



**PERCEPTION OF CHINESE JUNIOR HIGH SCHOOL
STUDENTS ON FACTORS AND ACTIVITIES
CAUSING ANXIETIES IN ENGLISH
LANGUAGE LEARNING**

**BY
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Abstract

Anxiety is associated with negative feelings such as discomfort: worry and failure when an English language learner must use the target language. The objectives of this study were 1) To investigate the factors causing the Chinese English language learner anxiety. and 2) To explore the activities that may cause anxiety in learning English. The study adopted a mixed methods approach. By using stratified sampling and the Yamane formula to calculate the sample size, 124 students were selected from a sample of 180 students learning English in six classes within a high school in Yunnan Province, China. Quantitative and Qualitative data analysis methods were used through the Questionnaires and the Semi-structured interviews to determine the anxiety factors and activities that arise in English language learning among Chinese junior high school students. The results of the study showed that all factors and activities scored high in all items, with an overall mean score of 3.8 (S.D.=1.67), with the English language mean score of 3.89 (S.D.=1.19), Teachers mean score of 3.86 (S.D.=1.12), and Fear of Failure mean score of 3.85 (S.D.=0.45). The results showed that students gave the highest score to the 'English Language' factor and the lowest scores to 'Environment' and 'Myself' factors. Among the activities that produced anxiety, the English grammar activities scored the highest mean with 4.06 (S.D.=1.05). Anxiety was found when the teacher punished students (\bar{x} =3.96/ S.D.=1.23) and the teacher was angry with the class (\bar{x} =3.92/ S.D.=1.15). The interviewed data revealed of the nine factors, motivation is the most important followed by learning stress and learning challenges as significant factors. The interviewees expressed that activities that caused fear were those showing inability to learn, involving competition with peers and those testing their English skills.

(Total 128 pages)

Key Words: English learning, Anxiety, Factors, Activities

Student's SignatureThesis Advisor's Signature

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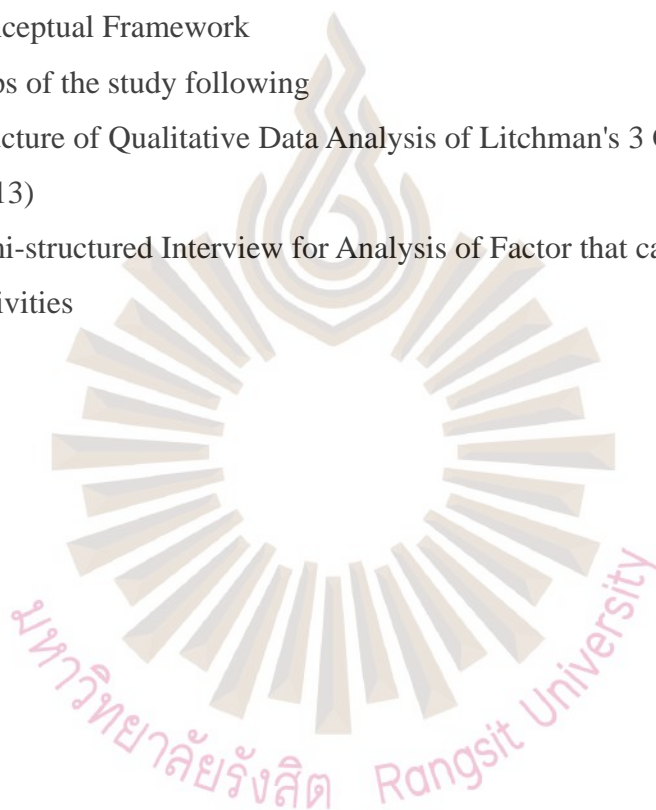


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CHAPTER 1

INTRODUCTION

This chapter elucidates the background and rationale of the study, the research objectives, the research questions, the scope of the study, the limitations, and the significance of the study. It also provides conceptual framework and operational definitions.

1.1 BACKGROUND OF THE STUDY

The most important communication tool of the twenty-first century is English. English is an international language and is the most studied foreign language in the world (Yan, 2018). With the development of globalization and information technology, more and more people in various countries and regions of the world are using English to communicate and disseminate information.

Statista research released on August 5, 2022, that about 1.5 billion people worldwide will speak English as a native or second language in 2022, slightly higher than the Mandarin level of 1.1 billion people at the time of the survey.

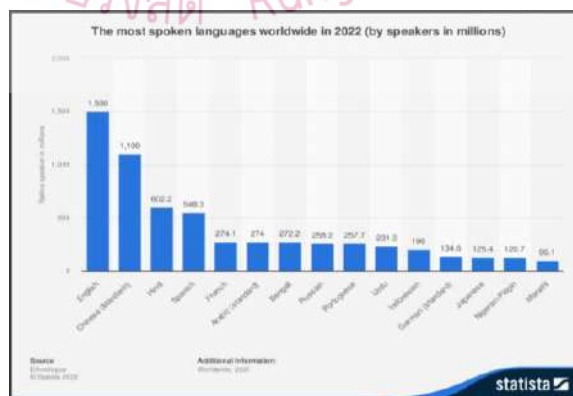


Figure 1.1 The following upper figure about the top 10 languages in the world with the most native speakers (in million)

Source: Statista,2022

Nowadays, because of the swift advancement of science and technology and the accelerated process of economic globalization, especially after China's accession to the World Trade Organization, English has increasingly become an important tool for China's opening to the outside world and international communication (Xiao, 2017). With the deepening of economic globalization and the increasingly frequent international political, economic, and cultural exchanges, English, as one of the important contemporary universal international languages, plays an increasingly important role in political, economic, and cultural interactions and life. In the past 30 years or so, due to China's reform and opening-up policy and the rapid expansion of external communication, the importance of English has been increasingly recognized, and educators and educated people have increasingly invested in English, and how to learn and teach English efficiently has attracted widespread attention (Yan,2020).

In the area of learning a second language, learner subjects have gradually become the focus of research, and learners' cognitive-psychological processes have become one of the hot spots of research. Many studies have shown that learners' affective state is one of the most important factors influencing the success of second language learning (Wang, 2022).

In the late 1970s and early 1980s, Krashen, a well-known American linguist, proposed a comprehensive framework for second language acquisition. It includes the affective filter hypothesis, which argues that the success of second language learning depends on the learner's affective factors. It argues that the success of second language learning depends on the learner's affective factors. Affective factors are filters in the language learning process, filters in the learning process that can facilitate or hinder language learning. The stronger the filter, the more difficult language acquisition will be. Conversely, the sparser the filter, the faster the language acquisition. Foreign language learning anxiety is a unique and complex emotion that occurs in language learning. The affective filtering hypothesis asserts that comprehensible input to the learner is a critical part of second language acquisition, but comprehensible input alone is not enough (Han,2022). In the second language acquisition process, the learner also

needs to be able to produce language output. In addition, learners need to have an attitude of excellence in language learning.

Anxiety is one of the emotional factors that cause learning difficulties and can seriously affect learning mindset and potential. Therefore, it is of far-reaching significance to recognize its impact on English learning and to develop positive and overcome negative emotional attitudes in education and teaching (Lv, 2020).

Foreign language learning anxiety, according to Horwitz et al. (1986), is an emotional complex related to the learner's self-concept, feelings, beliefs, and behaviors. It happens while students are learning a foreign language in class. Foreign language anxiety is a state anxiety associated with foreign language learning and may decrease or even disappear as the learning task changes. Nevertheless, when second language learners experience repetitive anxiety due to repeated failures, it may evolve from temporary, situational state anxiety to persistent trait anxiety (Macintyre and Gardner, 1993). During the learning of a second language, learners can think fully about the language in their native language. However, they are unable to express themselves correctly and fluently in the second language, which causes distress and concern to many learners. Therefore, foreign language learning anxiety is caused by the unique nature of the language classroom.

Positive emotions and attitudes can make language learning more effective and interesting, while negative emotions and attitudes can hinder the progress of learning (Zhang, 2014). And students' anxiety can prevent them from being fully engaged in classroom activities (Chuang, 2014).

In the rapid development of China, English, as a language and information dissemination tool, plays an increasingly important role in international economic interactions, cultural exchanges, and mastering new technologies, and its importance has received widespread attention from all walks of life, and is a compulsory subject in school education at all places, levels, and categories (Cai, 2017). As China's

education reform continues to progress, the mental health of junior high school students has become an issue that deserves attention and importance.

In the China National Psychological Development Report (2019-2020) in 2021, it is stated that "the detection rate of major depression ranges from 1.9% to 3.3% among children in the fourth to sixth grades of elementary school, rising to 7.6% to 8.6% among children in junior high school, and up to 10.9% to 12.5% among children in high school" 12.5%" (Fu&Tang,2021).In 2019, the Central People's Government of the People's Republic of China issued the "Notice on the Issuance of the Health China Action - Action Plan for Children and Adolescents' Mental Health (2019-2022), With social and economic development, the mental health of children and adolescents has become an important public health issue, requiring that through specific actions such as mental health education activities, environment creation activities, promotion actions, care actions, service capacity enhancement actions, and service system improvement activities, together with strengthening organizational leadership and departmental coordination, guaranteeing financial investment, increasing scientific research, and improving the detection and evaluation intervention system safeguard measures, a social environment conducive to the mental health of children and adolescents will be basically built by the end of 2022 (Central People's Government of the People's Republic of China, 2019).

On July 20, 2022, the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council issued the Opinions on Further Reducing the Burden of Schoolwork and Off-Campus Training for Students at the Compulsory Education Stage, which formulated a series of related measures to effectively alleviate parents' anxiety, reduce students' burden, and promote their overall development and healthy growth. The excessive burden of study and emotional anxiety of students has attracted attention at the national level and corresponding measures have been introduced.

From the above data and related policies, students' mental health has become an urgent issue. Likewise, this issue has received national attention and focus.

Junior high school students are in a critical period of lifelong development and at a special stage of physical and mental development, and their classroom situation also deserves our attention more. Piaget's theory of cognitive development also shows that junior high school students are at the stage of formal operation and their thinking development has begun to mature. Compared with elementary school students, they will have a stronger sense of independence, but compared with high school and college students, the physical and mental development of junior high school students is more plastic.

The development of learning anxiety involves a variety of psychological factors, such as cognitive styles, self-efficacy, self-evaluation, and social comparison. Research has shown that factors such as lack of confidence in one's own ability, negative self-evaluation, excessive worry about academics, and poor expectations of academic outcomes are common causes of learning anxiety. In addition, those who are overly concerned with the evaluation of others and comparing themselves are also prone to learning anxiety. Understanding these psychological factors can help educators and students understand and cope with learning anxiety.

In China, when English classes are offered in elementary schools or even kindergartens, most students express a strong interest in learning English out of curiosity about the unknown (Wang,2021). However, upon entering junior high school, some students are reluctant to take English classes as their curiosity diminishes and the tremendous pressure of high school entrance exams. Among the various factors that contribute to the above phenomenon, anxiety is one of the inevitable ones. As a compulsory exam course at the junior high school level, English plays a crucial role in junior high school entrance exams and future studies; therefore, anxiety about learning English at this stage may have adverse consequences in terms of learning and mental health.

In January 2019, the State Council issued the Notice of the State Council on the Issuance of the National Implementation Plan for Vocational Education Reform, which emphasized the need to run vocational education, enhance the modernization of vocational education in the new era, improve the development of secondary vocational education, and put forward the ratio of general high school to high vocational high school (State Council, 2019). In 2020, the Department of Education of Yunnan Province, China, issued a "Notice of the Yunnan Provincial Department of Education on the Enrollment of General High Schools in 2020," and the material clearly states that the implementation of the policy requirements will continue to be consolidated on the basis of the 6:4 ratio of general high school to high vocational high school achieved last year." Under today's policy in China, 40% of students face the problem of not being able to enter general high school after graduation, and in this situation, most students experience a learning anxiety situation.

1.2 STATEMENT OF THE PROBLEM

China has been emphasizing the overall development and healthy growth of students in its educational reform, with great attention to students' mental health. China's emphasis on English education for junior high school students and the exploration of the status of English learning among Chinese junior high school students is a response to social needs; it facilitates junior high school students to demonstrate cross-cultural cognition, attitudes, and behaviors in key English language skills.

Many junior high school students in China have lost their enthusiasm for learning English. Too many junior high school students are not interested in learning English. Therefore, how to alleviate students' anxiety has been a great concern for researchers and teachers. According to Li (2020), emotional factors can seriously affect the process and effectiveness of second language learning. Positive emotions and attitudes can make the language learning process more effective and progressive, while negative emotions can reduce learners' interest in learning, create anxiety, and hinder learning progress.

Today's schools lack English teachers with good language skills and teaching expertise. The shortage of teachers limits the quality of English language instruction and prevents students from receiving effective language instruction.

Second, English curricula and teaching methods are often outdated and do not promote interactive and communicative language skills. The focus is primarily on rote memorization of vocabulary and grammar rules, rather than on developing practical language use and meaningful communication skills. As a result, students have difficulty applying what they have learned to real-world situations, leading to frustration and disinterest in the subject.

In addition, students are limited in their exposure to authentic English language materials and environments, further exacerbating their difficulties and loss of interest in learning English.

Learning anxiety, as a kind of trait anxiety, is a personal anxiety tendency that arises in a specific context, changes at different times, and is influenced by different factors. Therefore, this study aimed to investigate the current situation of English learning anxiety among junior high school students in today's Chinese context. What are the causes of anxiety in English learning among Chinese junior high school students? What effect does anxiety have on English learning? What can be done to reduce the anxiety of high-anxiety students? To explore these causes. Students' views were adopted.

The in-depth discussion of English learning anxiety among junior high school students can not only enrich the study of students' English learning anxiety at junior high school level, but also help to further deepen the cultivation of junior high school students' emotional attitudes, while focusing on students' psychological health development, and have some reference value for reducing the level of junior high school English learning anxiety.

1.3 RESEARCH OBJECTIVES

The study aims:

1.3.1 To investigate the factors causing the Chinese English learner anxiety.

1.3.2 To explore the activities that may cause anxiety in learning English.

1.4 RESEARCH QUESTIONS

The questions for the study are as follows:

1.4.1 What are the factors that cause English learning anxiety of Chinese junior high school students?

1.4.2 What are the activities that cause anxiety of Chinese junior high school students?

1.5 SCOPE OF THE STUDY

1.5.1 Research Site

Qujing Fourth Junior High School is a school containing junior and senior high schools, located in Qujing County, Qujing City, Yunnan Province. Established in 1978, the school covers an area of about 500 acres and is one of the larger junior high schools in Qujing County with more complete teaching facilities. It has modern teaching buildings, libraries, laboratories and other teaching facilities.

1.5.2 Population and Sample

The study population was 180 Chinese students from Class 1 to Class 6 of Grade 9 in Shizong County No. 4 Junior high school in Qujing City, Yunnan Province. The researcher used the Yamane formula to determine the most appropriate study sample of 124 students, and then selected 124 of these 180 students using random sampling.

1.5.3 Research Methodology

Data for this study was collected in two ways with a sample of 124 students. On the quantitative side, a questionnaire was used to investigate students' English learning anxiety levels and factors. On the qualitative side, semi-structured interviews were used to supplement the investigation of students' English learning anxiety factors. Finally, data analysis was used to obtain the results of the study. Students' individual differences, including gender, age, and years of English learning, were considered.

1.6 Conceptual Framework

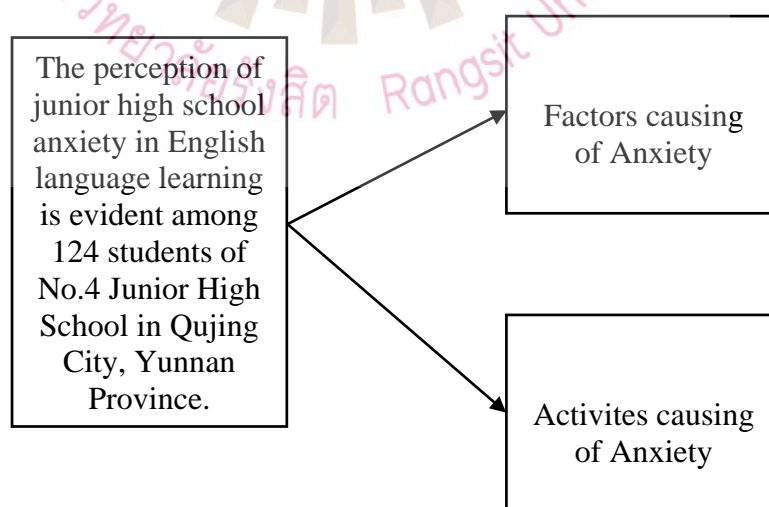


Figure 1.2 Conceptual Framework

1.7 SIGNIFICANCE OF THE STUDY

The results of the study reveal theoretical and practical implications. The details are as follows.

Currently, most studies on English learning anxiety have focused only on the levels and factors of English learning anxiety among high school students, college students, and international students, and research on the English anxiety levels of junior high school students is still very limited. Therefore, further research is needed to examine the differences in English anxiety levels of junior high school students and to analyze the factors influencing them.

The results of this study provided some insights into language teaching and learning. First, English teachers became more aware of the second language skills that their students felt anxious about. Students felt anxious. They had a better understanding of language anxiety, and they were more prepared to conduct second language activities in the classroom. Additionally, they could determine how to create an environment that was conducive to second language learning.

In addition to helping language teachers, this study also helped students improve their learning styles. They became aware of such psychosocial limitations as thoughts of failure, demeaning thoughts, or low self-esteem. Through this awareness, they could develop their skills in their junior high school life and learning environment.

English was an important survival skill in the junior high school learning and living environment. This study also helped language centers plan English language instruction in schools. It allowed for the development of a more comprehensive language curriculum and more practical instructional materials. Additionally, the flow in the classroom could be improved to facilitate language learning. In summary, understanding the nature of language anxiety helped teachers, students, and, hopefully, schools.

1.8 LIMITATIONS OF THE STUDY

In this study, only six classes from the same grade level in one school were selected as the study site for data collection. The study sample and sample size were small, and they were not representative of the entire country or region. Therefore, the results of this study can only be generalized in a similar context.

1.9 DEFINITION OF KEY TERMS

The following key terms are adopted in this study.

English Language Learning This refers to the process of Chinese junior high school students learning English in the school environment, the teaching methods of the schools in this study, and the current educational environment in China.

Anxiety ELA anxiety is a complex phenomenon that can also be influenced by a variety of factors. It can be influenced by classmates, the environment, and oneself. Some learners may feel anxious because they fear failure or being judged by their teachers or native English speakers. And in this study, the researchers did research on the factors of Classmates, Environment, Myself, Fear of failure, Teachers, and The English language. Second, for some students, the English language itself may also be a source of concern. However, it is important to recognize that there are resources and support available to address these factors and to help learners overcome their fears and succeed on their language learning journey.

Perception Perception in this study refers to students' perceptions of the feelings they generate and develop while learning English, and research was done on the factors that bring about anxiety in English learning and which English activities produce English learning anxiety and do not produce good results.

Junior High School This refers to ninth grade junior high school students who have been studying English for four years in the second semester of the 2022 school year at the Fourth Junior high school in Shizong County, Qujing City, Yunnan Province, China.



CHAPTER 2

LITERATURE REVIEW

This chapter reviews theoretical foundations regarding English language learning, English Language learning in China, anxiety, perceptions, positive and negative effects of anxiety production, and concludes with a review of related research.

