purpose of this study only. Confidentiality will be protected by not revealing personal information without both your consent and your students' consent in writing. Only the researcher and her supervisor will have access to any raw data. All the questionnaires will be kept in a locked filing cabinet in my private residence

until the research project has been completed at which time the questionnaires will be destroyed.

It is anticipated that the results of this study will be shared with others in the following ways: directly to participants, thesis, presentations at scholarly meetings or conferences, and in published articles and possibly on Internet. You will be offered a chance to read, see, and or hear anything that the researcher plans to use before it is published so that you can offer feedback. All data from this study will be archived for future generations with your permission. After the research is complete, all raw data and field notes will be destroyed.

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In addition to being able to contact the researcher and the supervisor at the above phone numbers, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice-President, Research at the University of Victoria (250-472-4362).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

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*Name of Participant*

*Signature*

*Date*

***A copy of this consent will be left with you, and a copy will be taken by the researcher.***

## **Participant Consent Form for English teacher at Northwest University of Political Science and Law, P. R. China**

### **Beliefs about Language Learning and Foreign Language Anxiety: A Study of University Students Learning English as a Foreign Language in Mainland China**

Students from your class are being invited to participate in a study entitled “Beliefs about Language Learning and Foreign Language Anxiety: A Study of University Students Learning English as a Foreign Language in Mainland China” that is being conducted by Nan Wang. Nan Wang is a graduate student in the department of Curriculum and Instruction, Faculty of Education, at the University of Victoria and you may contact her if you have further questions by telephone 250-5929768 or email [wangnan@uvic.ca](mailto:wangnan@uvic.ca).

As a graduate student, I am required to conduct research as part of the requirements for a degree in MA. It is being conducted under the supervision of Dr. Robert Anthony. You may contact my supervisor if you have any questions by telephone 250-7217780 or email [ranthony@uvic.ca](mailto:ranthony@uvic.ca).

The purposes of this research project are:

- (1) To describe the beliefs about language learning held by Chinese University EFL students;
- (2) To measure the levels of foreign language anxiety of Chinese EFL university students;
- (3) To describe the effects of background variables such as gender, grade level, on Chinese EFL university students’ beliefs about language learning and foreign language anxiety;
- (4) To describe the relationship between Chinese EFL university students’ beliefs about language learning and their levels of foreign language anxiety.

Research of this type is important because:

- (1) It fills in a significant gap existing between previous studies conducted in the field of second language learning: examining the relationships between foreign language learning and beliefs about language learning among university students learning English as a foreign language in the Chinese context;
- (2) It examines foreign language anxiety level of English learners in China, a country barely explored in the field of foreign language anxiety;
- (3) It characterizes learner beliefs about language learning, which broadens the understanding of some major factors that prevents learners from reaching their desired goals of language learning.

This study will contribute in the following areas:

- (1) Understanding beliefs about language learning and levels of anxiety on language learning enhances the effectiveness of learning and teaching in the classroom;
- (2) The knowledge and insight gained from the study can contribute to a more general understanding of language acquisition;
- (3) The findings can be used by Chinese learners and teachers to improve their foreign language classroom practice;
- (4) The research has the potential to contribute to the ongoing reform of Chinese post-secondary education institutions;
- (5) The foreign institutions, especially Canadian ones, can use the results of the study as references to facilitate their services for international students.

You are being asked for consent to allow the researcher to collect data from your students. If you give consent to the researcher to conduct this research in your department, then your students will be asked to complete a Chinese Version of English learning questionnaire, which includes a background questionnaire, the Foreign Language Classroom Scale (FLCAS), and the Beliefs about Language learning (BALLI).

There are no known or anticipated risks to your students by participating in this research. The potential benefits of their participation in this research include: they will gain insights into their own foreign language learning, learn how to face the frustration and anxiety experienced during they language learning process with more positive attitudes, learn how to choose strategies appropriate to cope with the frustration and anxiety, develop more realistic beliefs about language learning, and be able to deal more effectively with classroom practice; they will also heighten their awareness of the relationships between foreign language anxiety and their beliefs about language learning.

Your students' participation in this research must be completely voluntary. If they do decide to participate, they may withdraw at any time without any consequences or any explanation. If they do withdraw from the study, then their data will be used in this study only if they agree to its use; otherwise it will be destroyed.

