

A Review of Chinese Scholarship on Foreign Language Learning Anxiety in China

Deyuan He

Universiti Brunei Darussalam.

Abstract

In an era of China being the country with the largest number of EFL learners, foreign language learning anxiety (FLLA) has remained a heated research field in China. However, most of the FLLA studies in China have been published in Chinese. This comprehensive review article serves to provide some access to these studies for researchers knowing no Chinese. The article reviews 103 journal papers and doctoral dissertations published in China on FLLA between 1998 and 2014. The publications are analysed in terms of nine tentative categories and the analysis is followed with a brief summary

Overview of FLLA Research in China

This article is a critical review of previous research on foreign language learning anxiety (FLLA) by Chinese scholars in China. Being an important aspect of language acquisition, FLLA mainly studies the fear or apprehension occurring when a learner is using a foreign or second language. FLLA has been a widely and heatedly discussed topic for more than 50 years around the world (e.g., Alpert & Haber, 1960; He, 2011, 2013, 2017a; Horwitz et al., 1986). Ever since late 1990s, it has also become a key issue for English language teaching in China and drawn considerable attention from Chinese scholars and researchers. A myriad of studies on FLLA have been conducted and research articles been published. However, most of the academic studies in China have been published in Mandarin, which constitutes a language barrier for researchers outside of China who do not understand the language. This review article serves to provide some access to FLLA studies published in China for such researchers. This article may be of great significance to the FLLA field worldwide, especially in an era when English has become the world lingua franca and China has the largest number of English as a foreign language learners and users in the world (Graddol, 2010; He, 2017b; He & Miller, 2011). Against this background, one phenomenon catching ever-increasing attention is that these learners' overall learning effectiveness (especially their spoken English) is hardly satisfactory although they have spent a great amount of time, money, and efforts on their EFL learning. Many factors may have led to this unsatisfactory learning effectiveness, and FLLA is one of them.

Considering the large amount of published studies available, the current overview is highly selective, and is restricted in the following ways: Firstly, it is limited to journal articles and doctoral dissertations that have been published in mainland China on the topic of foreign language (i.e., English) learning anxiety between 1998 and 2014. Secondly, the publications have been retrieved exclusively from the China National Knowledge Infrastructure (CNKI), the most inclusive and widely used Web resource for researchers in China. Thirdly, these publications were further reduced to those that have been cited 15 times or more. Table 1 below lists all the 103 articles/dissertations reviewed in this article.

Year	Major publications (times cited)
1998	Rong, T. (27)
1999	Yu, X. (268)
2001	Chen, Y. (25); Lu, Q. (15); Wang, Y., & Wan, Y. (1,243); Wang, Q., & Ding, X. (72)
2002	Cheng, D. (33); Hu, H. (18); Li, W. (33); Zhang, Y. (67)
2003	Bai, Y. (76); Chen, J., & Deng X. (55); Huang, Q. (56); Lian et al. (15); Wang, C. (332); Wang, Q. (153); Xiang, M. (812); Yang, W., & Zhang, M. (19); Yuan, X. (26); Zhou, D. (340)
2004	Chen, X. (230); Chen, X., & Zhang, M. (45); Cheng, L. (37); Deng, Y. (28); Feng, M. (50); Guo, H., & Wang, R. (23); Lei, X. (165); Li, C. (15); Li, J. (121); Li, J., & Fan, W. (15); Li, Y., & Wu, G. (41); Liu, M., & Shen, M. (39); Ma, Y. (30); Wang, Q. (32); Xin, L. (30); Zhang, Q. (29); Zhang, R., & Yuan, L. (252); Zhang, Z. (47)
2005	Chen, S. (78); Da, H. (41); Fan, L., & Gao, D. (58); He, Y. (32); Kang, Q. (16); Li, B. (22); Xue, L. (57); Yang, L. (92); Zheng, D. (46)
2006	Chen, J., & Xu, J. (16); Chen, L., & Li, J. (18); Qin, C. (24); Shi, Y., & Liu, Z. (311); Tao, Y. (15); Xu, S. (18); Zhang, L. (18); Zhang, S., & Wang, G. (77)
2007	Chen, J., & Li, J. (25); Chen, W. (23); Chen, Y., & Li, C. (47); Cheng et al. (133); Da, H. (36); Du, L., & Tang, X. (22); Li, J., & Lin, S. (139); Peng, J. (26); Qiu, M., & Liao, F. (65); Wang et al. (23); Wang, H., & Yang, X. (19); Wang, J. (19); Xie, S. (16); Xiong, S., & Tan, H. (15); Zhang, S. (17)
2008	Chen, S. (24); Guo, W., & Wu, W. (16); Liao, S. (22); Shao, X., & Zhang, F. (51); Shi, Y. (55); Wang, Y., & Fang, L. (26); Zhang, H. (17)
2009	Gong, J., & Gao, X. (15); Guo, Y., & Fan, W. (43); Ren, X. (16); Zhou, X. (20);
2010	Chen, Y., & Liu, D. (42); Guo, Y., & Qin, X. (104); Li et al. (20); Lü, H. (52); Pu, Y., & Shi, H. (22); Zhou, B., & Tang, J. (64)
2011	Guo, Y. (54); Kang, Z. (42); Liu, M. (22); Wu, Y., & Gu, W. (49); Zhang, X., & Zhao, G. (38)
2012	Kang, Z. (18); Liu et al. (31); Sui, X. (16); Wang, X. (31); Xiong, S. (33); Yuan, P. (28); Zeng, X., & Liu, Q. (21)
2013	Gao, J. (28); Li, H., & Liu, R. (31); Shi, Y., & Xu, J. (29)
2014	Guo, Y., & Xu, J. (26)

Table 1. References of the 103 articles/dissertations reviewed

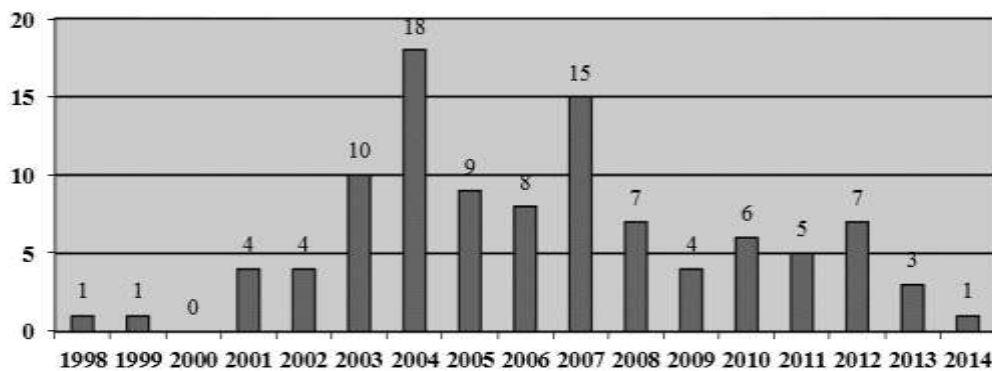


Figure 1. Number of widely cited publications on FLLA in China (by year)

Table 1 and Figure 1 demonstrate that the research on FLLA published in China can be divided into four periods according to the number of widely cited publications: 1998-2002, 2003-2008, 2009-2014, and from 2015 onwards. The comparatively small number of publications since 2014 as shown in Figure 1 does not mean there was a remarkable drop of research from then, but mainly due to the fact that newly published studies usually do not have a high citation rate because of the time factor. For the same reason, no articles published since 2015 have been selected for review in this section. This is one of the areas for future research concerning FLLA in China.

The first period (1998-2002) is the introductory period with Rong (1998) as the first article introducing FLLA to Chinese readers. However, Wang and Wan (2001) is the highlight of this period with 1,243 citation times. The second period (2003-2008) sees the booming of FLLA research in China with 2004 and 2007 as the two peak years. Xiang (2003) deserves special attention with its 812 citations. The third period (2009-2014) is the continued and steady development phase with Guo and Qin (2010) as the highlight since it has been cited 104 times seven years after its publication. The last period (from 2015 onwards) signifies the future of FLLA research in China, which is also an undertaking for future research in this area. The following sections will review all the 103 studies in detail.