2.1 ENGLISH LANGUAGE LEARNING

Language is "a unique human tool for expressing meaning and communicating ideas, and a special social phenomenon". English is the main international language in the world today, one of the official working languages of the United Nations, and the most widely spoken language in the world (Zasan, 2011).

English, as the most common language in the world and an important working language, speaks for itself. Currently, globally renowned publications, such as Time magazine in the United States, and even international-type conferences and commercials, can say that English plays the role of a perfect communication tool in the fields of science and technology, sports, military, and entertainment. English is a perfect communication tool in the fields of science and technology, sports, military, and entertainment (Wei & Qiu, 2010). The second international conference of TEFLON considers English as the primary language today (Yang, 2019). It is widely accepted that English is the native language of five countries: the United States, the United Kingdom, Australia, New Zealand, and Canada. (Ratna, 2015).

At the same time, learning English improves intelligence and when students learn a language that is not their native language, it leads to the growth of the human brain. Especially for children. For children, learning English as a foreign language is a good stimulus for their golden years (Hakim & Chiani, 2019). Learning English not only

benefits the brain but also facilitates relationships because it is simple to communicate with strangers. And English also makes it easier for us to understand technology so we can easily continue with higher levels of education.

In the last 30 years or so, with the opening of China to the outside world, the increase of its international status and prestige, and the growing internationalization of social life, English education has been highly valued, and now China has become the largest, most numerous, and most extensive country in the world in terms of English education. Especially in the globalized environment of economic development to a certain extent and cross-cultural communication, people's demand for English as a foreign language "is gradually increasing both in terms of language, phonetic form, communication level and content". Therefore, the promotion of English in China has become particularly important (Shu, 2020).

Throughout the 1980s, as China reopened its doors to the outside world, the public in China was eager to learn about the outside world and wanted to go abroad to change their lives, thus creating a fever to study abroad, with the main destinations being developed countries such as Europe and the United States. At the national level, China also urgently needed to learn advanced technology, and in China "The agreement between China and the United States was signed in May 1981. This opened the door to international education for the Chinese, and the reform and opening of Chinese education began. The history of the TOEFL test in China is also the history of Chinese people studying in the United States during the reform and opening-up period. After the advent of TOEFL, the standardized English college entrance examination in China also began to be reformed. Due to the dominant role of the Chinese college entrance examination, foreign language teaching in primary and junior high schools also underwent substantial and comprehensive reforms because of the college entrance examination (Zhang, 2021).

2.2 ENGLISH LANGUAGE LEARNING IN CHINA

This section focuses on some of the features of teaching English in China.

2.2.1 Government

According to the implementation of China's new curriculum reform, the focus of the classroom has shifted from the "teacher" to the "student". The process of modern education and the promotion of subject teaching reform, highly efficient classroom teaching model is gradually presented in front of us (Pan, 2020). At this stage of teaching in China, interactive inquiry teaching method is the most widely used in today's classrooms. This teaching method takes students as the main body of teaching work. The teacher is no longer the dominant person within traditional education but plays a guiding role in students' learning and cooperates with them in learning, so the teacher should effectively guide the students' inquiry of knowledge and provide appropriate guidance and assistance (Wang, 2019).

According to statistics, China has a large group of English learners, with approximately 100 million people learning English at the elementary school level, nearly 60 million at the junior high school level, 46 million at the high school level, and 30 million at the university level, adding up to 2.36 million, not including students who are self-taught and adults who study at training institutions (Chen, 2019).

2.2.2 English Classroom in China

The teaching of English in modern China has a history of more than 160 years since the Tongwenguan was established in Beijing in 1862 and more than 100 years since English was introduced into the national school curriculum as a foreign language in 1903 (Hu, 1999). For a century and a half, English teaching in China has traveled a very difficult path of development, with each period marked by a distinct change of era. It is no exaggeration to say that English language teaching in China has been constrained by social factors across the board, both at the policy level and at the level of teaching

methods and approaches. Of course, this constraint and influence is both reasonable and not subject to human will and is in line with the normal development of a country (Lai, 2010).

Since the new era, English education in China has expanded from just over 800 key junior high schools offering foreign language classes in the early 1980s to becoming the longest course of study in recent years, from kindergarten to post-doctoral and adults with working life needs (Chen, 2019).

At this stage, Chinese students' English learning problems are of great concern, and it is reasonable to say that this period of junior high and high school is the basic stage of English learning (Chen, 2022), not only do schools pay attention to the learning of English education and offer English reading, writing, listening, and speaking classes, but also many students at this stage are only children, and parents invest a lot in education, allowing students to actively participate in various kinds of Many students are only children at this stage, and their parents are investing heavily in their education, making students attend various English tutoring classes.

Chinese students do not pay enough attention to English learning (Liu & Yang, 2022). Schools are improving their English teaching facilities, and parents are buying various learning aids for their students to provide as good a learning environment as possible, while many students are using these products for other unhelpful things, such as playing games and chatting on the Internet. Furthermore, students themselves do not pay attention to English learning, thinking that they will not use English in the future, so they do not listen in class and do not review after class. Therefore, it is an important point to make students pay attention to English learning.

The unreasonable arrangement of English courses is also an important problem in Chinese English classrooms at this stage. English, as an international language, is the key to open students' connection with other countries, and it is not an easy task to communicate effectively. English is a vast and profound subject (Zhao & Wang, 2021), and in terms of pronunciation alone, it is mainly divided into British English and

American English, and the skills of which require students to accumulate and practice constantly, while in fact, classroom lesson time is very limited and teachers In order to accomplish the teaching objectives, teachers tend to ignore many small questions, and once students raise their hands to ask questions, they sometimes affect the teacher's progress in class (Zhao, 2021). Due to the large number of students, it is difficult for teachers to take care of them, which fully illustrates the unreasonable arrangement of English courses.

2.2.3 Chinese Traditional Approaches of Teaching English

Traditional Chinese methods of teaching English have been an area of interest to researchers in the field of language education. These approaches focus on traditional English teaching methods, including teacher-centered approaches, rote memorization, and an emphasis on grammar and vocabulary.

According to Wang (2013), the traditional Chinese approach to teaching English is based on a teacher-centered model in which the teacher is seen as an authority figure and students are expected to follow the teacher's instructions. This approach places great emphasis on grammar and vocabulary with little focus on communication skills. Wang argues that this approach is not effective in promoting students' communicative competence.

In other studies, the traditional Chinese approach to teaching English has some advantages, especially in promoting accuracy in language learning (Li, 2015). Li argues that the focus on grammar and vocabulary can help students build a strong language foundation that can then be consolidated through more communicative activities.

However, other researchers have highlighted the limitations of the traditional approach. Emphasis on rote memorization and grammar can lead to a lack of student motivation and engagement. Instead, a communicative approach that focuses more on using English in real-life settings is more effective in facilitating language learning (Zhang, 2019).

The above studies suggest that the traditional approach to teaching English in China has both strengths and limitations. While it can promote accuracy in language learning, it can also lead to a lack of student motivation and engagement. Therefore, there is a need to strike a balance between traditional methods and more communicative approaches to promote effective language learning.

2.3 DEFINITION OF ENGLISH LEARNING ANXIETY

This section reviews the definitions of anxiety by scholars from different generations.

2.3.1 Anxiety

In the 1940s and 1950s, anxiety was already a focus of scholarly attention.

Table 2.1 A Framework for Different Anxieties

| Period | Researchers | Aspects of Anxiety | Results |
|--------|---------------|---|--|
| 1978 | Thomas Scovel | Traditional psychological theories were used to define affective variables and to categorize them as a subset of intrinsic learner variables. Conflicting evidence involving one important affective variable, anxiety, was then examined. | Anxiety is a state of apprehension, a state of fear that a person experiences when faced with an uncertain threat. |
| 1984 | Sarason | Test anxiety, its nature, and its relationship to performance and cognitive interference were analyzed from the perspective of attentional processes. A new instrument for assessing the dimensions of test response is proposed and its psychometric properties are described. | Anxiety is a response to a perceived threat and the individual's inability to properly deal with the challenges posed by such threatening scenarios. |

Table 2.1 A Framework for Different Anxieties (Cont.)

| Period | Researchers | Aspects of Anxiety | Results |
|--------|----------------------------|--|---|
| 1992 | Young | Through an interview format, Stephen Krashen, Alice Omaggio Hadley, Tracy Terrell, and Jennybelle Rardin offer their perspectives on language anxiety - a complex psychological phenomenon specific to language learning. | Anxiety is an undesirable psychological state within a person that manifests itself as nervousness, irritability, irritability, fear, sighing, temper tantrums etc. |
| 2001 | Wang Yinquan and Wan Shuyu | The negative effects of language learning anxiety in the process of learning a foreign language, the measurement of anxiety, and the implications of the research results for foreign language teaching are presented based on the research results of language anxiety in Europe and the United States. | Anxiety is one of the perverted emotions, also known as psychological abnormality, which refers to a person's individual's expectations of not achieving goals or overcoming obstacles threat of failure to achieve a goal or overcome an obstacle, making their self-esteem and self-confidence suffer, or making the anxiety is the result of a sense of failure and guilt. |
| 2015 | Chen Chao | This study was conducted with junior and senior high school students from two junior high schools in Linfen, using the Parenting Style Inventory (EMBU), the Tennessee Self-Concept Scale (TSCS) and the Social Anxiety Scale for Adolescents (SAS-A) were used as instruments to explore the relationship between family parenting style, self-concept, and social anxiety. | Anxiety is an unpleasant emotional state that arises from a perceived threat or adverse consequence and is psychologically expressed as a subjective experience of tension, anxiety, worry, and fear. |
| 2020 | Li Lianlian | In this study, we investigated the effects of different stress management strategies (positive thinking, sitting, and forgetting, meditation) on anxiety and investigated the differences in brain mechanisms of different stress management strategies using EEG techniques. | Anxiety is an emotional state of tension and fear due to the gap between one's level and the difficulty or the inability to accomplish the expected plan, which leads to a deeper sense of failure and guilt. |

Table 2.1 A Framework for Different Anxieties (Cont.)

| Period | Researchers | Aspects of Anxiety | Results |
|--------|---|---|---|
| 2021 | Li Wenyu | Moderate anxiety can, to a certain extent, promote study and work, raise awareness, focus, and motivate people, but excessive anxiety can affect normal study and life, and even lower the immune function and cause endocrine disorders. | Anxiety has become a common phenomenon among students nowadays, and almost all of them consider themselves anxious. According to the analysis of the survey, one-third of college students have anxiety, of which about 50% have mild anxiety, 36% have moderate anxiety, and 14% have severe anxiety. |
| 2022 | Report on National Mental Health Development in China | Anxiety is a complex negative emotion caused by various factors such as stress, irritability, depression, resentment, etc. It is also known as the "common cold" in the field of mental health, which shows its prevalence. Anxiety does not only produce emotional reactions such as irritability, irritability, nervousness, impulsiveness, and complaints, but also many physical symptoms such as dizziness, insomnia, lack of energy, sweating, and even some irrational or excessive behaviors. | Pay attention to the assessment and screening of rural primary and junior high school students' mental health status; strengthen mental health science and services for rural primary and junior high school students; pay attention to the mental health of rural left-behind students, incline mental health service and public service resources: encourage parents to increase their investment in education of students in rural elementary and high schools, give attention to the farming. |

This study summarizes the previous studies and definitions of anxiety, based on which this study defines anxiety as an emotional state in which self-confidence is undermined and frustration arises due to the influence of tension or fear arising from the inability to accomplish goals.

2.3.2 English Learning Anxiety

The concept of foreign language learning anxiety was first introduced by Horwitz and colleagues in 1986. Macintyre and Gardner define foreign language anxiety as "the feelings of tension and worry associated with the context of second language learning, including speaking, listening, and learning ". A model describing the

development of foreign language anxiety is proposed, which divides foreign language anxiety into two different dimensions, namely general anxiety, and communicative anxiety. This study considers the anxiety that Chinese learners develop in the process of learning English as foreign language learning general anxiety.

Different scholars from different countries have their own opinions on the definition of foreign language learning anxiety. two scholars, Macintyre & Gardner, suggested that language anxiety in a second language learning environment refers to the feeling of tension and apprehension during language learning (Macintyre & Gardner, 1994). Macintyre (1999) redefined foreign language learning anxiety as "the worries and negative emotional reactions that arise when learning or using a second language".

According to Wang & Wan (2001), anxiety is one of the most important psychological factors, and anxiety related to language learning is a complicated psychological phenomenon. Liu (2014) proposed that English learning anxiety is an emotional state of fear of English learning formed by students' frustrated self-esteem and self-confidence due to the threat of unattainable goals or insurmountable learning obstacles in the process of English learning, resulting in an increased sense of failure and guilt in the long run. Fu (2021) argues that English learning anxiety is a comprehensive anxiety related to English learning that arises in the process of processing English information (including self-image, cognition, perception, and behavior).

Foreign language anxiety is specifically present in the language learning process and is an overt apprehension and concern about self-awareness, beliefs, emotions, and behaviors related to language learning in the classroom. (Ada, 1994).

In a survey analysis of high school students' English classroom anxiety, Horwitz et al. (1986) defined foreign language learning anxiety, stating that English classroom anxiety includes students' negative attitudes toward the English classroom, fear of teacher questions, and refusal to participate in class (Chen, 2006). The main

concerns are falling behind in the subject matter and anxiety about communicating with native speakers.

Other studies combined with daily classroom teaching define English classroom anxiety as the tension and anxiety that students experience during the process of learning and using English for practice and communication in the classroom (Chen, 2019).

2.4 CLASSIFICATION OF FOREIGN LANGUAGE LEARNING ANXIETY

Three of the most representative classifications of language learning anxiety.

Table 2.2 Foreign learning anxiety classification

| | | |
|-----------------------|-----------------------------|--|
| Alpert & Haber (1960) | Facilitating Anxiety | Anxiety is defined as anxiety that has a positive effect when it is a trait that helps learners to overcome their learning anxiety in a particular way that helps them to really perform well in the language. |
| | Debilitating Anxiety | Debilitating anxiety refers to anxiety that is harmful to the learner and has a negative impact on the learner's language learning; these effects may be direct, such as reduced class participation, or indirect, such as the student developing fear, frustration, and anxiety that is perceived as having a negative impact. |
| Horwitz (1986) | Communication Apprehension | Communicative apprehension is a type of shyness characterized by fear or anxiety about communicating with others. |
| | Test Anxiety | Test anxiety refers to the anxiety that arises from the fear of failure in an academic assessment setting. |
| | Fear of Negative evaluation | Fear of negative evaluation refers to apprehension about the evaluation of others and avoidance of evaluation situations. It is somewhat different from test anxiety. It is somewhat different from test anxiety in that it is not limited to a specific context. Learners' fear of negative evaluation can occur in any social evaluation, not just in academic settings. |

Table 2.2 Foreign learning anxiety classification (Cont)

| | | |
|-------------------------------------|--------------------|---|
| Macintyre & Gardner (1994) | Input Anxiety | Input anxiety refers to the apprehension experienced while receiving information in a second language. |
| | Processing Anxiety | Processing anxiety refers to the apprehension experienced when learning and thinking about a second language. |
| | Out-put Anxiety | Out-put anxiety refers to the apprehension experienced when speaking or writing in a second language. |

After reviewing the literature on foreign language learning anxiety, this study used Horwitz (1986) classification of foreign language learning anxiety as the basis for classifying foreign language learning anxiety into communicative fear, test anxiety, negative evaluation fear, and other anxiety. Since the subjects of this study are junior high school students, the foreign language learning anxiety referred to in this study is generally English language learning anxiety.

2.5 FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

Horwitz et al. (1986) defined foreign language classroom anxiety as self-perceptions, beliefs, and emotions, and developed the Foreign Language Classroom Anxiety Scale (FLCAS) to measure learners' foreign language anxiety. They divided the scale into three dimensions: communication anxiety, test anxiety, and specific anxiety. The study found that students with high levels of foreign language anxiety usually did not initiate talking in class and were even nervous to the point of rapid heartbeat.

Park (2014) selected two groups of study participants; the first group consisted of 217 students who were enrolled in English conversation or composition courses as required by Korean universities; the second group consisted of 244 participants randomly selected from 948 college students who had English conversation as a required course. The data from the first group of students were analyzed using exploratory factor analysis, and the data from the second group of students were analyzed using validating factor analysis, and potential associations were found among the questions on the Foreign Language Classroom Anxiety Scale (FLCAS). The other

is that the FLCAS consists of one component that measures learners' communicative apprehension in the foreign language classroom, while Park uses data analysis to argue that the FLCAS is a measure of learners' communicative apprehension in the foreign language classroom. Anxiety Scale (FLCAS) has good reliability. By using exploratory and validation analyses, Park was able to elucidate the basic features of the FLCAS. By using exploratory and validation analyses, Park made an important contribution to the elucidation of the basic structure of the Foreign Language Classroom Anxiety Scale.

Sham (2018) proposed that the reliability of an instrument is closely related to its validity, and an instrument is only valid if it is reliable, but the reliability of an instrument does not depend on its validity. To examine the validity of the Malay version of the Foreign Language Classroom Anxiety Scale (FLCAS), 302 students from government secondary schools in Putrajaya were selected to complete the Malay version of the FLCAS. The reliability of the Malay version of the Foreign Language Classroom Anxiety Scale (FLCAS) was analyzed using Cronbach's Alpha and it was found that the Malay version of the FLCAS has good reliability and is a good measure of Malaysian secondary school students' anxiety about learning English. It is an appropriate instrument to measure the anxiety level of Malaysian secondary school students in learning English, and it was also noted that the Foreign Language Classroom Anxiety Scale (FLCAS) is the most reliable, comprehensive, and widely used instrument for collecting data related to language anxiety.

Chen Yu's (2019) study integrated with daily classroom teaching and defined English classroom anxiety as the tension and anxiety experienced by students during the process of learning and using English for practice and communication in the classroom.

2.6 FACTORS THAT CAUSE ANXIETY

Each of the following factors is the most significant cause of learning anxiety.

Table 2.3 Factors that Cause Anxiety

| Name of the author | Factors | | | | | | | | |
|--|-----------------------------------|-----------------|-----------------------------------|------------|--------------|--------|--------------------|----------|----------------------------|
| | Communicati on Apprehension | Test Anxiety | Fear of Negative evaluation | Others | | | | | |
| | | | | Classmates | Environments | Myself | Fear of Failure | Teachers | The English language |
| Horwitz (1986) | √ | √ | √ | | √ | | | | |
| Demet Yayli (2012) | √ | √ | √ | | | | | | |
| Chen, Y & Tsou, S (2017) | √ | | | √ | | √ | | | |
| Cubukcu F (2019) | √ | √ | √ | | | | √ | | |
| Chen & Deng (2019) | | | √ | | √ | | | | |
| Huang & Chen (2019) | √ | √ | | | √ | √ | | √ | |
| Park, G. P. & French, B. F. (2020) | √ | | √ | | | | | | |
| Chen (2020) | | | √ | | | √ | | | √ |
| Li & Lin (2020) | | | | | √ | | | | |
| Li (2020) | √ | √ | √ | √ | | | | | |
| Lim Hooi Lian and Mardziah Bt Budin (2020) | √ | | √ | | | √ | | | |
| Chowdhury, S (2021) | √ | | √ | | | | | | |

In my review of previous studies, the most important factor affecting English learning anxiety is Communication Apprehension, followed by Test Anxiety, and finally Fear of Negative evaluation. In addition, some scholars believe that the factors that produce English learning anxiety include parents, learning environment, and teachers, etc.