Please be assured that the information collected in this questionnaire will be kept confidential and used for the purpose of this study only. Confidentiality will be protected by not revealing personal information without both your consent and your students' consent in writing. Only the researcher and her supervisor will have access to any raw data. All the questionnaires will be kept in a locked filing cabinet in my private residence until the research project has been completed at which time the questionnaires will be destroyed.

It is anticipated that the results of this study will be shared with others in the following

ways: directly to participants, thesis, presentations at scholarly meetings or conferences, and in published articles and possibly on Internet. You will be offered a chance to read, see, and or hear anything that the researcher plans to use before it is published so that you can offer feedback. All data from this study will be archived for future generations with your permission. After the research is complete, all raw data and field notes will be destroyed.

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In addition to being able to contact the researcher and the supervisor at the above phone numbers, you may verify the ethical approval of this study, or raise any concerns you might have, by contacting the Associate Vice-President, Research at the University of Victoria (250-472-4362).

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researchers.

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*Name of Participant*

*Signature*

*Date*

***A copy of this consent will be left with you, and a copy will be taken by the researcher.***

**Invitation Letter to Chinese EFL students at Northwest University of Political Science and Law, Shaanxi Province, P. R. China**

Dear students,

I am a Chinese graduate student in the Department of Curriculum and Instruction, Faculty of Education at the University of Victoria. Since I have seen a lot of students experience frustration and anxiety when learning foreign languages, I am interested in identifying the possible sources of foreign language anxiety to help students learn a foreign language more effectively and less painfully. My current research is part of my MA program on investigating beliefs about language learning and foreign language anxiety of Chinese university students learning English as a foreign language (EFL).

The purposes of this research project are: (1) to describe the beliefs about language learning held by Chinese University EFL students, (2) to measure the levels of foreign language anxiety of Chinese EFL university students, (3) to describe the effects of background variables such as gender, grade level, on Chinese EFL university students' beliefs about language learning and foreign language anxiety, and (4) to describe the relationship between Chinese EFL university students' beliefs about language learning and their levels of foreign language anxiety.

The participation will include complete a Chinese Version of English learning questionnaire, which includes a background questionnaire, the Foreign Language Classroom Scale (FLCAS), and the Beliefs about Language learning (BALLI). This study should be an interesting experience for you and will provide an opportunity for you to understand what you think about English learning and how you feel about it.

Your participation in this research is completely voluntary. It will take you 25 to 39 minutes to finish the questionnaires. If you do decide to participate, you may withdraw at any time without any consequences or any explanation. Your data will not be used without your ongoing consent. Also, in terms of protecting your anonymity, you will not be identified by name or position anywhere in this study unless your permission to do so is given. If you return the questionnaires, it will be understood that you have consented to participate in the current study. Please do not write your name on the questionnaires.

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Your participation is very important. It not only will help me to finish this research, but also it might benefit to your and other Chinese students' learning.

Your signature below indicates that you understand the above conditions of participation in this study and that you have had the opportunity to have your questions answered by the researcher. If you are interested in this research, please contact me at 250-5929-768 or by email [wangnan@uvic.ca](mailto:wangnan@uvic.ca) for further information about the research. Thank you for

your assistance.

Sincerely,

Nan Wang

**Note: Please do not write your name on the questionnaires**

### **Appendix C: Background Questionnaire**

#### **English Version**

**Instruction:** The questions below are for research purpose only. Your answer will not be made available to anyone. Please answer the following questions:

1. Gender: \_\_\_\_\_ Male      \_\_\_\_\_ Female

2. Age: \_\_\_\_\_

3. Major: \_\_\_\_\_

4. Grade Level: 1) First year    2) Second year

5. Years of Learning English: \_\_\_\_\_

6. Have you ever learnt other foreign languages besides English?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

7. Have you ever traveled or lived in an English-speaking country?

\_\_\_\_\_ Yes      \_\_\_\_\_ No

8. How do you evaluate your own English?

1) very poor    2) poor    3) neither poor or good    4) good    5) very good

## Chinese Version

注意：请不要在问卷调查表上填写你的名字

请回答以下各项问题，本问卷调查仅供学术研究使用，您的回答对我们的研究又非常重要的贡献。

1. 性别：\_\_\_\_\_男 \_\_\_\_\_女
2. 年龄：\_\_\_\_\_
3. 专业：\_\_\_\_\_
4. 年级：1)大一 2)大二
5. 请问你学习英语有几年了？ \_\_\_\_\_年
6. 除了英语你还学过其它外语吗？ \_\_\_\_\_是 \_\_\_\_\_否
7. 请问你曾经到说英语的国家旅游或居住过吗？ \_\_\_\_\_是 \_\_\_\_\_否
8. 你认为自己的英文程度如何？  
1)非常差 2)差 3)不好也不坏 4)好 5)很好