Reasons Leading to and Strategies Coping With FLLA

Reasons leading to and strategies coping with FLLA are important aspects of anxiety studies, the research efforts in these areas in China are of great significance too. Chen and Deng (2003) surveyed and interviewed 78 non-English majors and found that the main reasons resulting in students' FLLA included: teachers' classroom word selection; way of error correction; and questioning strategies. Consequently, the recommended methods to cope with such anxiety were: to create a supportive and encouraging classroom; to provide examples for communicative tasks; to allow students enough time to prepare their answers to a question; and to avoid extremely anxiety-provoking activities (e.g., unexpected tests, opinionated error corrections).

Via questionnaire survey and interview, Zhang Q. (2004) investigated 367 non-English majors and reported some reasons leading to and strategies coping with students' FLLA. The reasons included: lack of confidence; worry about making mistakes; and teacher's inappropriate way of error correction. The strategies proposed were: building a good teacher-student relationship; creating a relaxed classroom atmosphere; promoting cooperative learning; and organizing teaching activities reasonably.

Yang (2005) investigated 30 Year-1 undergraduates and reported that their FLLA was negatively correlated with their oral performance and their foreign language speaking anxiety (FLSA) could be reduced through the following strategies: raising questions in less anxiety-provoking ways; adopting appropriate error-correction methods; carrying out more group/pair activities; and building a more relaxed and friendly foreign language (FL) classroom atmosphere.

On the basis of questionnaire data from 301 non-English major sophomores, Qin (2006) reported that these participants showed a comparatively high level of FLLA and the anxiety was negatively correlated with language learning grades. Qin (2006) recommended that FLLA could be reduced in two ways: one was through learners' positive self-evaluation and appropriate learning motivation; and the other was to provide a better learning environment such as cooperative learning, and computer- and web-assisted FL learning.

Gong and Gao (2009) studied 197 Year-1 and 2 Tibetan non-English majors and found that they showed a much higher level of FLLA than those participants in other studies that they compared with (i.e., Horwitz et al., 1986; Lei, 2004; Wang, 2004). The authors also proposed six reasons for FLLA, which were similar to those mentioned in this section.

FLLA and Web-Based Computer-Assisted Language Learning

Modern technology is frequently and efficiently used in today's language learning, so there are also studies on the relationship between FLLA and technology-enhanced language learning. For example, Xin (2004) investigated 87 university students learning EFL in the computer-assisted language learning lab and found that technology-enhanced language learning could help reduce students' FLLA level since they had their own independent learning space in the lab when compared to common classroom learning. On the other hand, students felt more anxious having to select materials and manage learning themselves when it came to web-based learning. Faced with the abundance of knowledge and information online, some students felt confused and simply gave up their web-based learning.

By applying an experimental web-based spoken English teaching model to 122 students for one year, Zhang (2006) found that the teaching model not only reduced students' FLSA but also enhanced their English speaking skills.

Shao and Zhang (2008) studied 138 non-English major sophomores via a questionnaire and interview and reported that network and multi-media teaching environments can help enhance their English learning interest, reduce their FLLA, and improve learning efficiency as well.

Sui (2012) surveyed 186 Year-1 non-English majors and interviewed 15 of them. The questionnaire results showed that most of the participants experienced a moderate to high level of FLLA learning EFL in the internet-based environment. Her interview findings indicated that students' anxiety mainly resulted from three factors: technical issues (e.g., internet disconnections); poor foundation of English learning; and lack of person to person communication.

With questionnaire and interview data from 232 Year-1 non-English majors, Xiong (2012) revealed that most of the students experienced a moderate level of FLLA and that anxiety was negatively correlated with learning strategy use. Xiong's study also provided implications for college English teaching in China such as reinterpreting the key role FL teachers play in web-based learning, encouraging cooperative online learning to increase students' learning motivation, and training students how to make use of learning strategies while teaching.

By comparing 526 non-English majors learning EFL through traditional (N = 261) and web-based computer-assisted (N = 265) classroom teaching, Zeng and Liu (2012) investigated FLLA in the two different teaching environments with a questionnaire survey and interview. The findings indicated that students enhanced their English learning interest, reduced their anxiety level, and improved their learning proficiency in the new teaching environment on the whole. Nevertheless, students still had a comparatively high level of FLLA, and the freshers in the new environment (N = 139) even showed a significantly higher level of anxiety than that of their counterparts in the traditional environment (N = 148). In addition, the results showed that students' anxiety level was negatively correlated with their English grades.

FLLA: Self-Efficacy, and Language Achievement

Self-efficacy and language achievement are closely related to the study of FLLA. For instance, Yu (1999) studied 49 adult students with the Foreign Language Classroom Anxiety Scale (FLCAS) and reported that FLLA was not related to English listening proficiency. Although this is the first widely-cited empirical study on FLLA published in China, it should be pointed out that its conclusion may not be reliable since it is contrary to the correlation between the two as shown in many other similar studies (e.g., Chen, 2004), and one reason might be its small number of participants.

Zhang and Yuan (2004) investigated the relationship among FLLA, self-efficacy and

English performance of 315 Year-2 non-English majors. Their results showed: 1) the anxiety level of students with good English performance was remarkably lower than that of students with poor performance; 2) females' performance and self-efficacy were higher than males' but no significant gender difference was identified concerning their FLLA; 3) students' English performance and anxiety level were significantly negatively correlated and so were their anxiety level and self-efficacy, whereas their performance was significantly positively correlated with self-efficacy; and 4) gender, FLLA, and self-efficacy were all indicators of English performance.

With questionnaire data from 225 undergraduates of different backgrounds, Li and Wu (2004) concluded that students' FLLA level was negatively correlated with their FL achievement and non-English majors' anxiety level was significantly higher than English majors'.

On the basis of the FLCAS questionnaire data from 54 first-year non-English majors, Chen and Zhang (2004) found that these students' FLLA was markedly negatively correlated with both of their overall English grades and their listening grades. The anxiety decreased their interest in English learning as well. Further interview data revealed four factors leading to students' FLLA, namely, students' inappropriate perceptions (e.g., the belief that they should speak English like a native speaker of English), teacher-related factors (e.g., the way of error correction), curriculum factors (e.g., too much pressure from exams), and lack of chances to use English in their daily lives. Ma (2004) is another study concerning FLLA and learning achievements based on the questionnaire data from a small number of participants ($N = 47$). Her results showed that most of the participants experienced a high level of anxiety which led to their inactiveness in classroom conversation. One more study with a small number of non-English majors ($N = 67$) as participants was carried out by Lei (2004) who found that FLLA was prevalent among the participants and the anxiety was negatively correlated with their FL performance.

Xue (2005) surveyed 94 Year-1 non-English majors and concluded that FLLA was negatively correlated with FL achievements and that FL writing and reading anxieties were two distinct anxieties related to FL writing and reading performance respectively.

With questionnaire data from 529 non-English major sophomores, Chen and Li's (2006) study revealed that students with differing English proficiency showed a significant difference in FL learning motivation, self-esteem, and anxiety, but no gender difference was reported concerning these aspects.

Wang et al. (2007) investigated 192 Year-1 non-English majors with five questionnaires and reported that English pronunciation self-efficacy was a significant part of students' English learning self-efficacy. It was also reported that students who had high anxiety and tended to attribute their failure to low ability suffered from low self-efficacy. By applying the FLCAS to 90 non-English majors, Xie (2007) also examined the relationship between FLLA and English speaking proficiency and concluded that FLLA was negatively correlated with students' oral scores and their self-perceived English speaking ability.

Via the FLCAS questionnaire survey and group interview of 48 science and engineering university students, Chen (2008) studied low-achieving students' FLLA and found that their anxiety level was higher than that of the average students but it was not significantly negatively correlated with their language proficiency. The findings also revealed six reasons for FLLA (e.g., trait anxiety, an lack of interaction with teachers and other students in EFL learning), based on which some suggestions were provided for EFL teachers, such as exploring the low achievers' potential in learning, finding them effective learning strategies, and providing them with tailored guidance and help.

Liu (2011) surveyed 934 non-English majors from three universities and concluded that: 1) FLLA was significantly negatively correlated with English learning achievement; 2) low

self-confidence could negatively predict achievement; and 3) these two correlations differed from university to university.