There are other studies that suggest that y more typical factors that contribute to ELL anxiety are listening to ability, reading ability, written expression, test scores, self-confidence, and self-esteem in language learning (Pan, 2019).

According to the study, English language learners who reported higher levels of anxiety also reported lower levels of English-speaking skills (Dewaele & Alfawzan, 2018). In addition, you may experience anxiety if you are overly concerned about the intonation and pronunciation of English. According to Sabir et al. 2021, there are five factors that can lead to increased anxiety in the English classroom. These factors include fear of classroom or personal failure in English, learners' discomfort with talking to native English speakers, negative self-assessment, speech anxiety, and negative attitudes toward learning English in the classroom.

Other studies have shown that foreign language learning anxiety is found to be closely related to specific contexts, with feelings of tension and fear arising in specific second language contexts. (Macintyre & Gardner, 1994). In addition, urban students have significantly lower English learning anxiety than rural students, which is related to the students' English foundation, home education, learning environment, and teachers' teaching styles (Xu, 2021).

A certain degree of anxiety is necessary to maintain the normal functioning of an individual, while excessive anxiety is a pathology that can cause distress to the normal functioning of an individual. This is consistent with the current academic view that too much or too little anxiety can affect learners' foreign language performance.

2.7 POSITIVE AND NEGATIVE ASPECTS OF ANXIETY

Negative aspects: Some students with ELA anxiety have developed a negative perception that any expectation or attempt at English will end in failure. Research states that ELL anxiety is like a contagious disease that parents with ELL anxiety pass on to their children (Dai, 2019).

English language learning anxiety severely affects students' positive self-image, it reduces personal self-evaluation and self-awareness, and it makes proper self-awareness compromised (Liu, 2018). It can damage the structure of personality and cause withdrawal and excessive timidity or shyness. Excessive anxiety tends to distract

and block the attention process; it interferes with the memory process; and it has a disruptive effect on the thinking process. In addition, it makes the mind less efficient and brings troubles to English learning; it makes people emotionally unstable and restless all day long. Students with English learning anxiety believe that English is only for those who are smart and capable, and when they can't learn it, they naturally feel a sense of "incompetence" and "failure". This is a heavy blow to them, especially to their existing self-images.

Positive aspects: Anxiety is an unpleasant emotional experience that occurs when people are faced with situations with unpredictable and uncontrollable outcomes. Freud (2001) divided anxiety into "realistic anxiety" and "neurotic anxiety". Realistic anxiety is a perceptual response to some external danger and is a manifestation of the ego maintenance instinct. In the pre-anxiety state, perception is sharpened, attention and muscle tension are strengthened, followed by anxiety, which results in adapting oneself to the new situation and being able to actively cope or escape. This response is beneficial for the survival of the individual. Thus, whether anxiety is beneficial to the individual depends on whether the state of anxiety is transformed into a self-protective action with positive implications.

The contemporary American humanistic psychologist Bergendahl (Gao, 1997) viewed neurotic anxiety from an existential standpoint as a free-floating anxiety that manifests itself in the form of phobias or panic attacks. This anxiety and symptoms are in a relationship of mutual embodiment and substitution. Symptoms are formed to avoid suffering from anxiety and to keep oneself protected. This effect is adaptive, and in threatening situations, individuals need to make more focused, rapid movements that are conducive to survival. Usually, negative emotions allocate attention and other cognitive resources to the most urgently needed plans and goals and can cause a person to often adopt a conservative approach to problem solving that is careful, methodical, and analytical (Xu, 2018). When an individual is anxious, attention and energy are focused more quickly on the stimulus at risk and tend to adopt a cautious approach to problem solving, an approach that facilitates the solution of the problem faced and the elimination of the danger. Anxiety is harmful, but it undoubtedly has positive

implications for human survival. The very nature of English learning makes it inevitable that learners will experience anxiety.

2.8 COPING WITH ANXIETY

Coping theory of anxiety refers to understanding how individuals manage or cope with anxiety in a variety of situations. According to Lazarus and Folkman (1984), coping refers to the cognitive and behavioral efforts that individuals use to manage situations that are perceived as stressful.

This study concluded that effective strategies for coping with ELL anxiety can reduce anxiety symptoms and improve learning effectiveness. The following are several common strategies for coping with ELA anxiety:

Acceptance of ELA anxiety. Learning anxiety is a common psychological response and accepting it can reduce self-stress and improve emotional stability. Build self-confidence. Being optimistic about your abilities and progress in English language learning can reduce anxiety symptoms and improve learning outcomes (Zhang, Zhang, & Guo, 2021).

Improving motivation to learn English. Interest and motivation in learning English can help learners face challenges positively, reduce anxiety symptoms, and improve learning outcomes (Dörnyei, 2001).

Use effective learning strategies. Learners can use effective learning strategies, such as reading skills, memory skills, and listening exercises, to improve their effectiveness and self-confidence in learning English (Oxford, 1990).

2.9 PERCEPTION

This section introduces the concepts and definitions of student perception.

2.9.1 The Definition of Perception

According to Qiong in her 2017 study to achieve awareness or information. Furthermore, perception is a process of understanding of sensations (Walgito, 2010). Perception is a process that is preceded by a sensory process, which is the process by which an individual receives a stimulus through a sensory device or also known as a sensory process. However, this process does not stop, but the stimulus continues to exist, and the next process is the process of perception. Therefore, it can be concluded from the above explanation that the student's perception is the way in which the student interprets the sensations and the understanding of what is felt. This process goes through several stages, starting with the collection, identification and interpretation of the sensory information obtained.

2.9.2 Perception process

According to Qiong in his 2017 study, the perception process has three stages.

1) Selection

Selection is the first stage of the perceptual process, in which environmental stimuli become meaningful experiences.

2) Organization

The second stage of the perceptual process is organization. After obtaining information from the external world, it is necessary to arrange the information in a certain way by finding meaningful patterns. There are two features at this stage. First, the organization process provides the structure of human perception. At this stage, raw stimuli from the external world are placed into structured human meaningful experiences. Second, this process demonstrates that human perception has stability. In

other words, after selecting a stimulus and assigning it to a category, the selected stimulus becomes morally.

3) Interpretation

The third stage of perception is interpretation, which refers to the process of attaching meaning to what is selected by the stimulus. However, despite being given the same stimulus, each person will give a different interpretation.

2.9.3 The Two Dimensions of Perception

1) The physical dimension of perception

The mechanism of perception is almost the same in all humans. It has sensory organs such as eyes, ears and nose that enable humans to sense the environment. It is a sensory organ that receives stimuli and then transfers them through the nervous system to the brain where it creates the structure, stability and meaning associated with it.

2) The mental aspect of perception

In this stage, humans interpret stimuli and have a unique personal touch in the external world. People's values, attitudes, or motivations (the psychological level), rather than the sensory organs (the physical level), determine what stimuli will attract attention and thus receive meaning.

2.9.4 English Learning Anxiety Perception

Most learners have a strong perception of learning anxiety, and they try to use various coping strategies such as relaxation training, cognitive restructuring, and problem solving. In addition, it was found that learners' perceptions of learning anxiety and coping strategies may be influenced by factors such as gender, age, learning experience, and culture (García & Pintrich, 1994).

Other studies have found that learners who perceive themselves as successful learners tend to perceive lower levels of learning anxiety, whereas those who perceive

themselves as unsuccessful learners perceive higher levels of learning anxiety (Bong & Clark, 1999).

2.9.5 Perception of English Learning Anxiety Levels and Factors

First, English exam anxiety and social anxiety were found to be the main types of anxiety in the study among high school students. In addition, the study found that females and lower grade students were more likely to feel anxious, while home environment and academic stress were also correlated with perceptions of anxiety (Wang, 2018).

Second, in a study on college students' perceptions of anxiety, it was found that their English learning anxiety mainly came from exams, assignments, and courses, and about future employment and socialization. The study also found that students' perceptions of anxiety factors differed across majors, with humanities and arts majors more likely to feel anxious about learning English (Zhang & Wang, 2019).

Overall, anxiety levels and factor perceptions are a complex issue that is influenced by many individual and environmental factors. Understanding ELL anxiety levels and factor perceptions can help us better understand and learn English.

2.10 RELATED RESEARCH AND STUDIES

Dian & Diemroh (2019) conducted a study titled "The Correlation among English Learning Anxiety, Speaking and Writing Achievements of Senior High School Students", which examined whether there was a significant correlation between English learning anxiety, speaking and writing achievements of 112 11th grade students using random selection. The study used a quantitative research design. The data were analyzed through questionnaires, writing, and speaking tests. The researchers used the Foreign Language Classroom Anxiety Inventory questionnaire to measure students' English learning anxiety and the Speaking and Writing Test to measure students' speaking and writing performance. The results of the study showed a low negative correlation

between English learning anxiety and speaking scores, and a low negative correlation between English learning anxiety and writing scores.

Eylem & Cavide (2020) conducted a study entitled "Foreign Language Anxiety and English Achievement in Higher Education: The Mediating Role of Student Engagement" with a predictive research design. The study investigated the mediating role of research participation in the relationship between foreign language anxiety and English language achievement among 605 pre-English students whose participants included university foreign language departments. Findings indicated that student participation mediated the relationship between foreign language anxiety and English achievement. The study concluded that the effect of foreign language anxiety on English achievement partially disappeared when participation predicted English achievement. This implies that the effect of foreign language anxiety on English achievement cannot be predicted by participation in EFL classes alone. Therefore, other mediating variables could be examined in the relationship between foreign language anxiety and English achievement.

Tian (2020) conducted a study entitled "Factors influencing English classroom learning anxiety and countermeasures of senior students", which aimed to investigate how to reduce high school students' English classroom anxiety and improve language learning efficiency. The study investigated the correlation between English classroom anxiety and English learning, and the distribution of anxiety values in their English learning environments from general education, educational psychology, and the cultural background of Chinese people and the characteristics of Chinese people's foreign language learning and analyzed the causes of anxiety and its effects on English learning. The following conclusions were drawn: (1) English classroom anxiety was significantly and negatively correlated with performance. The results showed that the higher the subjects' English grades, the lower the anxiety values of negative evaluation anxiety, test anxiety and other anxiety in English classroom; on the contrary, the lower the subjects' English grades, the higher the anxiety values of negative evaluation anxiety, test anxiety and other anxiety in English classroom. (2) There were significant gender differences in other anxiety and achievement in English classroom anxiety, with boys

being significantly higher in other anxiety than girls; and girls being significantly higher in achievement than boys. There were no significant gender differences in negative evaluation anxiety, communication fear, test anxiety, and total anxiety. (3) There were significant class differences in achievement. There were no significant class differences in negative evaluation anxiety, communication anxiety, test anxiety, other anxiety, and total anxiety. This indicates that English classroom anxiety is one of the key factors affecting their English learning efficiency, and its causes are deeply influenced by cultural background, Chinese foreign language learning characteristics, and students' individual differences. Finally, the article suggests that in junior high school English teaching, teachers should start from the cultural background, pay attention to students' individual differences, take reducing students' classroom anxiety as one of the teaching goals, create a relaxed and lively classroom atmosphere to build students' self-confidence to learn English well, to improve their English learning efficiency.

Lim & Mardziah (2020) conducted a study titled "Investigating the Relationship between English Language Anxiety and The Achievement of school based oral English test among Malaysian form four students", this study was conducted with a random sample of 200 participants from two schools in Larut and Selama districts of Perak, comprising of Male and female. These students were Form 4 students (15-16 years old) in the two schools. The study aimed at finding out the relationship between students' English language anxiety and their performance in the school English speaking test, and gender differences in English language anxiety. The results of the study showed that the students' English language anxiety was at a moderate level and that there were significant differences in English language anxiety between the genders of the students.

Liu (2020) conducted a study entitled "A study on the correlation between English learning anxiety and English performance of high school students", which was based on a systematic review of existing research results, and 158 students in the second year of senior high school in Yan'an City were selected based on the emotional filtering hypothesis and humanistic psychology. The following findings were obtained by using questionnaires, interviews, and other research methods to collect the required data and obtain students' English test scores and analyzing the state of high school students'

English learning anxiety and the relationship between it and their English grades. 1) High school students are generally anxious about English learning, the number of high anxieties is lower than the number of low anxieties, and the overall level of English anxiety is at a medium level, with a relatively high level of communicative anxiety. 2) There is a significant negative correlation between high school students' English learning anxiety and their English grades, i.e., the higher the anxiety level overall, the lower the English grades. Among communicative anxiety, test anxiety, negative evaluation anxiety and general anxiety, the effect of communicative anxiety on English learning was slightly more significant.

Li (2020) conducted a study titled "Correlation between English learning anxiety and English achievement among high school students", which investigated the relationship between individual factors and learners' achievement among 116 high school seniors in a Chinese high school. Two important components of the individual factors included affective factors and learners' learning strategies. The study used questionnaires and interviews. The results showed that (1) students have language learning anxiety in the process of English learning, and their anxiety level is moderately anxious. (2) There is a negative correlation between students' English learning anxiety and their English learning performance. (3) There are many reasons why students feel anxious when learning English, such as the learning environment, family factors, teachers' influence, and exam pressure.

Tao & He (2021) conducted a study titled "A causal argument for foreign language anxiety and language learning difficulties", which investigated the causal relationship between foreign language anxiety and second language learning difficulties. The study investigated the level of foreign language anxiety in English classrooms of 108 Chinese and 72 Mexican students from the perspective of verbal distance and found that Chinese English learners had higher levels of foreign language anxiety than Mexican English learners. An in-depth study of various aspects of foreign language anxiety revealed that Chinese ELLs had higher levels of communicative fear, negative evaluation fear, and test anxiety than Mexican ELLs, which is consistent with our hypothesis. Therefore, it is concluded that bilingual learners with greater verbal

distance, coding and decoding greater cognitive effort in acquiring a second language to reset the parameters of their first language to match the second language features, can lead to higher levels of foreign language anxiety. That is, foreign language anxiety may be the result of language learning difficulties brought about by greater cognitive processing effort.

Dong (2021) conducted a study titled "The relationship between foreign language anxiety and academic achievement among Chinese English learners: a meta-analytic-based argument". This study investigated whether the level of foreign language anxiety was negatively related to academic achievement in a foreign language. Using meta-analysis, 66 independent effect sizes (24,596 subjects) from 43 domestic and international studies were combined to find a moderate negative relationship between foreign language anxiety and academic achievement among Chinese learners of English. The results of subgroup tests and meta-regression analyses showed that foreign language performance evaluation method, school level, "anxiety-achievement" category, and age had moderating effects on Chinese English learners' foreign language "anxiety-achievement" relationship. The results of the subgroup test and meta-regression analysis showed that the foreign language performance evaluation method, school level, "anxiety-achievement" category, and age had moderating effects on Chinese English learners' foreign language "anxiety-achievement" relationship.

Fan & Xiao (2021) conducted a study entitled "The Relationship Between Chinese English Major Students' Learning Anxiety and Engagement in an English Language Classroom: A Positive Psychology Perspective". This study conducted a questionnaire survey of 140 undergraduate English majors from a provincial key university in southeast China, and selected 6 students from the survey, this paper investigates the emotions of English majors related to English learning. The results show that participants' foreign language enjoyment level is significantly higher than their foreign language classroom anxiety level, and their foreign language enjoyment level is more frequent than their foreign language classroom anxiety level. The study also found that participants' foreign language enjoyment level has a greater relationship with their teachers and peers, while foreign language anxiety level has a greater relationship with

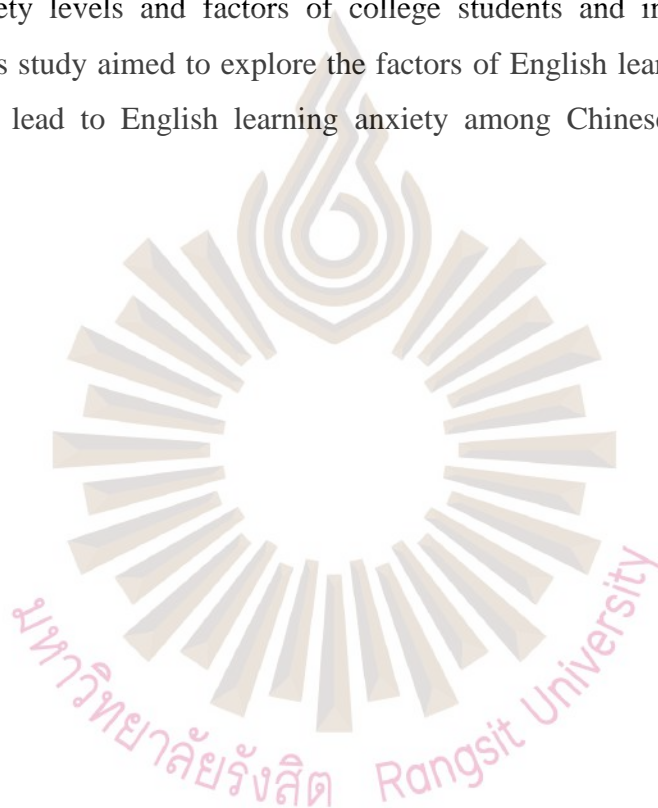
their emotions. Foreign language learning anxiety is more related to their emotions. Such as fear of negative evaluation and speaking without adequate preparation.

Santika & Virginia (2022) conducted a study titled "The Relationship Between Students' Anxiety in Learning English and Their English Achievement," which investigated the relationship between students' anxiety in learning English and their English academic achievement by studying 41 11th grade students in a private high school in North Sulawesi. The results of this study showed that students' anxiety about learning English was moderate and their academic performance in English was categorized as failure. Finally, it was found that there was a significant correlation between students' anxiety about learning English and their academic achievement in English.

Van & Trung (2023) conducted a study titled "Foreign Language Reading Anxiety and Its Correlation with Reading Test Scores". This study, based on past research, knew that foreign language anxiety was negatively related to academic performance in all four traditional language skills (speaking, listening, writing, and reading). Based on this study, the reading anxiety levels of 207 advanced level students from a Vietnamese educational institution were investigated, as well as any potential discrepancies between FLRA and demographic factors and relationships between FLRA and reading test scores. According to the study's findings, 96.6% of the participants had moderate levels of reading anxiety. Demographic factors like gender, place of birth, and the amount of time per week spent reading English-language books did not differ statistically significantly from FLRA. Like this, there was no statistically significant correlation between FLRA and reading test results.

This chapter introduces previous studies related to foreign language anxiety, cognition, levels and factors of English learning anxiety, and positive and negative effects of English learning anxiety, and presents empirical studies related to foreign language anxiety, previous studies have also identified some limitations that also need to be further explored.

After comparing the findings of many studies such as Eylem & Cavide (2020), Fan & Xiao (2021), and Van & Trung (2023), researchers have explored the language learning anxiety of high school students, college students, and various types of international students and the correlations, and have achieved some results, but the research on the English learning anxiety of the group of Chinese junior high school students is still insufficient and has certain research value. After conducting a more extensive literature review, the researcher found that other researchers have mainly focused on the English learning anxiety levels and factors of college students and international students. Therefore, this study aimed to explore the factors of English learning anxiety and the activities that lead to English learning anxiety among Chinese junior high school students.