## Appendix D: Beliefs about Language Learning Inventory (BALLI)

### English Version

**Instruction:** Below are beliefs that some people have about learning foreign languages.

Please read each statement and circle the answer that best matches your feelings about each statement: 1 = SA (strongly agree), 2 = A (agree), 3 = N (neither agree nor disagree), 4 = D (disagree), 5 = SD (strongly disagree).

1. It is easier for children than adults to learn a foreign language.

1) SA 2) A 3) N 4) D 5) SD

2. Some people have a special ability for learning foreign language.

1) SA 2) A 3) N 4) D 5) SD

3. Some languages are easier to learn than others.

1) SA 2) A 3) N 4) D 5) SD

4. English is

1) a very difficult language 2) a difficult language 3) a language of medium difficulty 4) an easy language 5) a very easy language

5. I believe that I will ultimately learn to speak this language very well.

1) SA 2) A 3) N 4) D 5) SD

6. People at my country are good at learning foreign languages.

1) SA 2) A 3) N 4) D 5) SD

7. It is important to speak English with excellent pronunciation.

1) SA 2) A 3) N 4) D 5) SD

8. It is necessary to know about English-speaking cultures in order to learn to speak English.
- 1) SA 2) A 3) N 4) D 5) SD
9. You shouldn't say anything in English until you can say it correctly.
- 1) SA 2) A 3) N 4) D 5) SD
10. It is easier for someone who already speaks a foreign language to learn another one.
- 1) SA 2) A 3) N 4) D 5) SD
11. People who are good at mathematics or science are not good at learning foreign languages.
- 1) SA 2) A 3) N 4) D 5) SD
12. It is best to learn English in an English-speaking country.
- 1) SA 2) A 3) N 4) D 5) SD
13. I enjoy practicing English with native speakers of English.
- 1) SA 2) A 3) N 4) D 5) SD
14. It's okay to guess if you don't know a word in English.
- 1) SA 2) A 3) N 4) D 5) SD
15. If someone spent one hour a day learning English, how long would it take then to speak English very well:
- 1) less than a year 2) 1-2 years 3) 3-5 years 4) 5-10 years 5) You can't learn a language in 1 hour a day
16. I have a special ability for learning foreign languages.

1) SA 2) A 3) N 4) D 5) SD

17. The most important part of learning English is learning vocabulary words.

1) SA 2) A 3) N 4) D 5) SD

18. It is important to repeat and practice a lot.

1) SA 2) A 3) N 4) D 5) SD

19. Women are better than men at learning foreign languages.

1) SA 2) A 3) N 4) D 5) SD

20. People in my country feel that it is important to speak English.

1) SA 2) A 3) N 4) D 5) SD

21. I feel timid speaking English with other people.

1) SA 2) A 3) N 4) D 5) SD

22. If beginning students are permitted to make errors in English, it will be difficult for them to speak correctly later on.

1) SA 2) A 3) N 4) D 5) SD

23. The most important part of learning English is learning the grammar.

1) SA 2) A 3) N 4) D 5) SD

24. I would like to learn English so that I can get to know native speakers of English better.

1) SA 2) A 3) N 4) D 5) SD

25. It is easier to speak than understand English.

1) SA 2) A 3) N 4) D 5) SD

26. It is important to practice with cassettes or tapes.

1) SA 2) A 3) N 4) D 5) SD

27. Learning a foreign language is different than learning other academic subjects.

1) SA 2) A 3) N 4) D 5) SD

28. The most important part of learning English is learning how to translate from my native language.

1) SA 2) A 3) N 4) D 5) SD

29. If I learn English very well, I will have better opportunities for a good job.

1) SA 2) A 3) N 4) D 5) SD

30. People who speak more than one language are very intelligent.

1) SA 2) A 3) N 4) D 5) SD

31. I want to learn to speak English well.

1) SA 2) A 3) N 4) D 5) SD

32. I would like to have friends who are native speakers of English.

1) SA 2) A 3) N 4) D 5) SD

33. Everyone can learn to speak a foreign language.

1) SA 2) A 3) N 4) D 5) SD

34. It is easier to read and write English than to speak and understand it.

1) SA 2) A 3) N 4) D 5) SD

**Chinese Version**

这份问卷是关于你对于学习外语的看法。这份问卷调查没有绝对的对或错的答案。我们只是对您的看法感兴趣。经仔细阅读各项叙述，让后决定您是：1) 非常同意，2) 同意，3) 既不同意也不不同意，4) 不同意，5) 非常不同意