FLLA: Motivation and Self-Esteem

According to Krashen (1982), comprehensible input undergoes an affective filter in the human mind and hence leads to different learning outputs. As three important components of emotional factors of foreign language learning, motivation, self-esteem, and anxiety are closely related to one another and hence influence the learning process and efficiency. By employing the FLCAS and Dörnyei's (1998) seven motivational dimensions underlying L2 learning to 112 non-English major sophomores, Deng (2004) found that situational motivation led to the increase of FLLA, that too much emphasis on motivation for good grades would only increase students' FLLA, while multi-dimensional motivations benefited language learning and helped reduce FLLA.

Wang (2012) probed into a small number of Year-1 non-English majors ($N = 30$) and argued that these students' FLLA, learning motivation, and self-confidence were all negatively correlated with their overall English grades and English listening and speaking grades as well. Liu, Yao, and Hu (2012) also published a study on language learners' motivational self-systems, anxiety, and motivated learning behavior. Their questionnaire participants were 706 non-English majors including both undergraduates ($N = 473$) from Years 1 to 3 and postgraduates ($N = 233$). Their results indicated that positive FL learning experience helped reduce language learners' FLLA, and that their ideal L2 self and ought-to L2 self remarkably interacted with each other and made them more anxious. The ideal L2 self is based on "the individual's aspirations and goals as a language learner" and ought-to L2 self is "a product of the individual's perceived obligations and responsibilities as a language learner" (Ryan, 2008, p. 112). With questionnaire data from 370 non-English major sophomores, Yuan (2012) reported that content-based instruction helped improve FL learners' learning motivation and efficiency while decreasing their anxiety level.

FLLA in Different Language Skills

A new tendency in FLLA studies is that researchers are investigating the anxiety in specific language skills.

FL Listening Anxiety

Both Zhou (2003) and Chen (2004) studied the relationship between anxiety and listening proficiency among English major sophomores. Zhou (2003) investigated 96 such students and found that the participants' FL listening anxiety was negatively correlated with their listening grades and the use of listening strategies helped improve their listening performance. Chen (2004) also obtained questionnaire data from 120 English major sophomores and concluded that the participants' FLLA was negatively correlated with their listening grades.

There are more studies measuring non-English majors' listening anxiety. Du and Tang (2007) surveyed 218 non-English major juniors and concluded that most of the participants showed a low level of listening anxiety, but their listening anxiety level was still significantly negatively correlated with their listening grades. Zhou (2009) investigated 105 Year-2 non-English majors with a self-developed questionnaire and found that listening anxiety was common among the participants and it had negative effects on their listening scores. She also proposed some anxiety coping strategies in line with the results, such as choosing appropriate listening materials, increasing students' self-confidence in listening class, doing relaxation drills, and training students to use FL listening strategies. On the basis of questionnaire data

from 147 non-English major sophomores, Chen and Liu (2010) reported that students' listening anxiety was negatively correlated with their listening proficiency, and that the reasons leading to their listening anxiety included a lack of listening skills, unfamiliarity with the background knowledge, and poor overall English proficiency, among others.

FL Speaking Anxiety

Lü (2010) investigated 109 Year-1 non-English majors and revealed that they demonstrated a comparatively high level of FL speaking anxiety, which was negatively correlated with their use of English speaking learning strategies.

Through analyzing 83 university students' spoken English test performance and their responses to a ten-item foreign language speaking anxiety scale, Chen and Li (2007) found that most of them showed a high level of speaking anxiety with distinct individual differences, and their speaking anxiety was negatively correlated with their grades in the speaking test. The reasons leading to students' speaking anxiety included: inappropriate teaching methods (e.g., putting students on the spot unexpectedly); peer competition; fear of making errors and hence being laughed at; and teachers' harsh error correction and low tolerance of errors. Four implications for EFL teaching were also provided in line with these reasons, such as creating a conducive linguistic environment so as to decrease the effects of 'the affective filter' (Krashen, 1985) in the process of FL learning, organizing group/pair work, and adopting appropriate techniques in questioning and error correction.

In the same year, another study on 76 Year-2 medical students reported that their FLLA was negatively correlated with their oral performance and communicative teaching helped reduce their anxiety (Cheng, He, & Han, 2007).

FL Reading Anxiety

Chen (2005) investigated FL reading anxiety among 46 Year-1 non-English majors and concluded that these participants demonstrated a high level of reading anxiety which was negatively correlated with and an indicator of their English achievement, especially for the females.

With questionnaire data from 211 Year-2 non-English majors, Shi and Liu (2006) found that Chinese university students' FL reading anxiety was negatively correlated with both their College English Test Band-4 (CET-4) overall grades and their reading comprehension grades and that males demonstrated remarkably higher reading anxiety but lower English achievements than females. Such a gender difference was further confirmed by Shi (2008).

Qiu and Liao (2007) studied 153 non-English major sophomores' FL reading anxiety with the FLCAS and FLRAS (Foreign Language Reading Anxiety Scale, Saito et al., 1999) and reported that: 1) FL reading anxiety was mainly caused by the exam-oriented reading practice and a lack of culture awareness; 2) reading anxiety was negatively correlated with FL proficiency; 3) reading anxiety could be separated from but was related to general FLLA; 4) there was no significant gender difference concerning both types of anxiety; and 5) reading anxiety could predict male students' English proficiency much better than it did that of females.

Wang and Fang (2008) carried out another study on reading anxiety on the basis of questionnaire data from 127 Year-2 non-English majors with the help of the FLRAS and the English Reading Strategy Scale (Liu, 2002). Their results indicated that reading anxiety was significantly negatively correlated with both reading performance and reading strategy use while the latter two were significantly positively correlated with each other.

Liao (2008) studied 202 Year-3 non-English majors' FL reading anxiety with a questionnaire survey and reported that the anxiety was significantly negatively correlated with

reading achievements and also to students' self-perceived reading ability. Her interview data yielded four sources of reading anxiety: new vocabulary; unfamiliar topics; a slow reading speed; and a lack of efficient reading strategies.

The above studies on FL reading anxiety were all carried out among non-English majors. There has been an evident lack of studies of English majors in this regard. Pu and Shi (2010) undertook an investigation among 68 Year-1 English majors and found that these participants had high FL reading anxiety, which had a remarkably negative correlation with their reading grades.

FL Writing Anxiety

After analyzing 60 Year-2 non-English majors' questionnaire data on writing anxiety, Zheng (2005) arrived at the conclusions that these participants experienced a high level of writing anxiety and the students with higher anxiety had significantly lower writing grades and fluency than those with lower anxiety.

Guo and Fan (2009) studied FL writing anxiety with questionnaire data from 293 non-English majors at three levels as specified in the College English Curriculum Requirements: 109 at the basic requirement level, 100 at intermediate, and 84 at advanced requirement level. The authors concluded that FL writing anxiety, which consisted of avoidance behavior, cognitive anxiety, and somatic anxiety, was prevalent among the participants and that the participants showed a medium level of writing anxiety with the avoidance behavior demonstrating a high frequency. It was also found that cognitive anxiety was significantly negatively correlated with writing performance among undergraduates at the basic requirement level, but not among those at intermediate and advanced requirement levels.

Guo and Qin (2010) involved even more non-English majors ($N = 453$) in their study on FL writing anxiety and reported that: 1) FL writing anxiety included four factors, namely, classroom teaching anxiety, conceiving anxiety, avoidance behavior, and lack of confidence; 2) the participants experienced a medium level of writing anxiety and their avoidance behavior was of high frequency; 3) all four anxiety factors were significantly negatively correlated with writing performance; and 4) participants' self-perceptions of FL writing ability and overall FL proficiency had significant effects on their writing anxiety.

By employing the thinking-aloud protocol and interviews with 30 students with high ($N = 15$) and low ($N = 15$) levels of writing anxiety, Zhou and Tang (2010) concluded that FL writing anxiety was negatively correlated with writing scores but positively correlated with L1 interference. Guo (2011) studied 199 non-English majors and reported that the Length Approach remarkably decreased students' FL writing anxiety and enhanced their writing ability. Length Approach "aims to increase learners' English proficiency through tasks that motivate learners to write increasingly long compositions" (Wang, 2005, p. 15).