CHAPTER 3

RESEARCH METHODOLOGY

The purpose of this study was to investigate Chinese junior high school students' learning anxiety. A systematic research plan was described in this chapter to ensure the accuracy and completeness of the research plan. In this chapter, the researcher discussed the research topic, research design, research instruments, validity and reliability, data collection procedures, analysis of research data, and ethical considerations.

3.1 RESEARCH DESIGN

For this study, the researcher uses a mixed methods research approach. Mixed methods research is an approach that combines quantitative and qualitative methods in a single study to provide a broader and more complete view of the problem (Almeida, 2018).

The main purpose of the questionnaire survey was to explore the factors and activities that contributed to students' anxiety about learning English. To supplement the limitations of the questionnaire, the researcher also collected more information and data through interviews. With this objective in mind, this study was designed as a mixed-methods study, using two instruments to collect two types of data. The use of questionnaires alone does not fully describe the research phenomenon (Nunan, 2002). Combining quantitative and qualitative methods for research design can greatly improve the quality of the findings and most importantly, qualitative, and quantitative data can help the researcher understand unexpected results (Mander, 2017). Quantitative data were collected through questionnaires and qualitative data through semi-structured interviews.

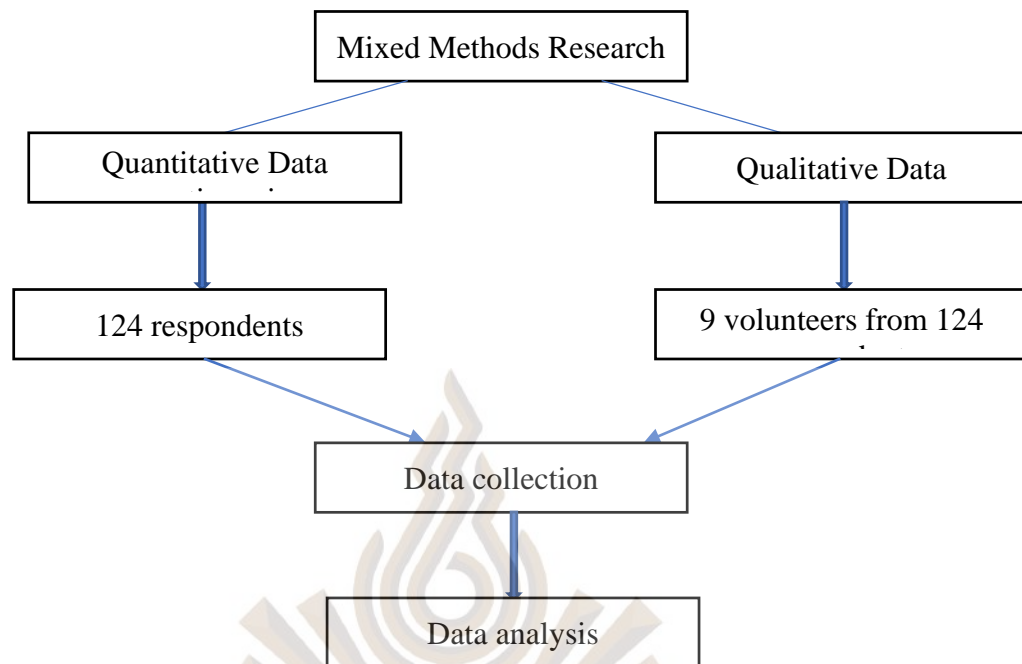


Figure 3.1 Steps of the study following.

3.2 RESEARCH SITE

Qijing Fourth Junior High School in Yunnan Province is a school that contains both junior and senior high schools. The school has a team of highly qualified teachers, including several senior teachers and teachers with doctoral and master's degrees. The school has achieved excellent results in China's entrance exams and secondary exams on many occasions and has exchanges with many Chinese institutions and regularly travels to foreign schools for further study. The school focuses on teacher-student interaction, carries out diverse teaching activities, and actively promotes the use of information technology in teaching. In addition, the school focuses on the all-round development of students and carries out a series of activities in academics, arts and sports to provide students with diversified learning and development opportunities. The school has been adhering to the school motto of "Virtue, Knowledge, Health and Happiness", encouraging students to explore, be active and pursue excellence.

3.3 RESEARCH POPULATION AND SAMPLE

To understand Chinese junior high school students' English learning anxiety, we studied a total of 180 students in six ninth grade classes in the fourth junior high school in Shizong County, Qujing City, Yunnan Province, China. They were students who were learning English as a second language.

3.3.1 The Number of Questionnaire Respondents

180 Chinese students from 6 classes in Grade 9th were the subjects of the study. Based on the chosen calculation method, a sample of 124 was generated by stratified sampling method. The sample size was calculated using Yamane's formula as shown below.

Sample size for $\pm 5\%$ precision levels where confidence level is: \pm

$$n = \frac{N}{1 + Ne^2} \quad (3-1)$$

Stratified sampling

$$r(X, Y) = \frac{Cov(X, Y)}{\sqrt{Var|X|Var|Y|}} \quad (3-2)$$

Consider the table below, which shows how many students from each class were selected for the questionnaire through a stratified sampling technique. Since the English grades and English proficiency levels of each class were not the same, this study used stratified sampling, which reduced the effect of variability in each sampling stratum, and sampling ensured that the samples taken were sufficiently representative.

Table 3.1 Number of the Questionnaire Respondents

| | Population(X) | Stratified Sampling(Y) |
|---------|---------------|------------------------|
| Class 1 | 24 | 14 |
| Class 2 | 33 | 24 |
| Class 3 | 29 | 22 |
| Class 4 | 28 | 16 |
| Class 5 | 34 | 25 |
| Class 6 | 32 | 23 |
| Total | 180 | 124 |

First, the number of Chinese junior high school students in this survey is large and covers a wide range of geographical regions and social backgrounds. It is very difficult to comprehensively understand and investigate the English learning anxiety status of all middle school students in a short period of time. By taking a sample survey, the researcher selects a representative portion of the overall population in order to infer the characteristics and trends of the entire group of middle school students. Doing so can improve the efficiency and feasibility of the study.

In addition, sampling can provide a broad representation of students' views. By adopting methods such as questionnaires or interviews, researchers can directly hear students' views and experiences about English learning anxiety. This direct access to students' voices can provide more objective and realistic data for the study and help to gain a deeper understanding of students' psychological states and needs.

Finally, sample surveys have certain economic and time advantages. Adopting a sample survey can significantly reduce the resources and time required for research compared to conducting a comprehensive survey of all middle school students.

In summary, this study chose to adopt a sample survey to gain a comprehensive understanding of the current situation of English learning anxiety among Chinese junior high school students and to be able to obtain a wide range of student perspectives in an efficient manner. The sample survey has the advantages of being efficient, representative, and economical, allowing the researcher to obtain accurate and reliable

data that can provide targeted suggestions and measures to reduce English learning anxiety among middle school students.

Table 3.2 Personal participate

| Gender | Number | Percentage (%) |
|--------|--------|----------------|
| Male | 57 | 45.97% |
| Female | 67 | 54.03% |
| Total | 124 | 100 |

Regarding the ratio of men to women in this study.

Table 3.3 Number and Percentage of "I have been studying English for" of the. Participants

| Year of studying | Number | Percentage (%) |
|-------------------|--------|----------------|
| 1-3 years | 40 | 32.26% |
| 4-5 years | 38 | 30.65% |
| 5-7 years | 9 | 7.26% |
| More than 7 years | 37 | 29.84% |
| Total | 124 | 100 |

This shows that although students are in the same grade level, it is still evident that there is a large variation in the length of time students spend learning English.

Table 3.4 Number and Percentage of "I start learning English form." of the. Participants

| I start learning English form | Number | Percentage (%) |
|-------------------------------|--------|----------------|
| Kinder garden | 25 | 20.16% |
| Primary 1 | 25 | 20.16% |
| Primary 4 | 29 | 23.39% |
| Junior 1 | 45 | 36.29% |
| Total | 124 | 100 |

This shows that, although coming from the same grade level, there is a wide variation, but it is still evident that most of the students formally started learning English from the Junior 1.

3.3.2 The Number of Semi-structured Interviews

In this study, 9 students volunteered from a sample of 124 students in six classes. A total of nine volunteers were selected from the 124 students to participate in the interviews to ensure the quality of the interviews.

3.4 RESEARCH INSTRUMENTS

This study utilizes a mixed method approach consisting of a questionnaire for quantitative research and semi-structured interviews to complement the qualitative analysis. Respondents' answers to the questionnaires and interviews were kept confidential and used only for this study to ensure that they were able to answer truthfully.

3.4.1 Questionnaire

The questionnaire survey method is a research method that designs, and constructs questionnaire items based on the research objectives/questions. The survey was administered to Chinese ninth grade students in school, and the questionnaire was divided into three sections.

1) Students' personal information (e.g., gender, years of learning English) (items 1-3).

2) The second part is about English language learning anxiety, adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) proposed by Horwitz et al. in 1986, which is referred to as the English Language Learning Anxiety Factor Scale in this study. The scale contains 32 entries, each of which contains five options ranging from "very inconsistent" to "very consistent," with "1" indicating "very inconsistent"

and "5" indicating "very consistent. Test takers answer the questions as they see fit, scoring one point for choice 1 and so on, with five points for choice 5. The higher the score, the higher the level of anxiety about learning English.

Table 3.5 Five-point Likert

| Response | Description | Score |
|-------------------|---|-------|
| Strongly agree | Indicates a strong agreement with the statement | 5 |
| Agree | Indicates agreement with the statement | 4 |
| Neutral | Indicates a neutral or undecided stance | 3 |
| Disagree | Indicates disagreement with the statement | 2 |
| Strongly disagree | .Indicates a strong disagreement with the statement | 1 |

3.5 INSTRUMENT VALIDITY AND RELIABILITY

Validity is how well the tool measures what it is trying to measure. Three experts validated the instrument in this study. The Index of Item Objective Congruence (IOC), developed by Rovinelli and Hambleton (1977), is a program used for instrument development to assess content validity during the item development phase. In this study, the IOC is used to assess questionnaire items and semi-structured interview questions. Three experts were invited to conduct this work in this study.

In the calculation, IOC points are divided into three levels for evaluating the consistency and coherence of the program. The three experts chose only one answer out of the following three alternatives as the point to be given:

+1 = Understand or congruent or related to this study.

0 = Uncertain or not sure whether item related to the study,

-1 = Not Understand or not congruent or related to this study.

Total points for each item must have the consistency value equal to or above 0.50 (Petchroj & Chamniprasart, 2004); IOC marks are calculated by below equation:

$$IOC = \Sigma R / N$$

$$R = \text{Point given by experts} \quad (3-3)$$

$$\Sigma R = \text{Total points of each expert}$$

$$N = \text{Numbers of experts}$$

3.5.2 Reliability

To ensure the reliability of the questionnaire, the questionnaire was pilot tested. The reliability of the questionnaire results referred to whether the results correctly reflected the issues that the researcher needed to study (Latief, 2011). Before distributing the official questionnaire, the researcher tested the reliability of the anxiety questionnaire on 30 students of the same grade level from another school (who had similar characteristics to the students in the main study).

The higher the Cronbach's Alpha coefficient, the higher the reliability of the questionnaire. In this study, the reliability must be at least 0.7 to be considered acceptable.

Table 3.6 Cronbach's Alpha coefficient

| Cronbach's α | Internal consistency |
|-------------------------|----------------------|
| $\alpha \geq 0.9$ | Excellent |
| $0.9 > \alpha \geq 0.8$ | Good |
| $0.8 > \alpha \geq 0.7$ | Acceptable |
| $0.7 > \alpha \geq 0.6$ | Questionable |
| $0.6 > \alpha \geq 0.5$ | Poor |
| $0.5 > \alpha$ | Unacceptable |

Source: Jain and Angural, 2017

3.6 DATA COLLECTION

In the data collection phase of the survey, questionnaires and interview methods were conducted. The details of quantitative and qualitative data collection are as follows.

Questionnaire: Due to school regulations, the researcher was unable to enter the campus to distribute the questionnaire, which was distributed to students in six classes through cell phone software. The number of participants was calculated for each class, a group was organized using WeChat, and the URL of the online questionnaire was sent to the participants in the group.

Interviews: After the questionnaire, 9 participants were selected from the 124 participants and drawn in different classes. During the interviews, the researcher carefully recorded the useful information provided by the interviewees. Also, with the participants' consent, the researcher audio-recorded the conversations to check and add information missed in the interviews and to ensure the integrity of the interviews.

3.7 DATA ANALYSIS

In this study, two types of data (quantitative and qualitative) were collected.

Questionnaires, using SPSS software, were used to analyze the quantitative data collected through the questionnaires sent to the respondents. Descriptive statistics, such as percentages, means, and standard deviations, were calculated, and the meaning of the numbers was interpreted from them.

For the interview method, thematic analysis was used to analyze the qualitative data collected from the semi-structured interviews. The qualitative data obtained from the semi-structured interviews were subjected to thematic analysis. It was a method of identifying, analyzing, organizing, describing, and reporting the themes found in the dataset (Braun & Clarke, 2006). It was an inductive method of analysis that went from

a large amount of data that was not organized into themes to a central concept that could be used to explain how the various elements fit together. The three analysis steps came from Litchman's three C's (code-category-concept) process. The diagram below shows how qualitative data could be analyzed.

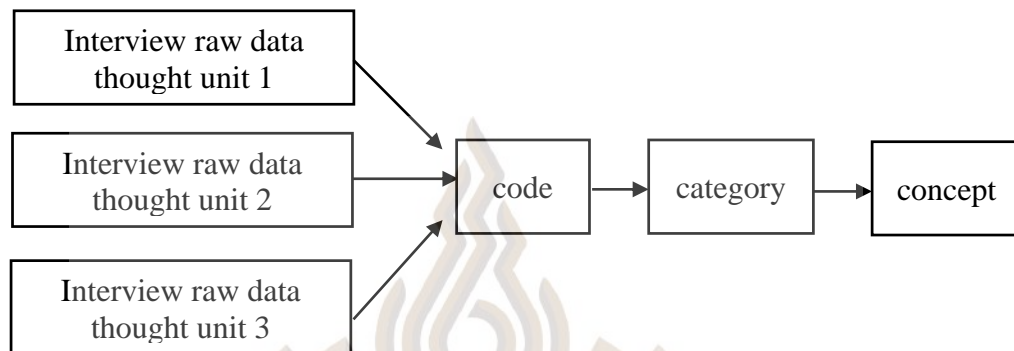


Figure 3.2 Structure of Qualitative Data Analysis of Litchman's 3 Cc Model (2013)
Source: Tang, 2022

3.8 ETHICAL CONSIDERATION

To conduct the study ethically, the researcher took the following steps:

- 1) Prior to conducting the study, the researcher obtained consent from the participants.
- 2) Personal information and responses from participants were collected and maintained in a secure manner.
- 3) The subjects of this study were high school senior English teachers; this study did not include minor children.
- 4) To prevent disclosure of participant information, the data collected were deleted within one year of the publication of this study.

All samples signed an informed consent form to confirm that their personal information and identity would not be disclosed in this study. The informed consent form for this study included the Informed Consent Form 18+, which was adapted from the RSU Ethical Review Board (ERB) form.

Following the RSU Ethical Review Board (ERB), the investigators conducted an informed consent process to provide potential subjects with sufficient information and ample opportunity to consider whether to participate in the study without pressure or undue influence. As a result, subjects could stop participating in the survey process at any time without being asked any questions or having their work or personal lives affected.

To confirm that this study complied with the RSU Ethical Review Board (ERB) regulations, the researchers did not disclose personal information or the identity of the sample and only used the data collected for the research purposes of this study.



CHAPTER 4

RESEARCH RESULTS

This chapter focuses on data analysis to answer the two research objectives of this study. It presents the analysis of the data, both quantitative and qualitative. Finally, the analysis and synthesis of the questionnaire and semi-structured interview data are used to describe the anxiety activities and factors causing them among students in the fourth junior high school in Shizong County, Qujing City, Yunnan Province, China.

4.1 QUANTITATIVE STUDY RESULTS

This part presents an analysis of the quantitative data from the questionnaire of this study.

4.1.1 The Student Questionnaire

A descriptive statistical analysis was conducted on a 32-item questionnaire completed by 124 respondents.

The factor results are shown below:

Table 4.1 Analysis of the Questionnaire

| Factors | Mean | S.D. |
|----------------------|------|------|
| The English language | 3.89 | 1.19 |
| Teachers | 3.86 | 1.12 |
| Fear of Failure | 3.85 | 1.10 |
| Classmates | 3.79 | 1.14 |
| Environment | 3.78 | 1.32 |
| Myself | 3.78 | 1.12 |

"The English language" being ranked first with a mean value of 3.89 signifies its significant role in causing student anxiety about learning English. The complexity of English, including its vast vocabulary and intricate grammar rules, contributes to students feeling overwhelmed and uncertain about their language abilities. The fear of making mistakes and struggling to understand or communicate effectively can create a sense of anxiety and self-doubt among learners.

"Teachers" ranking second with a mean score of 3.86 indicates the significant impact they have on students' anxiety levels in learning English. This emphasizes the importance of teachers in creating a supportive and conducive learning environment. Teachers should be mindful of their teaching methods and approaches, ensuring they are effective in helping students overcome their anxiety.

Third, for many students, "Fear of Failure" is another factor that contributes to their learning anxiety. The reason for this is the importance of exams in China and the fact that grades are important for students to continue their studies in high school in the future.

With a score of 3.79, "Classmates" ranked slightly higher than the overall average, suggesting that students perceive the influence of classmates on their English learning anxiety as relatively insignificant. This implies that students may not feel significantly impacted by their peers' presence or actions when it comes to their anxiety levels in learning English.

Finally, "Myself" and "Environment," both received a mean value of 3.78, indicating that students generally consider self-awareness and the learning environment to be important anxiety factors in learning English. The high scores for the self-factor may reflect students' uncertainty about their abilities and performance in English learning, as well as their worries and doubts about whether they can succeed. Environmental factors reflect students' dissatisfaction or concerns about their learning environment, such as lack of learning resources and stress.

Table 4.2 Analysis of the Questionnaire Items from Items 4-7

| Dimension | NO. | Questions | \bar{x} | S.D. | Interpretation |
|-----------------|-----|--|-----------|------|----------------|
| Classmates | 4 | I keep thinking that the other students are better at languages than I am. | 3.69 | 1.06 | High |
| | 5 | I always feel that the other students speak the foreign language better than I do. | 3.73 | 1.03 | High |
| | 6 | My classmates do not fully support me. | 3.89 | 1.13 | High |
| | 7 | I am afraid that my classmates will laugh at me when I speak the foreign language. | 3.83 | 1.33 | High |
| Total \bar{x} | | | 3.79 | 1.14 | |

The "classmates" factor, as depicted in Table 4.4, had a mean score of 3.79 and a standard deviation score of 1.14. The highest-scoring viewpoint, item 6 ("My classmates do not fully support me"), with a mean of 3.89 and a standard deviation of 1.13, suggests that some participants perceived a lack of support from their peers, possibly indicating a dearth of encouragement or a collaborative atmosphere. Conversely, the lowest-scoring perspective was item 4 ("I keep thinking that the other students are better at languages than I am"), with a mean of 3.69 and a standard deviation of 1.06. This implies that some participants had self-perceptions of their own language deficiencies relative to other students, believing that their peers were more skilled.