1. 和大人比起来，小孩学外语要容易一些。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

2. 有些人在学习外语方面有特殊的天分。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

3. 相比较之下，有些语言是比较容易学的。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

4. 英语是一种：

1)非常难学的语言 2) 难学的语言 3) 不算难学的语言 4) 容易学的语言 5) 非常容

易学的语言

5. 我相信我最终可以把英语讲得很好。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

6. 中国人很擅长学习外语。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

7. 用标准的发音讲英语是很重要的。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

8. 为了学英语，了解英语系国家的文化是很必要的。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

9. 不能将英语说的正确无误之前, 不该开口说任何英语。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

10. 对于一个已经会说一门外语的人来说, 再学习另外一门外语会比较容易些。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

11. 擅长数学或自然科学的人不擅长学习外语。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

12. 在说英语的国家学习英语相对比较容易些。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

13. 我喜欢和英语母语者(比如说美国人或英国人)练习英语。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

14. 当不认识某一个英语单词的时候, 可以去猜测它的意思。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

15. 如果一个人一天花一小时的时间来学习一门外语, 他/她需要多久才能说得很流利?

1) 不到一年的时间 2) 1-2 年 3) 3-5 年 4) 5-10 年 5) 不可能一天只花一小时就能将

某种外语学好

16. 我有学习外语的天份。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

17. 学习外语, 重要的部分是词汇的学习。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

18. 反复不断地练习是很重要的。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

19. 在学习外语方面, 女性比男性强。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

20. 中国人认为会说英语是很重要的。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

21. 我和别人说英语时会感到很羞怯。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

22. 如果初学英语的人被允许犯错而不予以纠正, 那么他们日后将很难把英语说得很正确。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

23. 学习外语, 最重要的部分是语法的学习。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

24. 我希望能学好英语, 这样我就能更好地了解英语母语者。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

25. 学习外语时, 说外语比听懂外语要容易些。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

26. 学习外语时, 利用录音带来练习是很重要的。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

27. 学习外语和学习其它的科目不一样。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

28. 学习英语, 最重要的是学会如何将母语翻译成英文。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

29. 如果能将英语学好, 我就会有更多的机会找到较好的工作。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

30. 会说超过一种语言以上的人比较聪明。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

31. 我想把英语说好。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

32. 我希望和英语母语者交朋友。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

33. 我们每一个人都有能力学会说外语。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

34. 英语的读和写比英语的听和说要容易些。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

## Appendix E: Foreign Language Classroom Anxiety Scale (FLCAS)

### English Version

**Instruction:** Please circle the answer that best matches your feelings about each

statement: 1 = SA (strongly agree), 2 = A (agree), 3 = N (neither agree nor disagree), 4 = D (disagree), 5 = SD (strongly disagree).

1. I never feel quite sure of myself when I am speaking in my English class.  
1) SA   2) A   3) N   4) D   5) SD
2. I don't worry about making mistakes in English class.  
1) SA   2) A   3) N   4) D   5) SD
3. I tremble when I know that I'm going to be called in English class.  
1) SA   2) A   3) N   4) D   5) SD
4. It frightens me when I don't understand what the teacher is saying in English.  
1) SA   2) A   3) N   4) D   5) SD
5. It wouldn't bother me at all to take more English classes.  
1) SA   2) A   3) N   4) D   5) SD
6. During English class, I find myself thinking about things that have nothing to do with the course.  
1) SA   2) A   3) N   4) D   5) SD
7. I keep thinking that the other students are better at English than I am.  
1) SA   2) A   3) N   4) D   5) SD
8. I am usually at ease during tests in my English class.