Wu and Gu's (2011) questionnaire survey of 454 Year-1 non-English majors revealed that these students demonstrated a high level of English writing anxiety and that cooperative learning could significantly reduce the anxiety. Their interview findings also indicated that the students preferred cooperative learning. Li and Liu (2013) probed into 294 non-English major freshers' EFL writing self-efficacy and writing anxiety and found that these participants' writing anxiety was significantly negatively correlated with both their writing self-efficacy and final exam grades and the latter two were significantly positively correlated with each other.

On the basis of questionnaire data from 53 business English majors, Gao (2013) found that the participants displayed a medium level of overall writing anxiety with avoidance behavior being of high frequency. A Flipped Class Model consisting of pre-class metacognition stage, in-class cooperative writing stage, and post-class reflection stage was

designed for distance learners' business English writing. The model was found to be helpful in reducing such learners' EFL writing anxiety and improving their writing performance.

FL Interpreting Anxiety

Through multiple research methods, Kang (2011) studied interpreting anxiety (IA) among 201 non-English majors enrolled in an English interpretation course. He classified the causations of IA into the locutionary and illocutionary factors and discovered that 79.1% of the subjects demonstrated IA at three levels (i.e., the high, the medium, and the low), which had different effects on interpreting performance. It was found that the high and low levels of IA were significantly negatively correlated with interpreting performance while the medium level positively correlated with interpreting performance. Kang's (2012) study on IA of 90 non-English majors reported that the higher level of IA made students extremely stressful and influenced their interpreting achievements very negatively, and the lower level of anxiety delayed interpreters' responses, while the medium level functioned as a 'catalyst' which facilitated consecutive interpreting.

FLLA in Multiple Language Skills

Feng's (2004) study focused on communication anxiety in three language skills: listening, speaking, and reading. By analyzing questionnaire data from 88 English majors, Feng (2004) found that English achievements of the students with a medium level of communication anxiety were higher than those of the students with a high or low level of anxiety. In addition, their achievements were negatively correlated with their lack of ambiguity tolerance in speaking and reading, low self-confidence in reading long texts, fear of negative evaluation in speaking, and being not good at taking in peer input. Guo and Xu (2014) examined 457 non-English majors' FLLA in terms of five dimensions, namely classroom anxiety and anxiety in English listening, speaking, reading, and writing. Their results showed that the participants had medium levels of overall anxiety and anxiety in each dimension as well. The level of classroom anxiety was the highest among the five and significantly higher than that of reading and writing anxiety, and the level of reading anxiety was significantly lower than that of the other four dimensions.

FLLA: Other Correlational Studies

This section reviews the empirical studies on FLLA and its relationship with other variables like years of study, classroom atmosphere, and willingness to communicate. Lian et al. (2003) surveyed and observed 90 non-English majors in different academic years and argued that: 1) a high level of FLLA affects learners' pragmatic competence negatively; 2) juniors had higher anxiety levels than sophomores and sophomores higher than freshmen; and 3) males' anxiety levels were lower than those of females. Wang Q. (2003) investigated the relationship between FLLA and classroom atmosphere on the basis of the data obtained from 80 university students. The results demonstrated that: 1) FLLA was negatively correlated with classroom atmosphere; 2) communication apprehension and fear of negative evaluation were the main components of FLLA; 3) 55 percent of the participants reported lack of support from their teachers and classmates; and 4) females' anxiety level was lower than males'. Wang Q. (2003) also proposed some strategies to help reduce FLLA based on the results, such as providing communicative activities appropriate to students' English level, being more tolerant of students' mistakes during communication, and building a supportive and encouraging learning environment. With questionnaire data from 182 Year-1 medical undergraduates, Peng (2007) found that FLLA was significantly negatively correlated with students' willingness to

communicate in English and that communication apprehension could serve as a significant predictor of their willingness to communicate.

FLLA: Its Research Participants

From what has been reviewed above, it is evident that most of the empirical studies on FLLA take non-English majors as their participants and studies focusing on English majors have been scarce. Apart from the few mentioned in previous sections, there are some other studies on English majors worth mentioning. By administering Spielberger's (1983) state-trait anxiety inventory to 44 English major sophomores, Hu (2002) found her participants' trait anxiety was negatively correlated with their English achievements, especially their dictation and listening scores. Chen and Xu (2006) employed 12 research scales and interviews with 25 English majors as participants to study the relationship between cooperative language learning and FLLA. Their results indicated that cooperative learning encouraged more student-student interaction and hence helped reduce students' FLLA level, which led to better language learning efficiency according to the pre-test and post-test results. On the basis of questionnaire data from 210 English major sophomores, Zhang and Wang (2006) reported that students with verified degree of tolerance of ambiguity could be remarkably different in their FL performance and FLLA level, and that anxiety played a significant mediating part in the effect of tolerance of ambiguity on FL leaning. With the same data as Zhang and Wang (2006), Zhang (2007) further stated that students with a low level of FLLA and high tolerance of ambiguity performed better in English learning than those with a high level of anxiety and low tolerance of ambiguity. In addition, her study found significant differences between urban students and rural students in their tolerance of ambiguity, with the former displaying noticeably lower such tolerance.

Most of the FLLA studies in China take university students as their participants, but there are some exceptions. Wang and Ding (2001) collected questionnaire data from 56 Year-2 senior middle school students and reported that their FLLA level was very high and negatively correlated with their FL achievements. They also concluded that males' anxiety level was higher than that of females. Huang (2003) also studied 350 senior middle school students and found that FLLA was negatively correlated with their English leaning efficiency. Yuan (2003) investigated 117 senior middle school students' FLLA with a modified version of the FLCAS and found that their FLLA level was basically negatively correlated with their EFL grades. Yuan also argued that such a negative correlation might vary according to differing individuals, time, and learning materials.

Wang (2004) studied 214 students' FLLA with the FLCAS, and they were from junior middle school (N = 57), senior middle school (N = 53), and college (N = 104). The results indicated that communication apprehension was the most obvious anxiety, that middle school students' anxiety level was higher than college students' and males' higher than females'. Da (2005) also studied 213 junior middle school students and found that the level of male students' FLLA was significantly higher than that of females', that self-efficacy and learning strategies formed a relationship of causality-feedback, and that self-efficacy was the mediator between anxiety and achievement and it had a relationship of causality-feedback with anxiety.

With a small sample (N = 43) of questionnaire data, Wang and Yang (2007) argued that these senior high school students' FL reading anxiety was negatively correlated with their reading scores. By surveying 134 first year senior high school students, Xiong and Tan (2007) found that their participants demonstrated a high level of FLLA and their anxiety was negatively correlated with their English scores. Zhang (2008) studied 102 Year-1 senior high school students and concluded that FL writing anxiety was negatively correlated with students' writing performance. Li et al. (2010) even investigated 399 primary school pupils and reported that their anxiety level increased along with their school years, with pupils in

Forms 5 and 6 demonstrating remarkably higher anxiety level than those in Forms 3 and 4. They also found that test anxiety and communication apprehension were the two major types of FLLA in primary schools. Moreover, there are FLLA studies with postgraduate students as the participants. For example, Zhang (2002) surveyed and interviewed 71 postgraduates and found that they had strong learning motivation and suffered less FLLA than FL beginners. The study also suggested that classroom activities such as pair and group work, presentations, role play and debates could help improve students' oral English and the key role of the instructor was to create a relaxing classroom with low FLLA.

FLLA: Its Research Scales

Horwitz et al.'s (1986) Foreign Language Classroom Anxiety Scale (the FLCAS) has been widely employed in the empirical studies concerning FLLA in China as can be seen from the reviews in this article so far. There have been researchers studying the Chinese version of the FLCAS and testing its validity and reliability. Wang C. (2003) conducted a study on the adaptation and verification of the scale itself by applying it to 418 sophomores. The results showed that the adapted Chinese version of the scale was valid with a Chronbach alpha coefficient of .89, that students' FLLA was negatively correlated with their CET-4 grades, that females' anxiety level was significantly lower than males', and that Chinese university students' overall anxiety level was markedly lower than that of the students learning an FL in the US (e.g., Horwitz et al., 1986; Saito et al., 1999), which may be due to Chinese students spending strikingly more time learning EFL throughout their education than their foreign counterparts. Da (2007) modified and translated the FLCAS into a Chinese version of the English learning anxiety scale. After applying it to 569 Year-3 non-English majors, Da argued that it could be an effective research instrument in studying Chinese university students' FLLA. Guo and Wu (2008) tested their modified Chinese version of FLCAS with 587 adolescents in Forms 5, 7, and 8. The results demonstrated that it was a reliable and valid scale. Moreover, they found that students' FLLA included four factors, namely, communication apprehension, self-confidence, fear of negative evaluation, and intolerance of uncertainty.