The results suggest that fostering a supportive and collaborative classroom environment could help alleviate students' perception of insufficient support from their classmates and reduce comparisons that contribute to their language learning anxiety.

Table 4.3 Analysis of the Questionnaire Items from Items 8-12

| | | | | | |
|-----------------|----|--|------|------|------|
| Environment | 8 | In language class, I can get so nervous I forget things I know. | 3.8 | 1.14 | High |
| | 9 | Even if I am well prepared for language class, I feel anxious about it. | 3.8 | 1.12 | High |
| | 10 | Language class moves so quickly I worry about getting left behind. | 3.81 | 1.16 | High |
| | 11 | I often feel like not going to my language class. | 3.87 | 1.11 | High |
| | 12 | I feel more tense and nervous in my language class than in my other classes. | 3.63 | 1.13 | High |
| Total \bar{x} | | | 3.78 | 1.32 | |

The results for the "environment" factor are shown in Table 4.5. The highest score was for item 11: "I often feel like not going to my language class", ($\bar{x}=3.87, S.D.=1.11$). This suggests that some participants often felt uncomfortable going to language classes, possibly because they were unhappy or uncomfortable with the course or the learning environment. On the other hand, the lowest score was for item 12: "I feel more tense and nervous in my language class than in my other classes". ($\bar{x}=3.63, S.D.=1.13$). This implies that some participants felt more tense and nervous in my language class than in my other classes, possibly because language learning was a challenge for them or because they lacked confidence in expressing their language skills. The mean score for these perspectives was 3.78 with a standard deviation of 1.32, showing a consistent agreement among participants on these perspectives. Participants generally felt nervous and anxious in language classes, including forgetting knowledge, being well prepared but still feeling anxious, worrying about not being able to keep up with the course, and being resistant to language classes.

Table 4.4 Analysis of the Questionnaire Items from Items 13-18

| | | | | | |
|-----------------|----|--|------|------|------|
| Myself | 13 | I get nervous and confused when I am speaking in my language class. | 3.9 | 1.02 | High |
| | 14 | I never feel quite sure of myself when I am speaking in my foreign language class. | 3.81 | 1.09 | High |
| | 15 | I tremble when I know that I'm going to be called on in language class. | 3.69 | 1.22 | High |
| | 16 | I start to panic when I must speak without preparation-in language class. | 3.76 | 1.12 | High |
| | 17 | I can feel my heart pounding when I'm going to be called on in language class. | 3.77 | 1.12 | High |
| | 18 | I felt very uncomfortable speaking a foreign language in front of other students. | 3.72 | 1.17 | High |
| Total \bar{x} | | | 3.78 | 1.12 | |

The results of the "Myself" factor are shown in Table 4.6. The highest scoring item is 13: "I get nervous and confused when I am speaking in my language class. " (\bar{x} =3.9, S.D.=1.02). This indicates that some participants felt speaking in a language class makes me uneasy and confused, probably because they were worried about making mistakes or not expressing themselves clearly. On the other hand, the lowest score was item 15: "I tremble when I know that I'm going to be called on in language class. " (\bar{x} =3.69, S.D.=1.22). This implies that some participants are less confident when speaking in foreign language classes and may lack confidence in their language skills. The mean score for these opinions was 3.78 with a standard deviation of 1.12, showing a consistent agreement among participants on these opinions. Participants generally felt

nervous and confused when speaking in language classes, lacked confidence, and felt shaky and nervous when being called out. They may also feel panicked and even feel their heart racing when speaking without preparation.

Table 4.5 Analysis of the Questionnaire Items from Items 19-22

| | | | | | |
|-----------------|----|--|------|------|------|
| Fear of Failure | 19 | I am worried about get the low score after a test. | 3.87 | 1.09 | High |
| | 20 | I worry about the consequences of failing my foreign language class. | 3.92 | 1.16 | High |
| | 21 | I always think I am not good enough. | 3.83 | 1.08 | High |
| | 22 | It embarrasses me to volunteer answers in my language class. | 3.77 | 1.06 | High |
| Total \bar{x} | | | 3.85 | 1.10 | |

The results of the "Myself" factor are shown in Table 4.7. The highest score was for item 20: "I worry about the consequences of failing my foreign language class". (\bar{x} =3.92, S.D.=1.16). This indicates that some participants were worried about the consequences of failing my foreign language class, which might affect their academic performance or future development. On the other hand, the lowest scoring item was 22: "It embarrasses me to volunteer answers in my language class." (\bar{x} =3.77, S.D.=1.06). This means that some participants feel embarrassed to volunteer answers in my language class and may be afraid of making mistakes or being judged by others. The mean score for these ideas was 3.85 with a standard deviation of 1.10, showing a consistent agreement among participants on these ideas. Participants were generally concerned about the results of getting a low score after the test and about the consequences of failing a foreign language course. They often felt that they were not good enough and were embarrassed when volunteering to answer questions in class.

Table 4.6 Analysis of the Questionnaire Items from Items 23-27

| | | | | | |
|-----------------|----|--|------|------|------|
| Teachers | 23 | It frightens me when the teacher is angry with the class. | 3.92 | 1.15 | High |
| | 24 | I get When I am used to the teacher's accent. | 3.85 | 1.04 | High |
| | 25 | I get upset when I don't understand what the teacher is correcting. | 3.81 | 1.11 | High |
| | 26 | I am afraid that my language teacher is ready to correct every mistake I make. | 3.77 | 1.08 | High |
| | 27 | I don't like teachers who punish students. | 3.96 | 1.23 | High |
| Total \bar{x} | | | 3.86 | 1.12 | |

The results of the "Teachers" factor are shown in Table 4.8. The highest scoring item was 27: "I don't like teachers who punish students. (\bar{x} =3.96, S.D.=1.23). This indicates that some participants do not like teachers who punish students and may think that the punishment is inappropriate or unfair. On the other hand, the lowest scoring item was 26: "am afraid that my language teacher is ready to correct every mistake I make." (\bar{x} =3.77, S.D.=1.08). This implies that some participants fear that the language teacher will correct every mistake they make and may feel nervous and stressed. The mean score for these views was 3.86 with a standard deviation of 1.12, showing a consistent agreement among participants on these views. Participants generally fear that the teacher will be angry with the entire class and may also feel uncomfortable with the teacher's accent. They may feel bothered, frustrated when not understanding what the teacher is correcting, and worried that the teacher will correct every mistake they make. Participants held consistent views about teachers who did not like to punish students.

Table 4.7 Analysis of the Questionnaire Items from Items 28-31

| | | | | | |
|----------------------|----|--|------|------|------|
| The English language | 28 | I feel overwhelmed by the number of rules you must learn to speak an English language. | 3.85 | 1.17 | High |
| | 29 | English language is difficult for me. | 3.8 | 1.29 | High |
| | 30 | I am not happy with my English accent. | 3.86 | 1.23 | High |
| | 31 | English grammar is different from my mother tongue, Chinese. | 4.06 | 1.05 | High |
| Total \bar{x} | | | 3.89 | 1.19 | |

The results of the "The English language" factor are shown in Table 4.9. The highest scoring item was 31: "English grammar is different from my mother tongue, Chinese." (\bar{x} =4.06, S.D.=1.05). This indicates that some participants believe that English grammar is different from their mother tongue, Chinese, and may find it challenging to learn English. On the other hand, the lowest scoring item was 29: "English language is difficult for me." (\bar{x} =3.8, S.D.=1.29). to say that it is difficult and may feel challenged and confused. The mean score for these views was 3.89 with a standard deviation of 1.19, showing a consistent agreement among participants on these views. Participants generally felt overwhelmed by the number of rules they face when learning English. They perceived English as a difficult language and were dissatisfied with their English accent. In addition, some participants felt that English grammar was different from their native language, Chinese.

Table 4.8 Statements with the highest average scores

| NO. | Statement | Mean | S.D. |
|-----|--|------|------|
| 31 | English grammar is different form my mother tongue, Chinese. | 4.06 | 1.05 |
| 27 | I don't like teachers who punish students. | 3.96 | 1.23 |
| 20 | I worry about the consequences of failing my foreign language class. | 3.92 | 1.16 |
| 23 | It frightens me when the teacher is angry with the class. | 3.92 | 1.15 |

Item 31 "English grammar is different from my mother tongue, Chinese." - Average score: 4.06.

The high mean scores on this question reflect a challenge that many Chinese junior high school students face when performing learning English activities, namely that English grammar is significantly different from Chinese grammar. This difference can lead to confusion and discomfort for students, increasing their difficulty and anxiety in learning English.

Item 27 "I don't like teachers who punish students." - Mean score: 3.96

The high mean scores indicate that many of the students surveyed do not like teachers who use punitive methods. In the Chinese educational environment, some teachers may rely too heavily on punitive techniques, which may increase students' anxiety, especially in subjects such as English language learning that require active participation and expression.

Item 20 "I worry about the consequences of failing my foreign language class." - Average score: 3.92

The high mean score for this question reveals the anxiety that many Chinese junior high school students feel in learning English. Due to the competitive pressure and emphasis on advancement in the education system, students may be worried about the consequences of failing, including issues that may affect advancement and future development. This anxiety may increase students' stress in English language learning.

Item 23 "It frightens me when the teacher is angry with the class." - Mean score: 3.92

The high mean scores for this question indicate that many students feel afraid when the teacher is angry. When a teacher is angry with the entire class, students may feel that they will be criticized, punished, or disrupted in the learning environment. This tense atmosphere may increase the pressure on students to express themselves in the English classroom and lead to the emergence of learning anxiety.

Table 4.9 Statements with the lowest average scores

| NO. | Statement | Mean | S.D. |
|-----|--|------|------|
| 12 | I feel more tense and nervous in my language class than in my other classes. | 3.63 | 1.13 |
| 15 | I tremble when I know that I'm going to be called on in language class. | 3.69 | 1.22 |
| 4 | I keep thinking that the other students are better at languages than I am. | 3.69 | 1.06 |

Item 12 "I feel more tense and nervous in my language class than in my other classes."

The students' low scores may indicate that they feel relatively relaxed in their language classes, with no apparent tension or anxiety. This may be because they are interested in learning the language, or they have better performance and self-confidence in language classes.

Item 15 "I tremble when I know that I'm going to be called on in language class."

The students' low scores may indicate that they did not show significant trembling or nervous reactions when they were called on to answer questions. This may indicate that their self-confidence in their language skills and in answering questions was high.

Item 4 "I keep thinking that the other students are better at languages than I am."

The students' low scores may indicate that they do not hold overly self-defeating notions about other students in terms of language ability. They may be more confident in their own language abilities and do not overly compare themselves to others.

4.2 Qualitative Study Results

In this section, data were collected from semi-structured interviews divided into five questions, and nine volunteers were randomly selected from the 124 students to participate in this interview individually. The following section reveals the data collected from the interviews of nine students:

Table 4.10 The Number of Codes, Categories and Concepts

| Student 1-9 | Number of Codes | Number of Categories | Number of Concepts |
|-------------|-----------------|----------------------|--------------------|
| Student A | 9 | 4 | 2 |
| Student B | 7 | 6 | 2 |
| Student C | 13 | 7 | 2 |
| Student D | 9 | 6 | 2 |
| Student E | 8 | 3 | 2 |
| Student F | 12 | 5 | 2 |
| Student G | 13 | 8 | 2 |
| Student H | 11 | 6 | 2 |
| Student I | 12 | 5 | 2 |
| Total | 94 | 50 | 18 |

The following findings on English Language Learning factors and activities were obtained through semi-structured interviews:

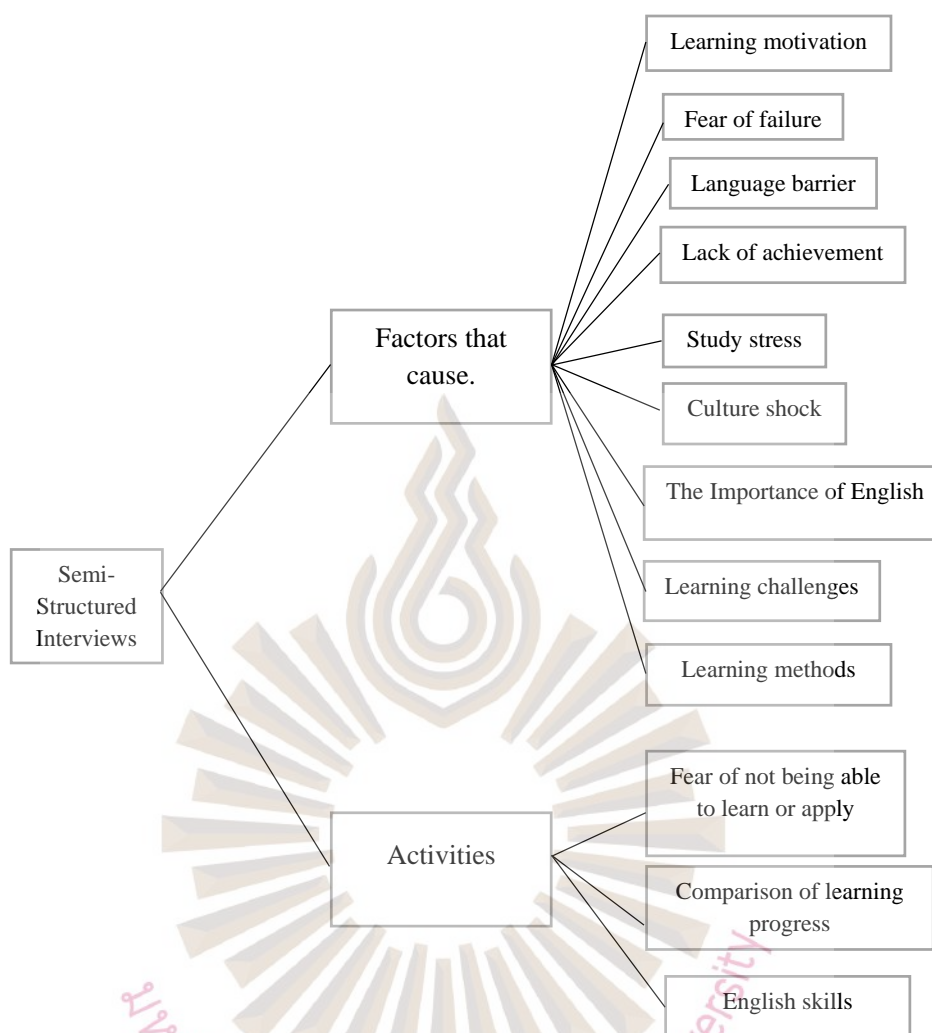


Figure 4.1 Semi-structured Interview for Analysis of Factor that cause and Activities.

According to the request it can be understood that the data we got through semi-structured interviews English learning causes anxiety factors are learning motivation, Language barriers, Learning stress, Learning challenges, Culture shock, Importance of English, Fear of failure, Lack of a sense of accomplishment, Learning methods, and the activities that cause anxiety about learning English are Fear of not being able to learn or appl, Comparison of learning progress, English skills.

Table 4.11 shows a total of 9 concepts which can be subsequently reduced to Factors that cause. The analysis of the interviewed data is in the three Cs (Code-Category-Concept) columns below.

Table 4.11 The Code-Category-Concept Analysis

| Code (Frequency) | Category (Frequency) | Concept |
|---|---|--------------------|
| Future career and slowing down development (8) Learning a new language can be a daunting task (7) The pressure of school, family, and exams (11) Difficult cultural integration issues (6) Education and Employment Impact (10) Fear of falling behind other students and fear of underperforming (5) Lack of sense of achievement when learning English (5) Enjoy English culture (9) English Language Challenge (9) Need to cope with a variety of learning task (5) | Learning motivation (14) Language barrier (3) Learning stress (8) Learning Challenging (6) Culture shock (5) The Importance of English (3) Fear of failure (2) Lack of achievement (3) Learning methods (4) | Factors that cause |

Table 4.12 The Code-Category-Concept Analysis

| Code (Frequency) | Category (Frequency) | Concept |
|---|--|------------|
| Forgetting knowledge, fear of not being able to learn or apply it (9) Anxiety triggered by comparison with others' learning progress (4) Anxiety about different aspects of English skills (15) | Fear of not being able to learn or apply (5) Comparison of learning progress (3) English skills (10) | Activities |

When the codes were categorized, 12 categories emerged. As shown in Table 4.10: 1) Learning motivation; 2) Language barrier; 3) Learning stress; 4) Learning Challenging; 5) Culture shock; 6) The Importance of English; 7) Fear of failure; 8) Lack of achievement; 9) Learning methods; 10) Fear of not being able to learn or apply; 11) Comparison of learning progress; 12) English skills. These themes can be further categorized into two concepts: Factors and Activities that cause. The numbers represent the total number of times they were mentioned throughout the semi-structured interviews.

4.2.1 Factors causing English learning anxiety among Chinese junior high school students

The results of the study revealed nine factors causing English learning anxiety among Chinese junior high school students.: 1) Learning motivation; 2) Language barrier; 3) Learning stress; 4) Learning Challenging; 5) Culture shock; 6) The Importance of English; 7) Fear of failure; 8) Lack of achievement; 9) Learning methods. The actual words of the interviews are presented below.