1) SA 2) A 3) N 4) D 5) SD

9. I start to panic when I have to speak without preparation in English class.

1) SA 2) A 3) N 4) D 5) SD

10. I worry about the consequences of failing my English class.

1) SA 2) A 3) N 4) D 5) SD

11. I don't understand why some people get so upset over English classes.

1) SA 2) A 3) N 4) D 5) SD

12. In English class, I can get so nervous I forget things I know.

1) SA 2) A 3) N 4) D 5) SD

13. It embarrasses me to volunteer answers in my English class.

1) SA 2) A 3) N 4) D 5) SD

14. I would not be nervous speaking English with native speakers.

1) SA 2) A 3) N 4) D 5) SD

15. I get upset when I don't understand what the teacher is correcting.

1) SA 2) A 3) N 4) D 5) SD

16. Even if I am well prepared for English class, I feel anxious about it.

1) SA 2) A 3) N 4) D 5) SD

17. I often feel like not going to my English class.

1) SA 2) A 3) N 4) D 5) SD

18. I feel confident when I speak in English class.

1) SA 2) A 3) N 4) D 5) SD

19. I am afraid that my English teacher is ready to correct every mistake I make.

1) SA 2) A 3) N 4) D 5) SD

20. I can feel my heart pounding when I'm going to be called on in English class.

1) SA 2) A 3) N 4) D 5) SD

21. The more I study for A English test, the more confused I get.

1) SA 2) A 3) N 4) D 5) SD

22. I don't feel pressure to prepare very well for English class.

1) SA 2) A 3) N 4) D 5) SD

23. I always feel that the other students speak English better than I do.

1) SA 2) A 3) N 4) D 5) SD

24. I feel very self-conscious about speaking English in front of other students.

1) SA 2) A 3) N 4) D 5) SD

25. English class moves so quickly I worry about getting left behind.

1) SA 2) A 3) N 4) D 5) SD

26. I feel more tense and nervous in my English class than in my other classes.

1) SA 2) A 3) N 4) D 5) SD

27. I get nervous and confused when I am speaking in my English class.

1) SA 2) A 3) N 4) D 5) SD

28. When I'm on my way to English class, I feel sure and relaxed.

1) SA 2) A 3) N 4) D 5) SD

29. I got nervous when I don't understand every word the English teacher says.

1) SA 2) A 3) N 4) D 5) SD

30. I feel overwhelmed by the number of rules you have to learn to speak English.

1) SA 2) A 3) N 4) D 5) SD

31. I am afraid that the other students will laugh at me when I speak English.

1) SA 2) A 3) N 4) D 5) SD

32. I would probably feel comfortable around native speakers of English.

1) SA 2) A 3) N 4) D 5) SD

33. I get nervous when the English teacher asks questions which I haven't prepared in advance.

1) SA 2) A 3) N 4) D 5) SD

## Chinese Version

这份问卷是有关您上外语课时的感受。这份问卷调查没有绝对的对或错的答案。我们只是对您的看法感兴趣。经仔细阅读各项叙述，让后决定您是：1) 非常同意，2) 同意，3) 既不同意也不不同意，4) 不同意，5) 非常不同意

1. 在英语课上发言的时候，我通常不太能确定我讲得对不对。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

2. 上英语课的时候我不担心会犯错。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

3. 上英语课时，当我知道老师要叫我回答问题时，我会紧张得发抖。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

4. 当我不明白老师用英语说的是什麼的时候，我感到很害怕。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

5. 我一点都不在意再多上一些英语课。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

6. 上英语课时，我发现自己总是想些和课堂内容无关的事。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

7. 我总是觉得别的同学的英语能力比我强。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

8. 英语测试时，我通常都觉得很轻松。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

9. 在英语课上当我没经准备就得发言时，我会感到很惊慌。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

10. 我对英语课不及格的后果感到很担忧。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

11. 我不懂为什麼有些人在上英语课时, 会感到烦乱不安。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

12. 上英语课时, 我会紧张得连我知道的东西都忘了。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

13. 上英语课时, 我不好意思主动要求回答课堂问题。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

14. 跟讲英语的外国人说英语时, 我不会感到紧张。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

15. 但我不明白老师纠正我的是什麼的时候, 我会很感到很烦乱。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

16. 上英语课时, 即使我准备得很好, 我还是感到紧张。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