On the basis of questionnaire data from 465 English majors, Zhang and Zhao (2011) analyzed and validated their Chinese version of Elkhafifi's (2005) Foreign Language Listening Anxiety Scale (the FLLAS) and reported that the scale was valid and consisted of three factors: listening anxiety, self-belief of listening skill, and listening skill. They argued that students' language performance could be enhanced when any of these three factors was affected for the purpose of reducing students' listening anxiety level.

FLLA: Review Articles

One very important aspect of FLLA research in China is the reviewing of previous literature and studies in the field. Among these review articles, the most influential one is Wang and Wan (2001) with 1,243 citations so far. On the basis of a review of 24 studies done by overseas researchers, Wang and Wan (2001) introduced FLLA to researchers, teachers and learners in China. They argued that FLLA influenced FL learning negatively and that teachers should try to minimise learners' FLLA in language teaching.

Li J. (2004) reviewed the reasons leading to FLLA from the perspectives of Psychology (specifically psychoanalysis, behaviorism, humanism) and neurobiology, and he also discussed some implications of FLLA research for EFL teaching in China. Zhang Z. (2004) conducted a review of literature on FLLA and EFL teaching from the following perspectives: the FLLA theories; FLLA and its implication for EFL teaching; the reasons resulting in FLLA and strategies dealing with FLLA. Li and Lin (2007) reviewed some FLLA studies out of

China dated from 1973 to 2005 and reported the following research findings concerning FLLA: its categories and reactions; its relationship with FL grades; the reasons leading to and strategies coping with FLLA; among others.

With 129 academic articles, Shi and Xu (2013) conducted a review based on the most extensive reading so far and found that FLLA was mainly centred on four areas: its nature; its research scales; its influence on language performance; and other relevant factors. They argued that there were still aspects to be improved in the anxiety study, for example, its research methods.

Other similar review articles that have less than 100 citation times and hence will not be discussed in detail include Bai (2003), Chen W. (2007), Chen Y. (2001), Chen and Li (2007), Cheng D. (2002), Cheng L. (2004), Fan and Gao (2005), Guo and Wang (2004), He (2005), Kang (2005), Li B. (2005), Li C. (2004), Li W. (2002), Li and Fan (2004), Liu and Shen (2004), Lu (2001), Ren (2009), Rong (1998), Tao (2006), Wang J. (2007), Xiang (2003), Xu S. (2006), and Yang & Zhang (2003). Among them, Rong (1998) is the first review article concerning FLLA published in China with more than 15 citation times. Bai (2003) reviewed relevant FLLA studies according to different language skills. Chen and Li (2007) mainly reviewed English reading anxiety and its coping strategies.

A Summary of FLLA Studies Published in China

To sum up, it can be seen that 28 (27.2%) of the 103 studies mentioned above are review articles on FLLA studies, and a few of them are brief reviews with only two pages. The relatively high percentage of review studies, especially those brief ones, indicates that some of the FLLA studies in China are not rigorous and their publication may be for utilitarian purposes (e.g., for promotion) rather than for academic purposes. The progressive development of FLLA research in China calls for more rigorous empirical studies in the field.

Among the 75 empirical studies, more than half of them ($N = 44$, 58.7%) involved non-English majors as participants, and only 22 (29.3%) of them investigated English majors or school students, while the remaining 9 (12.0%) studies did not specify whether their participants were English majors or not. It should be noted that the number of participants in some studies (i.e., Chen, 2005; Chen, 2008; Chen & Xu, 2006; Hu, 2002; Ma, 2004; Wang, 2012; Wang & Yang, 2007; Yang, 2005; Yu, 1999) is too small ($N < 50$) for an empirical study. In order to obtain robust results and findings concerning Chinese learners' FLLA, more representative samples of the FL learning population in China should be secured, hence future endeavors are needed to include larger survey samples and students of diversified backgrounds as participants in FLLA research.

Most of these 75 empirical studies reported that students' FLLA or the anxiety in specific language skills was negatively correlated with their FL achievement or performance. However, Chen (2008) and Yu (1999) were exceptions and they argued that anxiety was not related to achievement. Their conclusion may not be reliable in light of their small number of participants ($N < 50$). As for FLLA in specific language skills, 29 (38.7%) of the 75 studies explored the correlations between anxiety and all five aspects (i.e., listening, speaking, reading, writing, and translation) of EFL learning in China, which is also the new tendency in FLLA study internationally.

Only 12 (16.0%) of the 75 studies found gender difference concerning FLLA. Nine of these 12 studies reported that males demonstrated a higher level of FLLA than females while the other three arrived at the opposite conclusion. As for reasons leading to and strategies coping with students' FLLA, it can be seen that some studies came with a few reasons and strategies, but none of the strategies reported had been verified to be effective. When it comes to research methods adopted in the empirical FLLA studies in China, a questionnaire survey was the most frequently used one and some studies cross-validated or triangulated it with

interviews, observations, and thinking-aloud.

It should be noted that it is a tentative effort to identify the underlying themes and evident trends in FLLA research in China, as presented in the preceding sections. While studies on the measurement of FLLA and examination of the validity and reliability of various scales abound in the literature, advances in theory and applied research are lacking. Nonetheless, with the various research efforts in FLLA that have been made over the past decades, it is anticipated that FLLA will embrace more research interest and advancement in China in the future.

References

- Alpert, R., & Haber, R. N. (1960). Anxiety in academic achievement situations. *Journal of Abnormal and Social Psychology*, 61(2), 207–215.
- Bai, Y. (2003). Waiyu xuexi zhongde waiyu jiaolü yingxiang: Guoneiwai xiangguan yanjiu gaishu ji sikao [The influence of foreign language anxiety in foreign language learning: A review of relevant studies home and abroad]. *Jichu Jiaoyu Waiyu Jiaoxue Yanjiu [Foreign Language Teaching & Research in Basic Education]*, (7), 25–27.
- Chen, J. & Deng, X. (2003). Waiyu jiaoshi ketang xingwei dui xuesheng xuexi jiaolü de yingxiang [The influence of foreign language teachers' classroom behavior to students' learning anxiety]. *Chengdu Daxue Xuebao [Journal of Chengdu University]*, (3), 84–86.
- Chen, J. & Li, J. (2007). Yingyu yuedu jiaolü qingxu yanjiu ji ketang huanjie celue [Research on English reading anxiety and its classroom moderation strategies]. *Zhejiang Gongye Daxue Xuebao [Journal of Zhejiang University of Technology]*, 6(1), 21–26.
- Chen, J., & Xu, J. (2006). Daxue yingyu ketang de waiyu jiaolü yu hezuo xuexi yanjiu [A study on foreign language anxiety and interactive learning in university English classes]. *Hunan Wenli Xueyuan Xuebao [Journal of Hunan University of Arts and Science]*, 31(1), 129–131.
- Chen, L., & Li, J. (2006). Daxuesheng qinggan yinsu yu yingyu xuexi chengji guanxi de diaocha [An investigation into the relationship between undergraduates' affective factors and their English learning grades]. *Daxue Yingyu [College English]*, 3(1), 384–388.
- Chen, S. (2005). Yingyu yuedu jiaolü jiyu yingyu chengji de guanxi chutan [A study on the relationship between English reading anxiety and reading performance]. *Yantai Shifan Xueyuan Xuebao [Yantai Normal University Journal]*, 22(4), 99–101.
- Chen, S. (2008). Ligongke xuesheng dui waiyu ketang jiaolü de ganzhi [The perception of science and engineering students' foreign language learning anxiety]. *Xi'an Waiguoyu Daxue Xuebao [Journal of Xi'an International Studies University]*, 16(1), 67–69.
- Chen, W. (2007). Yuyan jiaolü de yanjiu zongshu [Review on language anxiety]. *Jiangsu Jiaoyu Xueyuan Xuebao [Journal of Jiangsu Institute of Education]*, 23(3), 46–48.
- Chen, X. (2004). Yingyu tingli lijie yu zhuangtai jiaolü de xiangguan yanjiu ji dui jiaoxue de qishi [The relationship between students' anxieties and listening comprehension and the enlightenment to teaching]. *Waiyu Dianhua Jiaoxue [Computer-Assisted Foreign Language Education in China]*, (2), 65–68.
- Chen, X., & Zhang, M. (2004). Waiyu ketang jiaolü yu daxue yingyu xuexi de guanxi [Foreign language anxiety and students' achievements of college English]. *Chongqing Daxue Xuebao [Journal of Chongqing University]*, 10(5), 114–117.
- Chen, Y. (2001). Jiaolügan dui daxuesheng yingyu kouyu biaoda de fumian yingxiang jiqi celue [Negative effects of anxiety on students' oral performance and the counter measures]. *Luoyang Shifan Xueyuan Xuebao [Journal of Luoyang Teacher's College]*, 20(6), 109–111.