4.2.1.1 Learning motivation

“My English performance will affect my school ranking, evaluation, and future studies or employment.” (Student C, personal communication, April 15, 2023)

“Especially when I need to memorize a lot of words and learn complicated grammar rules, I easily feel bored and unmotivated.” (Student D, personal communication, April 15, 2023)

“Learning English will help me communicate better with the world, learn more about cultures, thinking and perspectives, and broaden my horizons and perceptions.” (Student E, personal communication, April 15, 2023)

“Once I have acquired certain knowledge and skills in English, I feel a sense of accomplishment and pride, which further encourages me to continue studying English and other subjects.” (Student F, personal communication, April 15, 2023)

“I think learning English well can help me understand the world better and better communicate and cooperate with people in the international arena.” (Student G, personal communication, April 16, 2023)

“Having a certain level of English will allow me to better understand and communicate with the outside world.” (Student H, personal communication, April 16, 2023)

“I don't think I want to learn English, but I think it's because English is an international language that has a wide range of applications in many fields, such as business, technology, culture, etc.” (Student I, personal communication, April 17, 2023)

4.2.1.2 Language barrier

“Learners face barriers to listening comprehension, pronunciation, and grammatical errors.” (Student A, personal communication, April 15, 2023)

“English learners may encounter a variety of language barriers such as lack of listening comprehension, inaccurate pronunciation, and grammatical errors.” (Student D, personal communication, April 15, 2023)

“Then there is the language barrier: A language barrier is when learning a new language is a daunting task for some people.” (Student I, personal communication, April 17, 2023)

4.2.1.3 Learning stress

“High school students juggle multiple tasks, including English homework, exams, and speaking practice, which increases their learning stress.” (Student A, personal communication, April 15, 2023)

“High school students are under overwhelming pressure to study multiple subjects, including English.” (Student B, personal communication, April 15, 2023)

“The large amount of English knowledge and practice can create pressure to learn, especially when combined with exams, homework, and test scores.” (Student C, personal communication, April 15, 2023)

--“Nervous during exams but mastering new words and phonetic symbols brings excitement and satisfaction.” (Student D, personal communication, April 15, 2023)

“I am more worried about my future. English is a required class, and my performance will directly affect my midterm grades and my direction for higher education.” (Student E, personal communication, April 15, 2023)

“Learning English requires extensive knowledge of vocabulary and grammar, as well as constant practice in listening, speaking, reading, and writing, which may lead to greater learning pressure. Add to this the pressure of exams, homework, and test scores.” (Student F, personal communication, April 15, 2023)

“My parents and teachers took my English learning very seriously, and they always pushed me to learn better and faster.” (Student G, personal communication, April 16, 2023)

“Lack of time due to multiple classes and extracurricular activities, which limits the commitment to English learning.” (Student I, personal communication, April 17, 2023)

4.2.1.4 Learning Challenging

“Accurate pronunciation is a challenge, as slight differences in meaning require practice and understanding.” (Student B, personal communication, April 15, 2023)

“Learning English requires mastering grammar, vocabulary, and different contexts, which can be a complex challenge for junior high school students.” (Student C, personal communication, April 15, 2023)

“Challenging myself under pressure and trying to adapt to the learning process.” (Student D, personal communication, April 15, 2023)

“This is a challenge for me because I need to practice pronunciation and understand the different pronunciations that have slight differences in meaning.” (Student E, personal communication, April 15, 2023)

“For many people, learning English requires a lot of time and energy.” (Student F, personal communication, April 15, 2023)

“The large amount of grammar and words in first English is very challenging for me. Many times, I would feel overwhelmed and not know what to learn first, or when I wanted to use a word, I would find myself not knowing its meaning or forgetting the spelling.” (Student G, personal communication, April 16, 2023)

4.2.1.5 Culture shock

“English learning enriches knowledge and cultural horizons, offering insights into history, culture, and art of diverse countries.” (Student B, personal communication, April 15, 2023)

“Difficulty understanding idioms and slang, as well as difficulty integrating into English culture, can cause discomfort.” (Student C, personal communication, April 15, 2023)

“There are several important reasons for learning English: First, I can better communicate with international friends, understand the culture of different countries, broaden my international horizons, and improve my interpersonal skills; second, as social development and international exchange increase, many textbooks and academic materials are written in English, so learning English well helps me acquire more knowledge.” (Student E, personal communication, April 15, 2023)

“English is not only a language, but also a culture.” (Student G, personal communication, April 16, 2023)

4.2.1.6 The Importance of English

“English is the primary language for international academic communication, including publishing articles and speaking at conferences.” (Student C, personal communication, April 15, 2023)

“Academic research and essay writing. In the international academic world, English is the primary language of academic communication.” (Student F, personal communication, April 15, 2023)

“Especially in modern society, mastering English has become a basic ability, so learning English has become an inevitable choice.” (Student I, personal communication, April 17, 2023)

4.2.1.7 Fear of failure

“Fear of grammatical errors and mispronunciation hinders interaction, especially in social situations.” (Student F, personal communication, April 15, 2023)

“May know the spelling of words and the rules of grammar, but I will not be able to figure out how to rationalize my language and how to describe my thoughts and ideas more accurately.” (Student H, personal communication, April 16, 2023)

4.2.1.8 Lack of achievement 3

“Finally, I can also feel a lack of accomplishment in learning English. Although I have been studying English for many years, I still feel that my English has not improved much.” (Student D, personal communication, April 15, 2023)

“Lack of focus, distraction, and difficulty finding effective study strategies frustrated me.” (Student H, personal communication, April 16, 2023)

“Lack of self-confidence, leading to a feeling of inadequacy compared to others and a perception of academic failure.” (Student I, personal communication, April 16, 2023)

4.2.1.9 Learning methods

“Some students feel anxious due to a lack of interest and practical learning methods, making English learning monotonous and boring.” (Student A, personal communication, April 15, 2023)

“I struggled with grammar and vocabulary and felt helpless and hopeless when writing essays or doing listening exercises.” (Student B, personal communication, April 15, 2023)

“I don't know how to study English effectively. I spend a lot of time on reading, listening, writing, and speaking exercises, but I never seem to be able to improve my grades.” (Student I, personal communication, April 17, 2023)

In summary, the analysis of semi-structured interview data on the factors causing English learning anxiety among Chinese junior high school students revealed that. Figure 4.2 below clearly shows the themes that emerged under this concept.

4.2.2 Activities that cause English learning anxiety among Chinese junior high school students

4.2.2.1 Fear of not being able to learn or apply

“I was very afraid that I would not be able to learn English or apply what I had learned in real-life situations, and this concern made me feel very frustrated and anxious.” (Student A, personal communication, April 15, 2023)

“If I couldn't use English, I would feel helpless and helpless, and I would fear that this would limit my life and career, and this fear would not put me at ease.” (Student B, personal communication, April 15, 2023)

“I would worry that I would not be able to master English language skills so that I would not be able to communicate and understand others fluently.” (Student C, personal communication, April 15, 2023)

“It worries me to think that I may not be able to learn English well or apply what I have learned to real life situations.” (Student D, personal communication, April 15, 2023)

“I think if I can't use English well, I will feel inferior and limited, which is a big blow to my self-confidence, and I worry that I will be looked down upon.” (Student E, personal communication, April 15, 2023)

“My fear of not being able to communicate and understand others effectively in English makes me feel uneasy and uncomfortable.” (Student F, personal communication, April 15, 2023)

“Not being able to learn and apply English would make me feel disappointed and frustrated, and it would make me wonder what the point of learning English was.” (Student G, personal communication, April 15, 2023)

“I am afraid that if I have difficulties in learning English and cannot overcome the language barrier and grammatical errors, I will not be able to apply English well to communicate.” (Student H, personal communication, April 16, 2023)

“If I learn English for a long time, but I can't use it, it makes me feel doubtful.” (Student I, personal communication, April 17, 2023)

4.2.2.2 Comparison of learning progress

“I would often compare my academic progress with that of other students, and if I found myself falling behind, I would feel frustrated and anxious that I would not be able to catch up.” (Student, personal communication, April 15, 2023)

“Compared to the academic progress of others, I may feel stressed and uneasy, worried that my efforts are not enough and that I will not be able to reach the level of others.” (Student F, personal communication, April 15, 2023)

“I often fell into anxiety and self-doubt, worrying about whether my efforts were sufficient and whether I would be able to make comparable progress to others.” (Student G, personal communication, April 15, 2023)

“Whenever people who speak English better than me speak English, I sometimes feel inferior and frustrated, worried that I will never reach the level of others, and this comparison makes me feel stressed out.” (Student H, personal communication, April 16, 2023)

4.2.2.3 English skills

“I would quickly forget my knowledge of vocabulary and grammar and worry that I wouldn't learn or know how to apply it. Difficulty listening to and speaking English, unfamiliar with the rhythm and intonation of the language.” (Student A, personal communication, April 15, 2023)

“I'm comfortable with my reading skills, and my comprehension improved through reading practice. I have a good grasp of grammar and vocabulary, aiding my writing and reading.” (Student B, personal communication, April 15, 2023)

“I may have difficulty with English listening skills, but with some training, I can understand simple conversations and basic English sentences. I can use basic spoken English expressions for greetings, introductions, and everyday conversations, but fluency and naturalness may be limited. I have mastered basic English reading skills and can comprehend simple texts and stories but may have challenges with longer and more complex texts. I have mastered basic English writing skills and am able to express my thoughts and feelings but need further practice and improvement with longer and more complex texts.” (Student C, personal communication, April 15, 2023)

“I feel most anxious and challenged by speaking and listening English. I feel that my speaking skills are poor, and I often get stuck or use words inaccurately, and my fluency is lacking.” (Student D, personal communication, April 15, 2023)

“This process can make me feel less comfortable because I need to coordinate my listening and reading skills, which requires constant practice to improve. I feel uneasy with English because I am always worried that I will forget a word or a grammar rule.” (Student E, personal communication, April 15, 2023)

“Because English is a foreign language, junior high school students may lag in listening skills, but they are satisfied if they have received some listening training and can understand simple conversations and basic English sentences.” (Student F, personal communication, April 15, 2023)

“Listening and speaking are also my weaknesses. In English listening tests, I often can't understand some words or sentences, especially when the teacher or other students speak quickly. Also, my spoken English is very poor, and I often stutter or speak incoherently.” (Student G, personal communication, April 15, 2023)

“I don't think my English skills satisfy me because I think every skill in English is difficult for me. For example, in reading and listening, I do not have enough vocabulary and my pronunciation is not standard, which makes me suffer a lot in the learning process. Not to mention my essay writing and speaking skills, I know nothing about English grammar, and I don't know how to use it. Moreover, when it comes to speaking, I am afraid to speak and respond to the teacher in class.” (Student H, personal communication, April 16, 2023)

“I don't think I am satisfied with any of my English skills, and for the listening aspect: listening is one of the most frustrating aspects.” (Student I, personal communication, April 16, 2023)

4.3 SUMMARY OF THE QUANTITATIVE DATA AND QUALITATIVE DATA

Based on the collected data, a total of 124 Chinese junior high school students participated in the questionnaire and 9 students participated in the semi-structured interview in this study. By analyzing the questionnaire data and the semi-structured interviews, we can draw the following conclusions.

First, the factors leading to English learning anxiety learned through this semi-structured interview include motivation, language barriers, learning pressure, learning challenges, culture shock, and the importance of English. All the questionnaire answers and interview answers were determined by descriptive statements.

Secondly, the activities leading to English learning anxiety learned through this structured interview included Fear of not being able to learn or apply, Comparison of learning progress, and English skills. all the questionnaire answers and interview answers were determined by descriptive statements.

CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter is divided into three sections: conclusion, discussion, and recommendations. This chapter first presents the conclusion from the findings of the study, both quantitative and qualitative, followed by the discussion of the findings in relation to the theories and previous studies on the same issues. The last part of this chapter presents recommendations for the use of the findings of this study as well as guidelines for future study.

5.1 CONCLUSION

The study used a mixed methods research approach. Quantitative data were obtained through a 31-item questionnaire to investigate students' anxiety activities in different factors. In addition, qualitative data were obtained through semi-structured interviews to gain insight into Chinese junior high school students' perceptions of anxiety factors in English language learning. The results of the two instruments used in this study led to the Questionnaire and Semi-structure interviews were needed to respond to the two-research question.

5.1.1 Research Question 1: What are the factors that cause English learning anxiety of Chinese junior high school students?

The students rated all 31 questionnaire items at the "HIGH" level.

Among them, the questionnaire results showed that "The English language" had the highest mean score of anxiety level among all factors (\bar{x} =3.89, S.D.=1.19). "Teachers" had the second highest level of anxiety (\bar{x} =3.86, S.D.=1.12) and "Fear of Failure" had the third highest level of anxiety (\bar{x} =3.85, S.D.=1.10). "Classmates" factor

produces the fourth highest mean score for the level of anxiety ($\bar{x}=3.79$, S.D.=1.14). The lowest mean score was 3.78 for both "Myself" ($\bar{x}=3.78$, S.D.=1.12) and "Environment" ($\bar{x}=3.78$, S.D.=1.32).

First, the mean score for the factor "The English language" is 3.89, which is slightly higher compared to the other factors. This indicates that students have some anxiety about learning English itself, probably due to language barriers, comprehension difficulties and learning burdens.

Secondly, the mean scores for the factors "Fear of Failure" and "Teachers" are also very similar, 3.85 and 3.86 respectively, which indicates that students' anxiety about the role of "Fear of Failure" and "Teachers" in learning English is relatively balanced and the differences between them are not significant.

The three factors' "Classmates", "Environment" and "Myself" have the lowest and very close mean scores. This indicates that students' anxiety levels about their peers, learning environment and self-evaluation are relatively balanced, and there are no significant priorities or differences among them.

Through the analysis of semi-structured interviews, several factors were found to influence students' English learning experiences to varying degrees.

First, "Learning motivation" was found to be an important factor contributing to anxiety. Many students reported a lack of interest and motivation to learn English, which may be due to a mismatch between subject requirements, academic pressure, and personal interests. This lack of motivation may increase their feelings of anxiety during the learning process.

Similarly, "Learning stress" is considered by many students to be one of the main causes of anxiety. High-intensity study demands, frequent tests and assessments, and academic competition with peers increase students' feelings of stress in learning English.

"Learning Challenges" was also a contributing factor to anxiety. Students perceive that difficult tasks and complex learning content in English language learning increase their feelings of anxiety.

"Culture shock" was also mentioned by some students as a contributing factor to anxiety. It can be challenging for learners to adapt to changes in the cultural environment and learning methods of English language learning.

"Learning methods" was also mentioned by students as a factor contributing to anxiety. They lacked clear guidance and strategies on how to learn English effectively.

"Language barrier" was also identified as a significant contributor to anxiety. Students reported difficulties with their understanding and ability to express themselves in English.

In addition, students generally felt that "The Importance of English" increased their feelings of stress and anxiety about their studies. They were highly aware of the importance of English in their future studies and career development.

Finally, "Fear of failure" and "Lack of achievement" were also identified as factors contributing to anxiety. Students were worried about their poor performance in English learning and their inability to meet their own or others' expectations.

It can be clearly seemed that students learning a fore languages which is totally different from them mother town. The level of anxiety tends to be high due to Fear of Failure, Stress and Learning challenges and Lack of Achievement that they have experiences.

In summary, Chinese junior high school students have several anxiety factors in English learning, including motivation, language barriers, learning pressure, learning challenges, culture shock, the importance of English, fear of failure, lack of

achievement, and learning methods. Understanding how these factors affect students' anxiety is crucial to developing relevant educational interventions and supporting students' mental health.

5.1.2 Research Question 2: What are the activities that cause English learning anxiety of Chinese junior high school students?

In the questionnaire survey, the top three activities are as follows: 31) English grammar is different from my mother tongue, Chinese. 27) I don't like teachers who punish students. 20) I worry about the consequences of failing my foreign language class.

Item 31, with a mean score of 4.06, ranked first, and this result is well represented. Students may face unfamiliarity with English grammar rules and difficulties in understanding them, which increases their anxiety in the learning process.

Next, item 27 was ranked second with a mean score of 3.96. Students reported holding negative attitudes toward teachers who punish students. This suggests that students perceive punitive educational methods as having a negative impact on their learning experience and motivation. This negative view may be related to the students' need for an encouraging and supportive educational environment.

Finally, item 20, with a mean score of 3.92, ranked third. Students also expressed concerns about the consequences of failing foreign language classes. This reflects students' concerns about academic performance and academic stress. They may fear that failure will adversely affect their academics and future, leading to increased anxiety.

The analysis of the semi-structured interviews revealed several activities that influenced students' English learning anxiety to varying degrees.

First, "Fear of not being able to learn or apply". This anxiety stems from students' doubts and concerns about their abilities in English language learning. Students may fear that they will not be able to effectively master and apply their knowledge of English. This fear is closely related to the individual student's self-confidence, self-efficacy, and expectations of future learning outcomes.

Second, "Comparison of learning progress". Students often compare themselves to other students their age or in the same class, especially in terms of learning progress. If students feel that they are learning at a slower pace than others or that others are outperforming them, they may feel disadvantaged in their English learning, and this may trigger anxiety. Such comparisons may lead to feelings of unease and dissatisfaction about students' own abilities.

Finally, the uncertainty and inadequacy of "English skills" students about their English proficiency is also a trigger for anxiety. Students may experience difficulties in listening, speaking, reading, writing, or understanding English that make them feel that they are unable to keep up with their studies or reach the expected level. These difficulties may be caused by learning disabilities, differences in the language environment, or other individual differences. Such feelings may threaten the student's self-image and self-confidence in learning, which can lead to anxiety.

The effect of these activities may lead to anxiety in students' English learning. Anxiety negatively affects learning, interferes with students' motivation and concentration, and affects their academic performance and self-confidence. Therefore, to alleviate students' anxiety, students are advised to talk to their teachers or peers for support and assistance.

5.2 DISCUSSION

Based on the responses to the questionnaire and semi-structured interviews, some issues have emerged for discussion are follows:

5.2.1 The Factors that cause English learning anxiety

Based on the results of the questionnaire, researcher observed that different students had different levels of anxiety about learning English. In the questionnaire, the factor with the highest mean score of 3.89 was "The English language," and further analysis of the semi-structured interview data showed that the three factors related to English were "Language barriers," "Importance of English," and "The English language," which I collectively refer to as "Language factors." On the other hand, the lowest scoring factors were "Environment" and "Myself" with an average score of 3.78. This is consistent with the data from the semi-structured interviews. The factors corresponding to "Myself" are "Learning Motivation " and "Lack of Achievement," which I collectively refer to as "Affective Factors," while the factors corresponding to "Environment" are "Learning Pressure " and "Cultural Shock," which I collectively refer to as "External Influences. "

Table 5.1 Corresponding results of quantitative and qualitative studies

| Quantitative | Qualitative | Summarization |
|----------------------|-----------------------|---------------------|
| The English language | Language barriers | Language factors |
| | Importance of English | |
| | The English language | |
| Myself | Learning motivation | Affective factors |
| | Lack of achievement | |
| Environment | Learning pressure | External influences |

These results suggest that students may face anxiety challenges in terms of peer interaction, the learning environment, and the English language itself. Related studies have shown that peer relationships have a significant impact on students' learning experiences and emotional states (Ada,1994; Li, 2019; Fu,2021). The quality and adaptability of the learning environment is also associated with students' learning anxiety (Wang, 2017). In addition, English as a foreign language may be challenging

for students, and language barriers and low self-confidence may lead to increased learning anxiety (Horwitz et al.,1986; Chen,2006; Cheng, 2021).

Further exploration of language barriers is also one of the important factors that contribute to students' anxiety in learning English. Non-native learners may face language barriers such as insufficient vocabulary, grammatical errors, and pronunciation difficulties in English communication (Macintyre & Gardner,1994; Horwitz, 2019). Such language barriers may weaken students' self-confidence, which in turn increases anxiety when learning English.

In addition, the importance of English is another factor that contributes to students' anxiety. Due to the importance of English in school and society, students may feel stress and anxiety (Macintyre & Gardner,1994; Matsuda & Matsuda, 2018). The importance of educational policies may also have an impact on students' anxiety levels.

Motivation to learn is one of the most important factors that influence students' learning anxiety. Students may face pressures from intrinsic or extrinsic sources that may affect their motivation and interest in learning English (Dörnyei, 2019). Research has shown that there is a significant association between motivation and students' anxiety levels, and a lack of positive motivation to learn may lead to increased anxiety (Horwitz,1986; Gardner, 2018).

In addition, lack of achievement may also contribute to students' English learning anxiety. Students may feel frustrated and anxious when they feel that they are not making enough progress in their English learning or not achieving their expected goals (Alpert & Haber; Horwitz,1986; Zeidner, 2019). Students' self-evaluation and perceptions of their abilities play an important role in the development of anxiety.

In addition, academic stress is one of the most important factors contributing to students' anxiety. Students may face stress in coping with large amounts of homework, exam pressure, and time management (Macintyre & Gardner, 1994; Huang

& Su, 2021). An increase in academic stress may trigger anxiety responses in students and affect their learning efficiency and emotional state.

Finally, culture shock is one of the common factors in cross-cultural learning environments. Students may face confusion and discomfort associated with cultural differences in the target language, which may increase their learning anxiety (Zhang, Y., & Zhang, L., 2018; Zhao, 2021; Zhao & Wang, 2021; Liu & Yang, 2022). Understanding and adapting to the target language culture may help alleviate students' anxiety.