17. 我常常不太想去上英语课。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

18. 我在英语课上发言的时候感觉很自信。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

19. 我很害怕我的英语老师随时准备纠正我所犯的每一个错误。

1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

20. 上英语课时，当我感觉到我有可能被叫到发言时，我就会心跳得很厉害。
- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意
21. 考英语前我越复习越糊涂。
- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意
22. 我不觉得有要为英语课做好充足准备的压力。
- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意
23. 我总觉得其他同学的英语说得比我好。
- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意
24. 在别的同学面前说英语时我觉得难为情。
- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意
25. 英语课的进度太快了，我担心会跟不上。
- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意
26. 我在英语课上比在其它的课上要紧张些。
- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意
27. 在英语课上发言时，我感到既紧张又头脑不清楚。
- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意
28. 当我去上英语课时，我觉得很有信心，很放松。
- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意
29. 当我没听懂英语老师所讲的每一个词时，我感到很紧张。
- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意
30. 学习一门外语要掌握的规则实在太多了，我觉得吃不消。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

31. 我说英语的时候害怕别的同学会笑话我。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

32. 跟英语母语者在一块时，我很可能会觉得很自在。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

33. 当英语老师问我事先没准备过的问题时，我感到很紧张。

- 1) 非常同意 2) 同意 3) 既不同意也不不同意 4) 不同意 5) 非常不同意

## Appendix F: Factor Analysis for the BALLI

### Initial Analyses

#### *Rotated Loading Matrix*

	Factor1	Factor2	Factor3	Factor4	Factor5
BALLI32	0.793	0.144	0.003	-0.096	0.001
BALLI31	0.757	0.126	-0.072	-0.064	-0.004
BALLI18	0.568	-0.086	0.147	0.123	0.137
BALLI05	0.157	0.794	-0.128	-0.004	0.079
BALLI16	0.069	0.782	-0.044	0.112	0.074
BALLI04	-0.120	-0.710	-0.079	0.030	0.249
BALLI03	-0.051	0.022	0.740	-0.067	0.122
BALLI25	0.056	0.158	0.035	0.800	0.088
BALLI23	-0.213	-0.100	-0.040	0.668	-0.013
BALLI19	-0.010	-0.086	0.190	0.044	0.771
BALLI22	0.088	0.042	0.006	-0.044	-0.001
BALLI07	0.296	0.099	0.263	-0.105	-0.008
BALLI24	0.126	0.260	0.042	0.109	0.262
BALLI01	0.220	0.010	0.073	0.197	0.122
BALLI27	0.168	-0.186	-0.134	0.253	0.337
BALLI29	0.068	0.115	0.132	0.006	-0.035
BALLI21	0.022	-0.340	-0.184	-0.079	0.258
BALLI17	0.044	0.009	-0.121	0.173	0.125
BALLI10	0.054	-0.078	0.027	-0.059	0.124
BALLI14	0.128	-0.027	-0.046	-0.012	-0.014
BALLI20	0.356	0.107	0.120	0.026	0.020
BALLI11	-0.116	-0.169	0.302	0.016	0.418
BALLI28	-0.003	-0.308	-0.142	0.186	0.071
BALLI26	0.227	0.015	0.372	-0.014	0.034
BALLI33	0.384	0.296	-0.389	-0.177	0.187
BALLI09	-0.449	-0.348	-0.008	-0.000	0.048
BALLI06	-0.012	0.417	0.042	-0.222	0.066
BALLI12	0.400	0.025	-0.032	-0.012	-0.051
BALLI02	0.344	-0.166	0.415	0.036	0.304
BALLI34	0.127	-0.052	0.461	0.349	-0.205
BALLI08	0.372	0.303	-0.165	-0.016	0.421
BALLI15	-0.017	0.407	0.041	0.028	-0.171
BALLI13	0.470	0.289	0.037	0.115	-0.147
BALLI30	-0.017	0.004	0.439	0.116	0.360