- Chen, Y., & Li, C. (2007). Qianxi waiyu xuexi de jiaolügan dui daxuesheng yingyu kouyu nengli de yingxiang [Effects of anxiety in English learning on college students' oral English competence]. *Dongbei Daxue Xuebao [Journal of Northeastern University]*, 9(2), 185–188.
- Chen, Y., & Liu, D. (2010). Yingyu tingli jiaolü chengyin tantao ji yingdui celue shizheng yanjiu [An empirical study of listening anxiety on its cause and coping strategy]. *Waiguo Yuwen [Foreign Language and Literature]*, 26(1), 141–144.
- Cheng, D. (2002). Yingyu jiaoxue zhongde yuyan jiaolü jiqi jieju celue yanjiu [A study on language anxiety in English language teaching and its coping strategies]. *Jichu Jiaoyu Waiyu Jiaoxue Yanjiu [Foreign Language Teaching & Research in Basic Education]*, (12), 32–33.
- Cheng, L. (2004). Guowai waiyu xuexi jiaolü yanjiu zongshu [A review of foreign language anxiety studies abroad]. *Panyu Zhiye Jishu Xueyuan Xuebao [Journal of Panyu Polytechnic]*, 3(1), 60–64.
- Cheng, Y., He, Q., & Han, X. (2007). Yingyu ketang jiaolü dui daxuesheng kouyu biaoda de yingxiang [The effects of English classroom anxiety on college students' oral performance]. *Yuyan Jiaoxue yu Yanjiu [Language Teaching and Linguistic Studies]*, (1), 89–95.
- Da, H. (2005). Chuzhongsheng yingyu xueye chengji yingxiang yinsu de yinguo moxing [The causality model affecting junior high school students' English academic achievement]. *Xinli Kexue [Psychological Science]*, 28(4), 984–988.
- Da, H. (2007). Yingyu xuexi jiaolü liangbiao de bianyi ji xinxiaodu jianyan [Translation of the English learning anxiety scale and the test of its reliability and validity]. *Zhongguo Xinli Wensheng Zaozhi [Chinese Mental Health Journal]*, 21(1), 24–27.
- Deng, Y. (2004). Waiyu xuexi dongji yu jiaolü tnxu [An exploration into the relationship between motivation and anxiety of foreign language learning]. *Daxue Waiyu Kexue [University Education Science]*, (2), 63–66.
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135.
- Du, L., & Tang, X. (2007). Feiyingyu zhuan ye xuesheng tingli jiaolü xianzhuang de diaocha yu yanjiu [An investigation and study into the actuality of non-English major students listening anxiety]. *Wenzhou Zhiye Jishu Xueyuan Xuebao [Journal of Wenzhou Vocational & Technical College]*, 7(1), 82–84.
- Fan, L., & Gao, D. (2005). Qingxu tiaojie jiaoxue moshi yu dier yuyan ketang jiaolü tiaokong [Affective adjustment teaching and L2 classroom anxiety control]. *Sichuan Waiyu Xueyuan Xuebao [Journal of Sichuan International Studies University]*, 21(2), 134–138.
- Feng, M. (2004). Ting, shuo, du jiaoji jiaolü dui yingyu chengji de yingxiang [The influence of communication anxiety in listening, speaking, and reading on English achievements]. *Waiyu Dianhua Jiaoxue [Computer-Assisted Foreign Language Education in China]*, (5), 16–20.
- Gao, J. (2013). Fanzhuan ketang jiangdi yuancheng xuexizhe yingyu xiezuo jiaolü de yingyong yanjiu [An empirical study on reducing distance learners' English writing anxiety through flipped class model]. *Haiwai Yingyu [Overseas English]*, (12), 93–95.
- Gong, J., & Gao, X. (2009). Shaoshu minzu daxuesheng yingyu xuexi jiaolü yanjiu - Yi Xizang daxuesheng wei gean [On foreign language anxiety of ethnic university students - exemplified by Tibetan university students]. *Guizhou Minzu Yanjiu [Guizhou Ethnic Studies]*, 29(4), 166–171.
- Graddol, D. (2010). *English next India*. London: British Council.

- Guo, H., & Wang, R. (2004). Waiyu xuexi jiaolü jiqi huanjie celue [Foreign language anxiety and its coping strategies]. *Jiaoyu Yanjiu yu Shiyan [Educational Research and Experiment]*, (3), 60–63.
- Guo, W., & Wu, W. (2008). Waiyu ketang jiaolü liangbiao zai bufen zhongxiao xuesheng zhongde jianyan [Examination of the psychometric properties of FLCAS - The case of adolescent students in China]. *Yichun Xueyuan Xuebao [Journal of Yichun College]*, 30(2), 185–189.
- Guo, Y. (2011). Daxue yingyu xiechangfa dui xiezuo jiaolü he xiezuo nengli yingxiang xuoyong de shiyan yanjiu [An empirical study on the effect of length approach in college English to writing anxiety and ability]. *Waiyujie [Foreign Language World]*, (2), 73–81.
- Guo, Y., & Fan, W. (2009). Daxue yingyu fencengci jiaoxue beijingxia de xiezuo jiaolv shizheng yanjiu [An empirical study on foreign language writing anxiety in the context of college English teaching at three levels]. *Beijing Di'er Waiguoyu Xueyuan Xuebao [Journal of Beijing International Studies University]*, 31(10), 79–84.
- Guo, Y., & Qin, X. (2010). Zhongguo feiyingyu zhuanke daxuesheng de waiyu xiezuo jiaolü ceshi baogao jiqi dui xiezuo jiaoxue de qishi [Chinese non-English majors' foreign language writing anxiety and its implications to writing]. *Waiyujie [Foreign Language World]*, (2), 54–62.
- Guo, Y., & Xu, J. (2014). Fei yingyu zhuanke daxuesheng yingyu xuexi jiaolü duoweidu yanjiu [A multi-dimensional study on non-English majors' English learning anxiety]. *Waiyujie [Foreign Language World]*, (4), 2–11.
- He, D. (2011). *Foreign language speaking anxiety: An investigation of non-English majors in Mainland China*. PhD dissertation, City University of Hong Kong.
- He, D. (2013). What makes learners anxious while speaking English: A comparative study of the perceptions held by university students and teachers in China. *Educational Studies*, 39(3), 338–350.
- He, D. (2017a). How to Cope with Foreign Language Speaking Anxiety Effectively? The Case of University Students in China. *Electronic Journal of Foreign Language Teaching*, 14(2), 159–174.
- He, D. (2017b). Perceptions of Chinese English and pedagogic implications for teaching English in China. In Z. Xu, D. He, & D. Deterding (eds.), *Researching Chinese English: The state of the art* (pp. 127–140). Switzerland: Springer.
- He, D., & Miller, L. (2011). English teacher preference: The case of China's non-English major students. *World Englishes*, 30(3), 428–443.
- He, Y. (2005). Tan kefu waiyu xuexi jiaolü de youxiao duice [The strategies to reduce foreign language learning anxiety]. *Zhongxiaoxue Waiyu Jiaoxue [Foreign Language Teaching in Schools]*, (12), 1–5.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125–132.
- Hu, H. (2002). Yingyu chengji yu jiaolü texing de xianggaunxing yanjiu [Correlation analysis between English achievements and trait anxiety]. *Nanhua Daxue Xuebao [Journal of Nanhua University]*, 3(2), 72–74.
- Huang, Q. (2003). Zhongxuesheng waiyu jiaolü yanjiu [A study on middle school students' foreign language anxiety]. *Shandong Shida Waiguoyu Xueyuan Xuebao [Journal of School of Foreign Languages, Shandong Teachers' University]*, (1), 28–31.
- Kang, Q. (2005). Yuyan jiaolü yu waiyu xuexi [Language anxiety and foreign language learning]. *Ningxia Daxue Xuebao [Journal of Ningxia University]*, 27(1), 83–84.