5.2.2 The Activities that cause English learning anxiety

The survey results show that students have different levels of anxiety about learning English in different English activities. The mean score of the questionnaire shows that the most anxiety-provoking activity in English is item 31) "English grammar is different from my mother tongue, Chinese" with a mean score of 4.06. This indicates that students have concerns and fears about the ability to learn and apply English grammar. The data from the semi-structured interviews corresponded to "Fear of not being able to learn or apply". In addition, the activity with the lowest mean score among the English activities was item 12) "I feel more tense and nervous in my language class than in my other classes" with a mean score of 3.63. This indicates that students feel more nervous and anxious in their language classes, which may be related to their perceptions of their English. This suggests that students' greater nervousness and anxiety in language classes may be related to their perceptions of their English skills, which corresponded to "English skills" in the semi-structured interviews.

Table 5.2 Corresponding results of quantitative and qualitative studies

| Quantitative | Qualitative |
|--|--|
| 31) English grammar is different from my mother tongue, Chinese. | Fear of not being able to learn or apply |
| 12) I feel more tense and nervous in my language class than in my other class. | English skills |

In the questionnaire, the activities with high anxiety levels were: 31) English grammar is different from my mother tongue, Chinese. and 27) I don't like teachers who punish students. activities are the two items with high anxiety level, the reason when students learn English in junior high school, they often face differences between English grammar and their native language, Chinese, which may lead to higher English learning anxiety. Grammar is a core component of language learning, and for students, mastering grammar rules is key to accurately understanding and expressing English (Halliday, 2014). However, differences in Chinese and English grammar may challenge students' learning process. In addition, students' native language connections and cultural backgrounds can also have an impact on learning. Chinese and English come from different language families, which have different grammatical structures, syntactic rules, and expressions (Jin, 2005; Mander, 2017). Students may rely on their native language experiences and conventions that may contradict the grammatical rules of English. Students may fear that they will not be able to adapt to such differences and make mistakes in grammatical applications, which may lead to increased learning anxiety.

In addition, regarding item 27) I don't like teachers who punish students. students' negative attitudes toward punitive education may be related to its impact on the learning environment. Over-reliance on punishment may lead students to feel fearful and stressed, making the learning environment stressful and unfriendly. Conversely, an encouraging and supportive approach to education can create a positive learning environment where students feel more secure and free to express and explore (Deci & Ryan, 2002).

In the questionnaire, the activities with high anxiety low were: Regarding item 12) I feel more tense and nervous in my language class than in my other classes," which had the lowest mean score, the reason for the low mean score for this activity may be related to the fact that subject relevance and interest play a significant part in the educational process. The reason for the low mean score in this activity may be related to the fact that subject relevance and interest play an important role in the emotion and experience of learning. Research has shown that students' level of interest in a subject

is closely related to their emotional experience in that subject (Ainley, Hidi, & Berndorff, 2002). Therefore, feeling less tension and anxiety in the English classroom may be because students have a higher level of interest and relevance to English and language learning and are more engaged and confident compared to other subjects (Cheng & Dörnyei, 2007). The findings suggest that students generally feel less nervous and anxious in English classes compared to other courses. This difference may be due to subject relevance and interest effects.

The activities immediately following the lower levels were 4) I keep thinking that the other students are better at languages than I am. and 15) I tremble when I know that I'm going to be called on in language class. This result may indicate that a few students in the survey sample have some anxiety and self-doubt about language learning. Students' feeling that other students are better than them in language may be related to self-comparison. In the school environment, students often observe and evaluate their own performance in relation to others and assess their own abilities. This self-comparison may lead students to feel that they are not as good as others in language learning, which may lead to a certain amount of self-doubt. Educators can help students develop positive self-perceptions and reduce feelings of self-doubt through positive feedback and encouragement (Dweck, 1999; Fu, 2021).

In summary, junior high school students facing differences between English grammar and Chinese may cause higher levels of English learning anxiety. This anxiety may stem from differences in syntactic structure, verb tense and inflection, as well as from the influence of native language connections and cultural background. Understanding these influences on students' anxiety can help educators and teachers develop appropriate instructional strategies and support measures to help students overcome grammar anxiety and improve their English learning outcomes.

These findings are consistent with those of related studies. For example, "English skills"; according to Smith and Jones (2018), students often face grammatical difficulties when learning a second language, which may increase their anxiety levels. In addition, "Fear of not being able to learn or apply". is also an activity that affects

anxiety, in Brown and Davis' (2019) study found that students' assessment of their English skills was related to their anxiety levels (Macintyre & Gardner, 1991; Wang & Wan, 2001).

In response to students' anxiety, there are strategies that educators can use to help them cope. For example, teachers can design targeted grammar instructional activities to help students understand and apply English grammar rules and provide additional practice and feedback. In addition, teachers can create positive learning environments that encourage students to collaborate and share experiences with each other to enhance their self-confidence and English language skills.

5.3 RECOMMENDATION

This section describes how the findings of the study can be used as recommendations for future research.

5.3.1 Recommendations for the use of the research findings

The research findings could bring benefits to the professional work of other researchers who are interested in the same topic areas, but they must be aware that the findings from this study can only be applied to other similar contexts. In others, the findings may not emerge in the same way.

5.3.2 Recommendations for Future Research

5.3.2.1 The sample can further cover more than one school or a larger population and sample size.

5.3.2.2 The data processing methods could be richer, and the analysis results could be more comprehensive. This study mainly used SPSS data analysis software for descriptive analysis of the data. However, other techniques could also be

explored. For example, observation of students in the classroom or collection of teachers' teaching logs in the study.

5.3.2.3 Finally, this study is an exploration of Chinese junior high school students' perceptions of anxiety levels and factors in English language learning. There are different influencing factors and links in the process of instructing and learning that need further in-depth research, and subsequent studies can be supplemented and improved in other directions.



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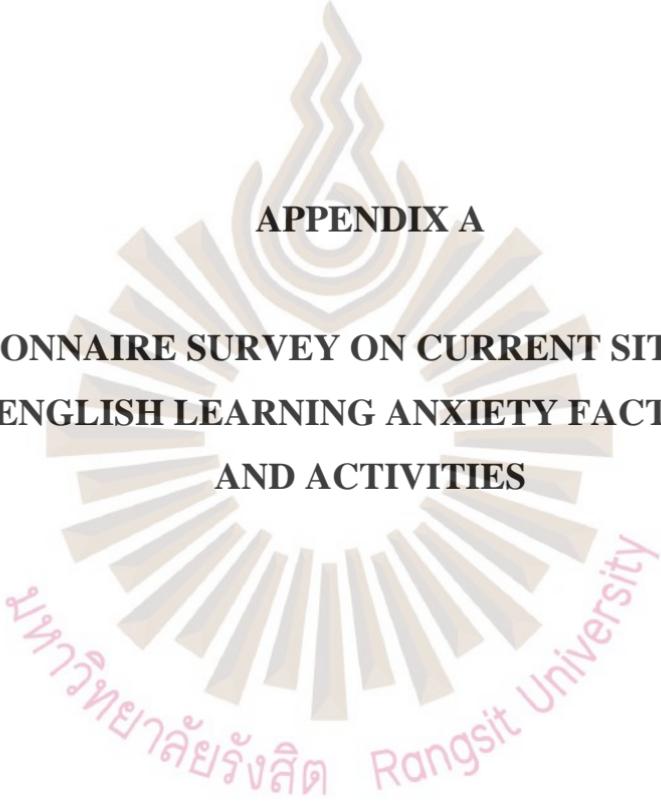
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APPENDICES



The background of the page features a large, faint watermark of the Rangsit University logo. The logo is a circular emblem with a stylized flame or sunburst at the top, radiating lines in the center, and a base of vertical bars. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

APPENDIX A

**QUESTIONNAIRE SURVEY ON CURRENT SITUATION OF
ENGLISH LEARNING ANXIETY FACTORS
AND ACTIVITIES**

A questionnaire survey on the current situation of English learning anxiety factors and activities

Thank you for taking the time to fill out this questionnaire. I am a graduate student in Education at Rangsit University, Thailand. I would like to ask you for advice to improve the scientific nature of the questionnaire and the accuracy of the results of the paper.

Please type“√” on your choose.

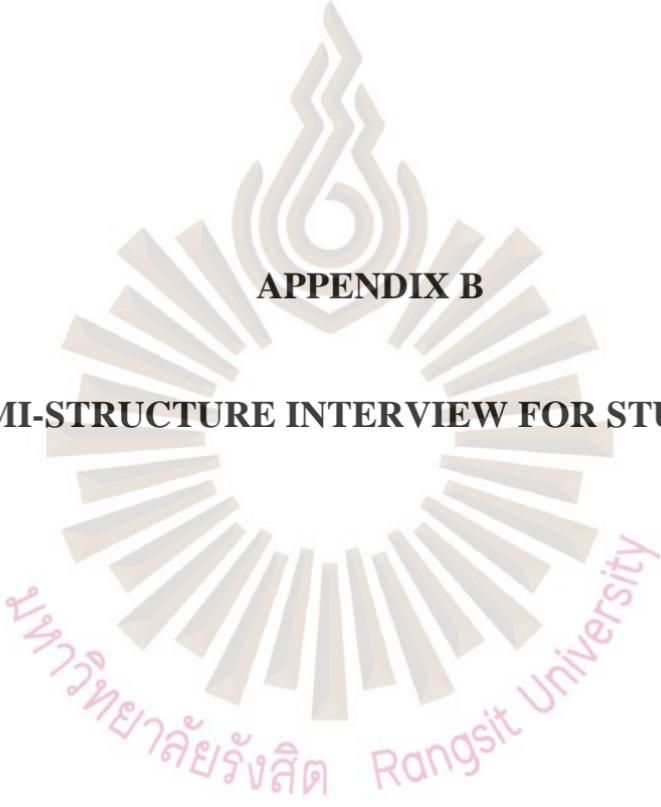
| No | Statement |
|--|---|
| PART1 PERSONAL INFORMATION | |
| 1 | I am <input type="checkbox"/> male <input type="checkbox"/> female |
| 2 | I have been studying English for_____ <input type="checkbox"/> 1-3 years <input type="checkbox"/> 4-5 years <input type="checkbox"/> 5-7 years <input type="checkbox"/> More than 7 years |
| 3 | I start learning English form. <input type="checkbox"/> Kinder garden <input type="checkbox"/> Primary 1 <input type="checkbox"/> Primary 4 <input type="checkbox"/> Junior 1 |
| PART 2 ENGLISH LEARNING ANXIETY FACTORS | |
| Classmates | 5 4 3 2 1 |
| 4 | I keep thinking that the other students are better at languages than I am. |
| 5 | I always feel that the other students speak the foreign language better than I do. |
| 6 | My classmates do not fully support me. |
| 7 | I am afraid that my classmates will laugh at me when I speak the foreign language. |

| No | Statement | | | | | |
|------------------------|--|--|--|--|--|--|
| Environment | | | | | | |
| 8 | In language class, I can get so nervous I forget things I know. | | | | | |
| 9 | Even if I am well prepared for language class, I feel anxious about it. | | | | | |
| 10 | Language class moves so quickly I worry about getting left behind. | | | | | |
| 11 | I often feel like not going to my language class. | | | | | |
| 12 | I feel more tense and nervous in my language class than in my other classes. | | | | | |
| Myself | | | | | | |
| 13 | I get nervous and confused when I am speaking in my language class. | | | | | |
| 14 | I never feel quite sure of myself when I am speaking in my foreign language class. | | | | | |
| 15 | I tremble when I know that I'm going to be called on in language class. | | | | | |
| 16 | I start to panic when I have to speak without preparation-in language class. | | | | | |
| 17 | I can feel my heart pounding when I'm going to be called on in language class. | | | | | |
| 18 | I felt very uncomfortable speaking a foreign language in front of other students. | | | | | |
| Fear of failure | | | | | | |
| 19 | I am worried about get the low score after a test. | | | | | |

| No | Statement | | | | | |
|-----------------------------|--|--|--|--|--|--|
| 20 | I worry about the consequences of failing my foreign language class. | | | | | |
| 21 | I always think I am not good enough | | | | | |
| 22 | It embarrasses me to volunteer answers in my language class. | | | | | |
| Teachers | | | | | | |
| 23 | It frightens me when the teacher is angry with the class. | | | | | |
| 24 | I get When I am used to the teacher's accent . | | | | | |
| 25 | I get upset when I don't understand what the teacher is correcting. | | | | | |
| 26 | I am afraid that my language teacher is ready to correct every mistake I make. | | | | | |
| 27 | I don't like teachers who punish students. | | | | | |
| The English language | | | | | | |
| 28 | I feel overwhelmed by the number of rules you have to learn to speak a English language. | | | | | |
| 29 | English language is difficult for me. | | | | | |
| 30 | I am not happy with my English accent. | | | | | |
| 31 | English grammar is different form my mother tongue, Chinese. | | | | | |

32. Additional Comments and Suggestions

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The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, with a stylized flame or sunburst design at the top. Below the design, the text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script, and "Rangsit University" is written in English, both following the curve of the bottom of the logo.

APPENDIX B

SEMI-STRUCTURE INTERVIEW FOR STUDENTS

Semi-Structure Interview Questions for Students

| No | Statement |
|----|--|
| 1 | How do you feel when you study English? |
| 2 | What do you think makes you want to learn English? |
| 3 | What are factors/causes that make you want to give up learning and trying? |
| 4 | Which English skills do you feel comfortable with? |
| 5 | What are generally causes of your anxiety in English language learning? |

6. Additional Comments and Suggestions

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The background of the page features a large, faint watermark of the Rangsit University logo. The logo is circular, with a stylized flame or sunburst design at the top. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

APPENDIX C

ITEMS OBJECTIVE CONGRUENCE (IOC)



INVITATION TO BE AN IOC EXPERT

in

Perception of Junior High School on Anxiety Levels and Factors in English Language Learning

Dear Expert,

I would like to thank you for accepting to be an IOC expert in my thesis. Please find below the Research Title, Research Objectives, Research Questions, Research Instruments, and the Guidelines for Expert Review Using Item Objective Congruence (IOC) as well as the criteria for expert review.

My Research Title

Perceptions of Junior High School on Anxiety Levels and Factors in English Language Learning

Research Objectives

1. To find the Levels of anxiety of Chinese junior high school students.
2. To find out the factors causing the Chinese English learner classroom anxiety.

Research Questions

1. What are the levels of English learning anxiety of Chinese junior high school students?
2. What are the factors that cause English learning anxiety of Chinese junior high school students?

The Research Instruments

- 1) A Questionnaire for the English Language learning of 33 questions (32 Likert scale items and one open-ended question)

2) The Semi-Structured Interview Questions for the Students consisting of 7 open-ended interview questions

Guidelines for Expert Review Using Item Objective Congruence (IOC)

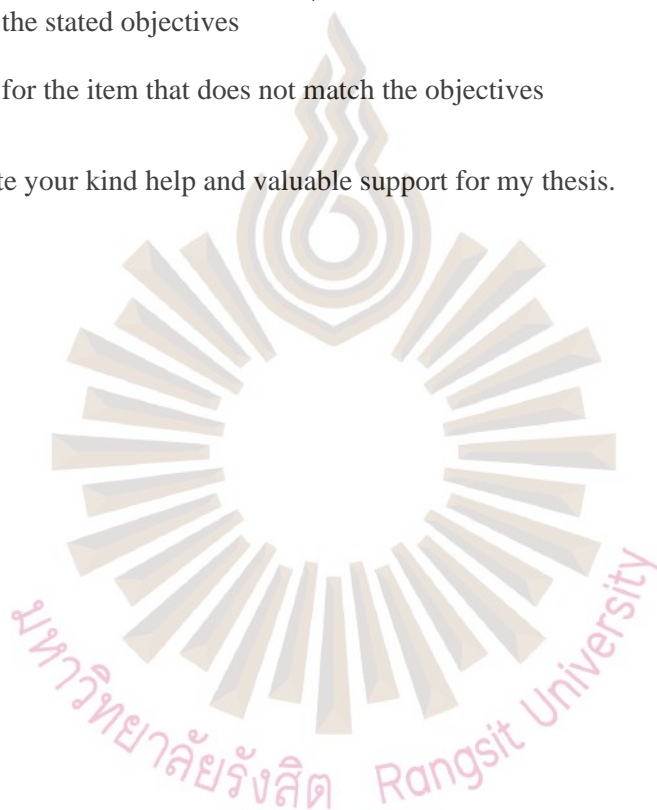
Please rate each item that corresponds to your opinion towards content validity.

Rating Criteria

- +1 for the item that clearly matches the stated objectives
- 0 for the item that is unclear, and the rater is unsure whether it meets the stated objectives
- 1 for the item that does not match the objectives

I truly appreciate your kind help and valuable support for my thesis.