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	Factor6	Factor7	Factor8	Factor9	Factor10
BALLI32	0.215	-0.131	0.073	-0.067	-0.070
BALLI31	0.059	0.210	0.133	0.066	0.069
BALLI18	0.119	0.080	-0.213	0.124	-0.018
BALLI05	0.090	0.029	-0.049	0.076	-0.020
BALLI16	0.121	0.053	0.002	-0.049	0.024
BALLI04	0.021	0.011	-0.049	-0.007	0.017
BALLI03	0.032	0.074	0.027	-0.119	0.044
BALLI25	-0.119	-0.103	0.036	0.061	0.079
BALLI23	0.199	0.266	-0.059	0.055	-0.199
BALLI19	0.035	-0.042	0.110	0.117	0.006
BALLI22	0.654	-0.033	0.089	0.112	0.032
BALLI07	0.574	0.130	-0.134	0.138	0.145
BALLI24	0.545	-0.017	0.142	-0.281	0.011
BALLI01	-0.007	0.767	-0.076	0.119	0.025
BALLI27	-0.008	-0.605	-0.152	0.074	-0.042
BALLI29	0.303	0.048	0.685	0.111	0.067
BALLI21	-0.031	-0.150	0.568	-0.208	0.027
BALLI17	0.083	0.028	-0.033	0.753	-0.046
BALLI10	0.085	0.020	0.078	-0.064	0.760
BALLI14	-0.091	-0.125	0.005	0.022	0.059
BALLI20	0.204	0.071	0.245	0.069	0.055
BALLI11	-0.038	-0.295	-0.094	0.211	0.006
BALLI28	0.477	0.050	0.127	0.204	-0.211
BALLI26	0.332	-0.223	-0.098	0.256	-0.276
BALLI33	-0.199	0.099	0.198	0.154	-0.134
BALLI09	0.277	0.011	0.173	-0.045	-0.058
BALLI06	0.272	0.146	0.030	0.482	-0.183
BALLI12	0.023	-0.028	0.122	0.465	0.377
BALLI02	0.216	0.077	-0.060	-0.103	-0.049
BALLI34	-0.187	0.041	0.371	0.106	-0.311
BALLI08	0.167	0.192	-0.030	0.000	0.216
BALLI15	-0.096	0.024	-0.060	0.054	0.433
BALLI13	0.355	-0.293	0.108	0.078	0.153
BALLI30	0.048	0.194	0.410	0.022	0.221

	Factor11
BALLI32	0.069
BALLI31	0.085
BALLI18	0.289
BALLI05	0.072
BALLI16	0.109
BALLI04	0.143
BALLI03	0.028
BALLI25	-0.046
BALLI23	0.052
BALLI19	-0.052
BALLI22	-0.071
BALLI07	0.198
BALLI24	0.134
BALLI01	-0.001
BALLI27	0.127
BALLI29	0.298
BALLI21	-0.123
BALLI17	-0.051
BALLI10	0.077
BALLI14	0.739
BALLI20	0.536
BALLI11	-0.516
BALLI28	-0.340
BALLI26	0.339
BALLI33	0.268
BALLI09	-0.221
BALLI06	0.176
BALLI12	0.123
BALLI02	-0.112
BALLI34	-0.058
BALLI08	0.045
BALLI15	-0.027
BALLI13	0.027
BALLI30	-0.010

**Variance" Explained by Rotated Components**

Factor1	Factor2	Factor3	Factor4	Factor5
3.028	2.973	1.825	1.568	1.723
Factor6	Factor7	Factor8	Factor9	Factor10
2.132	1.520	1.470	1.487	1.398

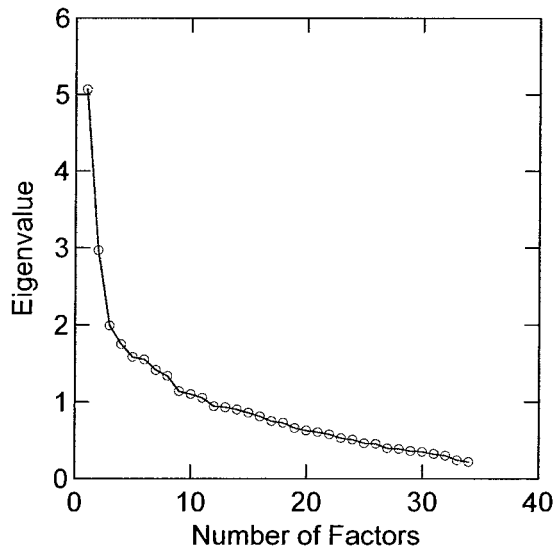
Factor11  
1.849

**Percent of Total Variance Explained**

Factor1	Factor2	Factor3	Factor4	Factor5
8.907	8.744	5.368	4.612	5.069
Factor6	Factor7	Factor8	Factor9	Factor1
6.271	4.471	4.325	4.373	4.111
Factor11				
5.438				

**Scree Plot**

Scree Plot



**Factor Matrix**

*Rotated Loading Matrix*

	Factor1	Factor2	Factor3	Factor4	Factor5
BALLI32	<b>0.723</b>	0.104	0.014	-0.099	0.077
BALLI31	<b>0.676</b>	0.159	0.070	-0.069	-0.035
BALLI20	<b>0.624</b>	0.053	0.304	0.003	-0.117