- Kang, Z. (2011). Kouyi jiaolü de dongyin, jidu jiqi yingxiang [The causations, the degrees and the impacts of interpreting anxiety]. *Waiyu Yanjiu [Foreign Languages Research]*, (4), 81–85.
- Kang, Z. (2012). Kouyi jiaolü dui jiaoti chuanyi de xiaoying yu yingxiang [The influence of interpreting anxiety on consecutive interpreting]. *Zhongguo Keji Fanyi [Chinese Science & Technology Translators Journal]*, 25(1), 19–21.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- Krashen, S. D. (1985). *The input hypothesis: Issues and implications*. London: Longman.
- Lei, X. (2004). Benkesheng yingyu xuexi ketang jiaolü diaocha jiqi dui yingyu jiaoxue de qishi [An investigation on undergraduates' foreign language classroom anxiety and its implications on teaching]. *Waiguo Yuyan Wenxue [Foreign Language and Literature Studies]*, (1), 46–51.
- Li, B. (2005). Yuyan jiaolü yu yingyu kouyu xuexi [The influence of language anxiety on oral English learning]. *Taizhou Xueyuan Xuebao [Journal of Taizhou University]*, 27(1), 68–71.
- Li, C. (2004). Jiaolü - yingxiang waiyu xuexi de zhongyao qinggan yinsu zhiyi [Anxiety - one of the most important emotional factors influencing foreign language learning]. *Hebei Qingnian Guanli Ganbu Xueyuan Xuebao [Journal of Hebei Youth Administrative Cadres College]*, (1), 58–60.
- Li, H., & Liu, R. (2013). Daxuesheng waiyu xiezuo jiaolv yu xiezuo ziwo xiaonenggan de gaunxi jiqi dui xiezuo chengji de yuce [College students' EFL writing anxiety and self-efficacy and their predication on students' writing performance]. *Waiyu Yanjiu [Foreign Languages Research]*, (2), 48–54.
- Li, J. (2004). Waiyu xuexi jiaolü de xilixue he shenjingxue fenxi [The psychological and neurobiological analysis of foreign language learning anxiety]. *Tianjin Waiguoyu Xueyuan Xuebao [Journal of Tianjin Foreign Studies University]*, 11(4), 46–51.
- Li, J., & Fan, W. (2004). Yuyan jiaolü lilun tanjiu jiqi dui waiyu jiaoxue de qishi [On linguistic anxiety and its insight for language learning]. *Yanzhou Zhiye Daxue Xuebao [Journal of Yangzhou Polytechnic College]*, 8(2), 46–49.
- Li, J., & Lin, S. (2007). Guowai eryu/waiyu xuexi jiaolü yanjiu 30 nian [A review of studies on foreign language learning anxiety abroad in the past 30 years]. *Guowai Waiyu Jiaoxue [Foreign Language Teaching Abroad]*, (4), 57–63.
- Li, W. (2002). Waiyu xuexi jiaolü yu xuesheng weizhongxin de ketangjiaoxue [Foreign language learning anxiety and student-centred classroom teaching]. *Jichu Jiaoyu Waiyu Jiaoxue yanjiu [Foreign Language Teaching & Research in Basic Education]*, (9), 33–35.
- Li, W. (2002). Waiyu xuexi jiaolü yu xuesheng weizhongxin de ketangjiaoxue [Foreign language learning anxiety and student-centred classroom teaching]. *Jichu Jiaoyu Waiyu Jiaoxue yanjiu [Foreign Language Teaching & Research in Basic Education]*, (9), 33–35.
- Li, Y., Wang, Y., Zheng, Y., & Dong, Q. (2010). Xiaoxue ertong yingyu ketang xuexi jiaolü fazhan jiqi yu jiaoshi jiaoyu xingwei de guanxi [Primary school students' English classroom anxiety and the effect of teachers' teaching behavior on it]. *Xinli Fazhan yu Jiaoyu [Psychological Development and Education]*, (1), 42–47.
- Li, Y., & Wu, G. (2004). Daxuesheng yingyu xuexi jiaolü de diaocha yanjiu [A study of foreign language anxiety of college students in China]. *Baoding Shifan Zhuanke Xuexiao Xuebao [Journal of Baoding Teachers College]*, 17(3), 95–96.

- Lain, Y., Yu, S., & Liu, Q. (2003). Kuawenhua jiaoji yuyong nengli yu yuyan jiaolü xinli de xiangguan yanjiu [A study of the relationship between intercultural pragmatic competence and language anxiety]. *Jimei Daxue Xuebao [Journal of Jimei University]*, (4)2, 52–55.
- Liao, S. (2008). Feiyingyu zhuan ye xuesheng yingyu yuedu jiaolü yanjiu [A study of English reading anxiety of non-English majors]. *Guangzhou Guangbo Dianshi Daxue Xuebao [Journal of Guangzhou Radio & TV University]*, 8(6), 66–69.
- Liu, D. (2002). Zhongguo yingyu xuexizhe de yuedu celue yanjiu [A study on Chinese English learners' reading strategies]. *Waiyujie [Foreign Language World]*, (6), 13–18.
- Liu, M. (2011). Lun dizixing he ketang biao xian jiaolü dui daxuesheng yingyu xuexi de yingxiang: Jiaocha zhihou yanjiu [On the effects of low self-confidence and classroom performance anxiety to college students' English learning: A cross-lagged regression study]. *Waiyu Jiaoxue [Foreign Language Education]*, 32(5), 43–47.
- Liu, M., & Shen, M. (2004). Waiyu ketang zhongde jiaolü yanjiu [Review of anxiety studies in foreign language classrooms]. *Qinghua Daxue Xuebao [Journal of Tsinghua University]*, 19(special issue), 100–105.
- Liu, Z., Yao, X., & Hu, S. (2012). Daxuesheng eryu ziwo, jiaolü he dongji xuexi xingwei de jiegou fenxi [The structural analysis of college students' L2 self, anxiety, and motivated learning behavior]. *Waiyujie [Foreign Language World]*, (6), 28–37.
- Lu, Q. (2001). Dui yuyan xuexi zhongde qinggan yinsu chutan - jiaolü ji yingyu jiaoxue [On affective factors in language learning - Anxiety and English teaching]. *Neimenggu Shifan Daxue Xuebao [Journal of Inner Mongolia Normal University]*, 14(2), 37–40.
- Lü, H. (2010). Feiyingyu zhuan ye daxuesheng yingyu kouyu jiaolü yu kouyu xuexi celue de xiangguanxing [The relationship between non-English majors' English speaking anxiety and spoken English learning strategies]. *Waiyu Yanjiu [Foreign Language Research]*, (5), 65–71.
- Ma, Y. (2004). Waiyu ketang jiaolü dui ketang jiaoxue de yingxiang [Foreign language anxiety and its influence on teaching]. *Gansu Jiaoyu Xuexuan Xuebao [Journal of Gansu Education College]*, 20(2), 80–83.
- Peng, J. (2007). Yixuesheng yingyu jiaoli yiyuan yu yingyu ketang jiaolü de guanxi yanjiu [Study on the relationship between college students' willingness to communicate in English and anxiety in English classroom]. *Xibei Yixue Jiaoyu [Northwest Medical Education]*, 15(2), 368–371.
- Pu, Y., & Shi, H. (2010). Yingyu yuedu jiaolü yu yingyu yuedu chengji de xiangguan fenxi [Analysis on the correlation between English reading anxiety and English reading performance]. *Chongqing Ligong Daxue Xuebao [Journal of Chongqing University of Technology]*, 24(2), 96–99.
- Qin, C. (2006). Daxuesheng waiyu jiaolü zhuangkuang de diaocha yu fenxi [An investigation and analysis of university students' foreign language learning anxiety]. *Hehai Daxue Xuebao [Journal of Hehai University]*, 8(3), 49–54.
- Qiu, M., & Liao, F. (2007). Zhongguo daxuesheng yingyu yuedu jiaolü yanjiu [Study on Chinese university students' foreign language reading anxiety]. *Xi'an Waiguoyu Daxue Xuebao [Journal of Xi'an International Studies University]*, 15(4), 55–59.
- Ren, X. (2009). Guonei yuyan jiaolü yu daxue yingyu xuexi yanjiu shuping [Language anxiety and college English learning]. *Liaoning Yixueyuan Xuebao [Journal of Liaoning Medical University]*, 7(2), 91–94.
- Rong, T. (1998). Cong waiyu xuexi de jiaolü tan chengren yingyu jiaoxue celue [Adult English teaching strategies concerning foreign language learning anxiety]. *Zhejiang Shida Xuebao [Journal of Zhejiang Normal University]*, (4), 88–89.