Luo Yi
Researcher



INSTRUMENT 1
ITEM OBJECTIVE CONGRUENCE (IOC)
FOR THE STUDENT QUESTIONNAIRE

English Learning Anxiety Questionnaire

| No | Statement | Expert Opinion Review | | | Remarks |
|---|--|-----------------------|---|----|---------|
| | | +1 | 0 | -1 | |
| PART 1 PERSONAL INFORMATION | | | | | |
| 1. | I am <input type="checkbox"/> male <input type="checkbox"/> female | | | | |
| 2. | I have been studying English for _____ <input type="checkbox"/> 1-3 years <input type="checkbox"/> 4-5 years <input type="checkbox"/> 5-7 years <input type="checkbox"/> More than 7 years | ✓ | | | |
| 3. | I start learning English form <input type="checkbox"/> Kindergarden <input type="checkbox"/> Primary 1 <input type="checkbox"/> Primary 4 <input type="checkbox"/> Junior 1 | ✓ | | | |
| PART 2: ENGLISH LEARNING ANXIETY FACTORS | | | | | |
| Classmates | | | | | |
| 4 | I keep thinking that the other students are better at languages than I am. | ✓ | | | |
| 5 | I always feel that the other students speak the foreign language better than I do. | ✓ | | | |
| 6 | My classmates do not fully support me. | ✓ | | | |
| 7 | I am afraid that my classmates will laugh at me when I speak the foreign language. | ✓ | | | |
| Environment | | | | | |

| No | Statement | Expert Opinion Review | | | Remarks |
|---------------|--|-----------------------|---|----|---------|
| | | +1 | 0 | -1 | |
| 8 | In language class, I can get so nervous I forget things I know. | ✓ | | | |
| 9 | Even if I am well prepared for language class, I feel anxious about it. | | | ✓ | |
| 10 | Language class moves so quickly I worry about getting left behind. | ✓ | | | |
| 11 | I often feel like not going to my language class. | ✓ | | | |
| 12 | I feel more tense and nervous in my language class than in my other classes. | | | | |
| Myself | | | | | |
| 13 | I get nervous and confused when I am speaking in my language class. | ✓ | | | |
| 14 | I never feel quite sure of myself when I am speaking in my foreign language class. | ✓ | | | |
| 15 | I tremble when I know that I'm going to be called on in language class. | ✓ | | | |
| 16 | I start to panic when I have to speak without preparation-in language class. | ✓ | | | |
| 17 | I can feel my heart pounding when I'm going to be called on in language class. | ✓ | | | |

| No | Statement | Expert Opinion Review | | | Remarks |
|-------------------------------|---|-----------------------|---|----|---------|
| | | +1 | 0 | -1 | |
| 18 | I feel very self-conscious about speaking the foreign language in front of other students. | ✓ | | | |
| <i>Fear of Failure</i> | | | | | |
| 19 | I am worry about get the low score after a test. | ✓ | | | |
| 20 | I worry about the consequences of failing my foreign language class. | ✓ | | | |
| 21 | I always think I am not good enough | ✓ | | | |
| 22 | It embarrasses me to volunteer answers in my language class. | ✓ | | | |
| <i>Teachers</i> | | | | | |
| 23 | It frightens me when I don't understand what the teacher is saying in the foreign language. | ✓ | | | |
| 24 | I get nervous when the language teacher asks questions which I haven't prepared in advance. | ✓ | | | |
| 25 | I get upset when I don't understand what the teacher is correcting. | ✓ | | | |
| 26 | I am afraid that my language teacher is ready to correct every mistake I make. | ✓ | | | |
| 27 | I get nervous when I don't understand every word the language teacher says. | ✓ | | | |
| 28 | I don't like teachers who punish students. | | ✓ | | |

| No | Statement | Expert Opinion Review | | | Remarks |
|-----------------------------|--|-----------------------|---|----|---------|
| | | +1 | 0 | -1 | |
| <i>The English language</i> | | | | | |
| 29 | I feel overwhelmed by the number of rules you have to learn to speak a English language. | ✓ | | | |
| 30 | English language is difficult for me. | ✓ | | | |
| 31 | I am not happy with my English accent. | ✓ | | | |
| 32 | English grammar is different from my mother tongue, Chinese. | ✓ | | | |

33. Additional Comments and Suggestions

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Instrument 2
Semi-Structured Interview Questions for Students

| No | Statement | Expert Opinion Review | | | Remarks |
|----------------------|---|-----------------------|---|----|---------|
| Open-ended Questions | | +1 | 0 | -1 | |
| 1 | How do you feel when you study English? | ✓ | | | |
| 2 | What do you think makes you want to learn English? | ✓ | | | |
| 3 | Are there any factors/causes that make you want to give up learning and trying? | ✓ | | | |
| 4 | Can you rate your English ability? | ✓ | | | |
| 5 | Which English skills (Listening,Speaking,Reading and Writing) do you feel comfortable with? | ✓ | | | |
| 6 | What are generally causes of your anxiety in English language learning? | ✓ | | | |

7. Additional Comments and Suggestions

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INSTRUMENT 1
ITEM OBJECTIVE CONGRUENCE (IOC)
FOR THE STUDENT QUESTIONNAIRE

English Learning Anxiety Questionnaire

| No | Statement | Expert Opinion Review | | | Remarks |
|---|--|-----------------------|---|----|---------|
| | | +1 | 0 | -1 | |
| PART 1 PERSONAL INFORMATION | | | | | |
| 1. | I am <input type="checkbox"/> male <input type="checkbox"/> female | ✓ | | | |
| 2. | I have been studying English for _____ <input type="checkbox"/> 1-3 years <input type="checkbox"/> 4-5 years <input type="checkbox"/> 5-7 years <input type="checkbox"/> More than 7 years | ✓ | | | |
| 3. | I start learning English form <input type="checkbox"/> Kindergarten <input type="checkbox"/> Primary 1 <input type="checkbox"/> Primary 4 <input type="checkbox"/> Junior 1 | ✓ | | | |
| PART 2: ENGLISH LEARNING ANXIETY FACTORS | | | | | |
| <i>Classmates</i> | | | | | |
| 4 | I keep thinking that the other students are better at languages than I am. | ✓ | | | |
| 5 | I always feel that the other students speak the foreign language better than I do. | ✓ | | | |

| No | Statement | Expert Opinion Review | | | Remarks |
|--------------------|--|-----------------------|---|----|---------|
| | | +1 | 0 | -1 | |
| 6 | My classmates do not fully support me. | ✓ | | | |
| 7 | I am afraid that my classmates will laugh at me when I speak the foreign language. | ✓ | | | |
| Environment | | | | | |
| 8 | In language class, I can get so nervous I forget things I know. | ✓ | | | |
| 9 | Even if I am well prepared for language class, I feel anxious about it. | ✓ | | | |
| 10 | Language class moves so quickly I worry about getting left behind. | ✓ | | | |
| 11 | I often feel like not going to my language class. | ✓ | | | |
| 12 | I feel more tense and nervous in my language class than in my other classes. | ✓ | | | |
| Myself | | | | | |
| 13 | I get nervous and confused when I am | ✓ | | | |

| No | Statement | Expert Opinion Review | | | Remarks |
|-------------------------------|--|-----------------------|---|----|---------|
| | | +1 | 0 | -1 | |
| | speaking in my language class. | | | | |
| 14 | I never feel quite sure of myself when I am speaking in my foreign language class. | ✓ | | | |
| 15 | I tremble when I know that I'm going to be called on in language class. | ✓ | | | |
| 16 | I start to panic when I have to speak without preparation-in language class. | ✓ | | | |
| 17 | I can feel my heart pounding when I'm going to be called on in language class. | ✓ | | | |
| 18 | I feel very self-conscious about speaking the foreign language in front of other students. | ✓ | | | |
| <i>Fear of Failure</i> | | | | | |
| 19 | I am worried about get the low score after a test. | ✓ | | | |

| No | Statement | Expert Opinion Review | | | Remarks |
|---|---|-----------------------|---|----|---|
| | | +1 | 0 | -1 | |
| 20 | I worry about the consequences of failing my foreign language class. | ✓ | | | |
| 21 | I always think I am not good enough | ✓ | | | |
| 22 | It embarrasses me to volunteer answers in my language class. | ✓ | | | |
| Teachers → No. 23, 24, 27 don't directly concern teacher's behavior but the students' understanding. | | | | | |
| 23 | It frightens me when I don't understand what the teacher is saying in the foreign language. | | | ✓ | The question is not about the teacher but the knowledge in the target language. |
| 24 | I get nervous when the language teacher asks questions which I haven't prepared in advance. | | | ✓ | Q is about self-preparation, not about teacher. Would he/she feel the same way if other people ask? |
| 25 | I get upset when I don't understand what the teacher is correcting. | ✓ | | | |
| 26 | I am afraid that my language teacher is ready to correct every mistake I make. | ✓ | | | |

| No | Statement | Expert Opinion Review | | | Remarks |
|------------------------------------|--|-----------------------|---|----|---|
| | | +1 | 0 | -1 | |
| 27 | I get nervous when I don't understand every word the language teacher says. | | | ✓ | They get nervous because of their lack of understanding. Not about teacher. |
| 28 | I don't like teachers who punish students. | ✓ | | | |
| <i>The English language</i> | | | | | |
| 29 | I feel overwhelmed by the number of rules you have to learn to speak a English language. | ✓ | | | |
| 30 | English language is difficult for me. | ✓ | | | |
| 31 | I am not happy with my English accent. | ✓ | | | |
| 32 | English grammar is different form my mother tongue, Chinese. | ✓ | | | |

33. Additional Comments and Suggestions

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Instrument 2
Semi-Structured Interview Questions for Students

| No | Statement | Expert Opinion Review | | | Remarks |
|----------------------|--|-----------------------|---|----|---------|
| Open-ended Questions | | +1 | 0 | -1 | |
| 1 | How do you feel when you study English? | ✓ | | | |
| 2 | What do you think makes you want to learn English? | ✓ | | | |
| 3 | Are there any factors/causes that make you want to give up learning and trying? Leading questions. I suggest you change to “What are factors/causes ...” | ✓ | | | |
| 4 | Can you rate your English ability? Leading questions. I suggest you change to “Please rate ...” But for what purposes? Does it concern anxiety? If not, better cross it out. | | ✓ | | |
| 5 | Which English skills (Listening, Speaking, Reading and Writing) do you feel comfortable with? Do not provide choices or examples. It would turn into a leading question. Some might say presentation or communicating skills. | ✓ | | | |
| 6 | What are generally causes of your anxiety in English language learning? | ✓ | | | |

7. Additional Comments and Suggestions

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INSTRUMENT 1
ITEM OBJECTIVE CONGRUENCE (IOC)
FOR THE STUDENT QUESTIONNAIRE
English Learning Anxiety Questionnaire

| No | Statement | Expert Opinion Review | | | Remarks |
|---|--|-----------------------|---|----|---------|
| | | +1 | 0 | -1 | |
| PART 1 PERSONAL INFORMATION | | | | | |
| 1. | I am <input type="checkbox"/> male <input type="checkbox"/> female | ✓ | | | |
| 2. | I have been studying English for _____ <input type="checkbox"/> 1-3 years <input type="checkbox"/> 4-5 years <input type="checkbox"/> 5-7 years <input type="checkbox"/> More than 7 years | ✓ | | | |
| 3. | I start learning English form <input type="checkbox"/> Kindergarden <input type="checkbox"/> Primary 1 <input type="checkbox"/> Primary 4 <input type="checkbox"/> Junior 1 | ✓ | | | |
| PART 2: ENGLISH LEARNING ANXIETY FACTORS | | | | | |
| Classmates | | | | | |
| 4 | I keep thinking that the other students are better at languages than I am. | ✓ | | | |
| 5 | I always feel that the other students speak the foreign language better than I do. | ✓ | | | |
| 6 | My classmates do not fully support me. | ✓ | | | |
| 7 | I am afraid that my classmates will laugh at me when I speak the foreign language. | ✓ | | | |
| Environment | | | | | |
| 8 | In language class, I can get so nervous I forget things I know. | ✓ | | | |
| 9 | Even if I am well prepared for language class, I feel anxious about it. | ✓ | | | |
| 10 | Language class moves so quickly I worry about getting left behind. | ✓ | | | |
| 11 | I often feel like not going to my language class. | ✓ | | | |
| 12 | I feel more tense and nervous in my language class than in my other classes. | ✓ | | | |
| Myself | | | | | |
| 13 | I get nervous and confused when I am speaking in my language class. | ✓ | | | |
| 14 | I never feel quite sure of myself when I am speaking in my foreign language class. | ✓ | | | |
| 15 | I tremble when I know that I'm going to be called on in language class. | ✓ | | | |

| | | | | | |
|------------------------------------|---|---|--|--|--|
| 16 | I start to panic when I have to speak without preparation in language class. | ✓ | | | |
| 17 | I can feel my heart pounding when I'm going to be called on in language class. | ✓ | | | |
| 18 | I feel very self-conscious about speaking the foreign language in front of other students. | ✓ | | | |
| <i>Fear of Failure</i> | | | | | |
| 19 | I am worry about get the low score after a test. | ✓ | | | |
| 20 | I worry about the consequences of failing my foreign language class. | ✓ | | | |
| 21 | I always think I am not good enough | ✓ | | | |
| 22 | It embarrasses me to volunteer answers in my language class. | ✓ | | | |
| <i>Teachers</i> | | | | | |
| 23 | It frightens me when I don't understand what the teacher is saying in the foreign language. | ✓ | | | |
| 24 | I get neryous when the language teacher asks questions which I haven't prepared in advance. | ✓ | | | |
| 25 | I get upset when I don't understand what the teacher is correcting. | ✓ | | | |
| 26 | I am afraid that my language teacher is ready to correct every mistake I make. | ✓ | | | |
| 27 | I get nervous when I don't understand every word the language teacher says. | ✓ | | | |
| 28 | I don't like teachers who punish students. | ✓ | | | |
| <i>The English language</i> | | | | | |
| 29 | I feel overwhelmed by the number of rules you have to learn to speak a English language. | ✓ | | | |
| 30 | English language is difficult for me. | ✓ | | | |
| 31 | I am not happy with my English accent. | ✓ | | | |
| 32 | English grammar is different form my mother tongue,Chinese. | ✓ | | | |

33. Additional Comments and Suggestions

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Instrument 2
Semi-Structured Interview Questions for Students

| No | Statement | Expert Opinion Review | | | Remarks |
|-----------------------------|---|-----------------------------|---|----|---------|
| Open-ended Questions | | +1 | 0 | -1 | |
| 1 | How do you feel when you study English? | ✓ | | | |
| 2 | What do you think makes you want to learn English? | ✓ | | | |
| 3 | Are there any factors/causes that make you want to give up learning and trying? | ✓ | | | |
| 4 | Can you rate your English ability? | ✓ | | | |
| 5 | Which English skills (Listening, Speaking, Reading and Writing) do you feel comfortable with? | ✓ | | | |
| 6 | What are generally causes of your anxiety in English language learning? | ✓ | | | |

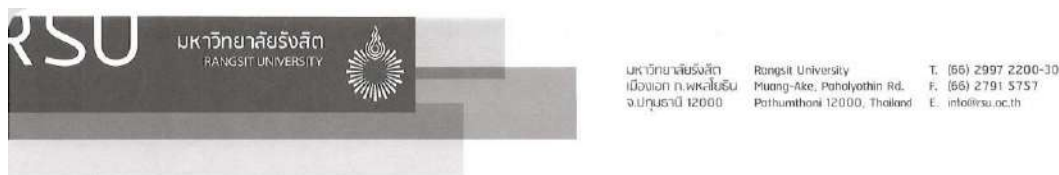
7. Additional Comments and Suggestions

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STC.4800/0808

24 March 2023

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Dr. Mongkol Sodachan,

Our student, Mr. Luo Yi student number 6407236, who has already completed his coursework and thesis proposal defense on 17 March 2023. His research is entitled "Perceptions of Junior High School Chinese Students on Anxiety Levels and Factors in English Language Learning". On this occasion, Suryadhep Teachers College is honored to invite you to be an Item Objective Congruence (IOC) expert of the instruments since the student is now ready to take the next step in research, that is, getting the IOC experts to review her instruments (Attached herewith) which are:

- 1) The questionnaire
- 2) Semi-structured Interview questions

I hope that you will kindly accept this invitation. On behalf of Suryadhep Teachers College, Rangsit University, I would like to thank you for your kind support.

Sincerely yours,


Malivan Praditcheera, Ed.D.

Dean

Suryadhep Teachers College

Rangsit University



มหาวิทยาลัยรังสิต Rangsit University T. (66) 2997 2200-30
เมืองเอก ก.พหลโยธิน Muang-Ake, Pathayothin Rd. F. (66) 2791 5757
จ.ปทุมธานี 12000 Pathumthani 12000, Thailand E. info@rsu.ac.th

STC.4800/0809

24 March 2023

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Assistant Professor Dr. Pairin Srisintorn,

Our student, Mr. Luo Yi student number 6407236, who has already completed his coursework and thesis proposal defense on 17 March 2023. His research is entitled "Perceptions of Junior High School Chinese Students on Anxiety Levels and Factors in English Language Learning". On this occasion, Suryadhep Teachers College is honored to invite you to be an Item Objective Congruence (IOC) expert of the instruments since the student is now ready to take the next step in research, that is. getting the IOC experts to review her instruments (Attached herewith) which are:

- 1) The questionnaire
- 2) Semi-structured Interview questions

I hope that you will kindly accept this invitation. On behalf of Suryadhep Teachers College, Rangsit University, I would like to thank you for your kind support.

Sincerely yours,

A handwritten signature in blue ink, appearing to read 'Malivan Praditteera'.

Malivan Praditteera, Ed.D.

Dean

Suryadhep Teachers College

Rangsit University



STC.4800/0810

24 March 2023

Subject: Invitation for you to be our IOC (Item Objective Congruence) expert

Dear Assistant Professor Phitsinee Koad,

Our student, Mr. Luo Yi student number 6407236, who has already completed his coursework and thesis proposal defense on 17 March 2023. His research is entitled "Perceptions of Junior High School Chinese Students on Anxiety Levels and Factors in English Language Learning". On this occasion, Suryadhep Teachers College is honored to invite you to be an Item Objective Congruence (IOC) expert of the instruments since the student is now ready to take the next step in research, that is, getting the IOC experts to review her instruments (Attached herewith) which are:

- 1) The questionnaire
- 2) Semi-structured Interview questions

I hope that you will kindly accept this invitation. On behalf of Suryadhep Teachers College, Rangsit University, I would like to thank you for your kind support.

Sincerely yours,

Malivan Praditteera, Ed.D.

Dean

Suryadhep Teachers College

Rangsit University

The image features a large, faint watermark of the Rangsit University logo in the background. The logo is circular, with a stylized flame or sunburst design at the top. The text "มหาวิทยาลัยรังสิต" (Mahavithayalai Rangsit) is written in Thai script along the bottom arc, and "Rangsit University" is written in English along the bottom arc.

APPENDIX D

CERTIFICATE OF APPROVAL

| | | |
|--|---|--|
|  | | COA. No. RSUERB2023-066 |
| Certificate of Approval By Ethics Review Board of Rangsit University | | |
| COA. No. | COA. No. RSUERB2023-066 | |
| Protocol Title | PERCEPTION OF JUNIOR HIGH SCHOOL CHINESE STUDENTS ON ANXIETY LEVELS AND FACTORS IN ENGLISH LANGUAGE LEARNING | |
| Principle Investigator | Luo Yi | |
| Co-investigator | Asst.Prof.Dr.Anchalee Chayanuvat | |
| Affiliation | Suryadhep Teachers College, Rangsit University | |
| How to review | Expedited Review | |
| Approval includes | 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan | |
| Date of Approval: | 1 May 2023 | |
| Date of Expiration: | 1 May 2025 | |
| The prior mentioned documents have been reviewed and approved by Ethics Review Board of Rangsit University based Declaration of Helsinki, The Belmont Report, CIOMS Guideline and International Conference on Harmonization in Good Clinical Practice or ICH-GCP | | |
| Signature..... (Associate Professor Dr. Panan Kanchanaphon) Chairman, Ethics Review Board for Human Research | |   |
| Ethics Review Board of Rangsit University, 5th floor, Arthit Ourairat Building (Bldg.1) Rangsit University Tel. 0-2791-5728 Email: rsuethics@rsu.ac.th | | |



Acknowledgment of Human Research Ethics Approval from Rangsit University

Your research project has been successfully approved by the Human Research Ethics Committee of Rangsit University. One copy of Certification of Approval has been sent to you with the following details.

| | |
|------------------------|---|
| COA. No. | COA. No. RSUERB2023-066 |
| Protocol Title | PERCEPTION OF JUNIOR HIGH SCHOOL CHINESE STUDENTS ON ANXIETY LEVELS AND FACTORS IN ENGLISH LANGUAGE LEARNING |
| Principle Investigator | Luo Yi |
| Co-investigator | Asst.Prof.Dr.Archalee Chayanuvat |
| Affiliation | Suryadhep Teachers College, Rangsit University |
| How to review | Expedited Review |
| Approval includes | 1. Project proposal 2. Information sheet 3. Informed consent form 4. Data collection form/Program or Activity plan |
| Date of Approval: | 1 May 2023 |
| Date of Expiration: | 1 May 2025 |

Please make sure that all the details on the Certification of Approval are correct, then, sign your name and send it back to the Research Ethics Office of Rangsit University

- ☐ I approve that all the details are correct
- ☐ I would like to edit the Certification of Approval (Please edit the file and send it back to Research Ethics Committee -- Certification of Approval only)

Signed

(.....)

Date.....

BIOGRAPHY

| | |
|----------------------|---|
| Name | Yi Luo |
| Date of birth | December 20, 1998 |
| Place of birth | Yunnan, China |
| Education background | Chiang Rai Rajabhat University, Thailand Bachelor of English Major, 2021 Rangsit University, Thailand Master of Education in Bilingual Education and English Language Teaching, 2023 |
| Address | Yunnan, China |
| Email Address | 907689387@qq.com |