BALLI18	<b>0.621</b>	-0.095	0.075	0.171	0.060
BALLI13	<b>0.510</b>	0.281	0.038	0.007	0.158
BALLI05	0.238	<b>0.771</b>	-0.092	0.040	0.014
BALLI16	0.162	<b>0.749</b>	0.050	0.044	-0.003
BALLI04	-0.036	<b>-0.680</b>	-0.038	-0.042	0.160
BALLI03	-0.071	-0.041	<b>0.625</b>	-0.029	0.058
BALLI30	0.013	-0.005	<b>0.605</b>	-0.079	0.292
BALLI23	-0.144	-0.062	0.114	<b>0.627</b>	0.065
BALLI11	-0.294	-0.176	-0.027	0.032	<b>0.631</b>
BALLI19	0.050	-0.127	0.162	-0.062	<b>0.621</b>
BALLI28	-0.035	-0.208	0.009	0.335	<b>0.462</b>
BALLI27	0.262	-0.295	-0.404	0.033	0.367
BALLI22	0.212	0.128	0.181	0.069	0.351
BALLI02	0.225	-0.169	0.368	0.035	0.345
BALLI14	<b>0.471</b>	-0.133	-0.037	-0.083	-0.336
BALLI24	0.267	0.248	0.308	-0.073	0.312
BALLI17	0.185	0.076	-0.221	<b>0.455</b>	0.308
BALLI08	0.394	0.367	0.013	-0.177	0.306
BALLI09	-0.419	-0.288	0.145	0.027	0.249
BALLI21	-0.026	-0.379	0.050	-0.368	0.235
BALLI25	0.002	0.116	-0.017	0.415	0.168
BALLI07	<b>0.465</b>	0.179	0.349	0.065	0.167
BALLI10	0.107	0.039	0.191	<b>-0.498</b>	0.159
BALLI34	0.018	-0.171	0.385	0.433	-0.148
BALLI33	<b>0.486</b>	0.242	-0.263	-0.110	-0.123
BALLI15	-0.035	<b>0.463</b>	0.027	-0.146	-0.118
BALLI26	<b>0.469</b>	-0.085	0.179	0.305	0.104
BALLI12	<b>0.496</b>	0.092	-0.033	-0.038	0.076
BALLI06	0.255	0.427	0.073	0.240	0.076
BALLI01	0.129	0.140	0.310	0.291	-0.040
BALLI29	0.335	0.075	<b>0.482</b>	-0.040	0.009

**"Variance" Explained by Rotated Components**

Factor1	Factor2	Factor3	Factor4	Factor5
4.166	2.992	2.157	1.842	2.214

**Percent of Total Variance Explained**

Factor1	Factor2	Factor3	Factor4	Factor5
12.252	8.799	6.344	5.418	6.513

## **Appendix H: Personal Communication**

February 01, 2005

Hi, Nan

Thank you for your interest in my work. Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale and the Beliefs about Language Learning in your research. Specifically, you must acknowledge my authorship of the BALLI and FLCAS in any oral or written reports of your research. I also request that you inform me of your findings.

The only way to "sum" the BALLI is to do a factor analysis and than use the factors as variables.

It sounds like a very interesting project. Good luck.

Sincerely,

Elaine K. Horwitz



University of Victoria

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University of Victoria  
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## Human Research Ethics Board Certificate of Approval

<u>Principal Investigator</u> Nan Wang Graduate Student <u>Co-Investigator(s):</u>	<u>Department/School</u> EDCD	<u>Supervisor</u> Dr. Robert Anthony	
<u>Project Title:</u> <b>Beliefs about language learning and foreign language anxiety: A study of university students learning English as a Foreign language in Mainland China</b>			
<u>Protocol No.</u> 507-04	<u>Approval Date</u> 05-Jan-05	<u>Start Date</u> 05-Jan-05	<u>End Date</u> 04-Jan-06

### Certification

This certifies that the UVic Human Research Ethics Board has examined this research protocol and concludes that, in all respects, the proposed research meets appropriate standards of ethics as outlined by the University of Victoria Research Regulations Involving Human Subjects.

Dr. Richard Keeler  
Associate Vice-President, Research

This Certificate of Approval is valid for the above term provided there is no change in the procedures. Extensions or minor amendments may be granted upon receipt of a "Research Status" form.

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