- Ryan, S. (2008). *The ideal L2 selves of Japanese learners of English*. PhD dissertation, University of Nottingham.
- Saito, Y., Horwitz, E. K., & Garza, T. J. (1999). Foreign language reading anxiety. *The Modern Language Journal*, 83(2), 202–218.
- Shao, X., & Zhang, F. (2008). Wangluo duomeiti huanjing xiade daxuesheng yingyu xuexi jiaolü yanjiu [A study of college students' English learning anxiety in net-work and multimedia environment]. *Waiyu Dianhua Jiaoxue [Computer-Assisted Foreign Language Education in China]*, (3), 28–32.
- Shi, Y. (2008). Waiyu yuedu jiaolü xingbie chayi yu siji yingyu chengji de guanxi tantao [Gender difference in foreign language reading anxiety and its relations to CET-4]. *Zhongguo Waiyu [Foreign Languages in China]*, (2), 46–49.
- Shi, Y., & Liu, Z. (2006). Waiyu yuedu jiaolü yu yingyu chengji ji xingbie de guanxi [Foreign language reading anxiety and its relationship to English achievement and gender]. *Jiefangjun Waiguoyu Xueyuan Xuebao [Journal of PLA University of Foreign Languages]*, 29(2), 59–64.
- Shi, Y., & Xu, J. (2013). Guoneiwai waiyu jiaolü yanjiu 40 nian [40 years' studies on foreign language anxiety home and abroad]. *Waiyu yu Waiyu Jiaoxue [Foreign Languages and Their Teaching]*, (1), 60–65.
- Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory (Form Y)*. Palo Alto, CA: Consulting Psychologists Press.
- Sui, X. (2012). Wangluo jiaoxue huanjingxia yingyu xuexizhe de jiaolü wenti yanjiu [The study on anxiety problems with English learners under the Internet-based environment]. *Waiyu Dianhua Jiaoxue [Computer-Assisted Foreign Language Education in China]*, (1), 78–80.
- Tao, Y. (2006). Cong qinggan guolv xueshuo lun xiaochu xiezuo jiaolü [On reducing writing anxiety from the perspective of affective filter]. *Suzhou Gongye Daxue Xuebao [Journal of Soochow University]*, 26(6), 77–78.
- Wang, C. (2003). Waiyu jiaolü liangbiao zai daxuesheng zhongde ceshi baogao [The adaptation and validation of the foreign language classroom anxiety scale when applied to Chinese college students]. *Xinli Kexue [Journal of Psychological Science]*, 26(2), 281–284.
- Wang, C. (2005). The length approach to ELT. *Reflections on English Language Teaching*, 4, 15–25.
- Wang, H., & Yang, X. (2007). Yuedu jiaolü dui gaozhongsheng yuedu lijie de yingxiang [The effects of reading anxiety on senior high school students' reading comprehension]. *Jichu Yingyu Jiaoyu [Journal of Basic English Education]*, 9(5), 53–56.
- Wang, J. (2007). Gaozhi xuesheng waiyu xuexi jiaolü ji yingdui celue [Foreign language anxiety and its coping strategies of vocational school students]. *Zhongguo Zhiye Jiaoyu Jishu [Chinese Vocational and Technical Education]*, (16), 39–40.
- Wang, Q. (2003). Waiyu xuexi ketang jiaolü yu ketang qifen de xiangguan yanjiu jiqi jiaoxue yiyi [Language anxiety and classroom environment: from their relationship to teaching implications]. *Xibei Shida Xuebao [Journal of the Northwest Normal University]*, 40(6), 27–31.
- Wang, Q. (2004). Gannan zangzu xuesheng yingyu ketang jiaolü diaocha ji qishi [A study of Tibetan students' language anxiety in English classroom]. *Qinghai Shifan Daxue Xuebao [Journal of Qinghai Normal University]*, (6), 127–130.
- Wang, Q., & Ding, X. (2001). Zhongguo xibu nongcun zhongxuesheng yingyu xuexi jiaolü de diaocha yanjiu [A study of learners' English language anxiety in the rural areas of western China]. *Xibei Shifan Daxue Xuebao [Journal of the Northwest Normal University]*, 38(5), 68–73.

- Wang, T., Yang, J., Wang, Y., & Zhang, H. (2007). Yingxiang daxuesheng yingyu xuexi ziwo xiaoneng de yinsu yanjiu [College students' English learning self-efficacy: Components and causes]. *Shandong Waiyu Jiaoxue [Shandong Foreign Language Teaching Journal]*, (3), 41–47.
- Wang, X. (2012). Qinggan yinsu dui daxue yingyu jiaoxue de yingxiang [The influence of affective factors on college English teaching]. *Waiyu Jiaoxue [Foreign Language Education]*, 33(6), 67–70.
- Wang, Y., Fang, L. (2008). Yingyu yuedu jiaolü, yuedu celue he yuedu chengji xiangguanxing yanjiu [A study on the correlation among English reading anxiety, reading strategies, and reading performance]. *Chongqing Keji Xueyuan Xuebao [Journal of Chongqing University of Science and Technology]*, (9), 221–222.
- Wang, Y., & Wan, Y. (2001). Waiyu xuexi jiaolü jiqi dui waiyu xuexi de yingxiang: guowai xiangguan yanjiu gaishu [Foreign language learning anxiety and its influence to foreign language learning: A review to relevant studies abroad]. *Waiyu Jiaoxue yu Yanjiu [Foreign Language Teaching and Research]*, 33(2), 122–126.
- Wu, Y., & Gu, W. (2011). Hezuo xuexi jiangdi feiyingyu zhuanke daxuesheng yingyu xiezuo jiaolv de shizheng yanjiu [An empirical study on cooperative learning decreasing non-English majors' English writing anxiety]. *Waiyu yu Waiyu Jiaoxue [Foreign Languages and Their Teaching]*, (6), 51–55.
- Xiang, M. (2003). Qinggan yinsu dui daxue yingyu jiaoxue de yingxiang [The influence of affective factors on college English teaching]. *Waiyu yu Waiyu Jiaoxue [Foreign Languages and Their Teaching]*, (3), 23–26.
- Xie, S. (2007). Yuyan jiaolü yu yingyu kouyu ziwo ganzhi, kouyu chengji de xiangguan yanjiu [Research on relationship between language anxiety and self-perception of English speaking ability as well as oral scores]. *Waiguo Yuyan Wenxue Yanjiu [Research in Foreign Language & Literature]*, 7(2), 64–68.
- Xin, L. (2004). Duomeiti wangluo huanjing xia de waiyu xuexi jiaolü [Foreign language anxiety in technology enhanced language learning]. *Xinan Jiaotong Daxue Xuebao [Journal of Southwest Jiaotong University]*, 5(4), 73–76.
- Xiong, S. (2012). Jiyu wangluo huanjing de daxuesheng yuyan xuexi jiaolü yu xuexi celue shiyong zhi guanxi yanjiu [A study on the relationship between language learning anxiety and learning strategy use of university students in the computer-based environment]. *Waiyu Dianhua Jiaoxue [Computer-Assisted Foreign Language Education in China]*, (6), 66–71.
- Xiong, S., & Tan, H. (2007). Gaozhong xuesheng yingyu xuexi jiaolü ji chayi yinsu de diaocha yanjiu [An investigation into senior high school students' English learning anxiety and the factors leading to their anxiety difference]. *Jiangxi Jiaoyu Keyan [Jiangxi Educational Research]*, (11), 47–49.
- Xu, S. (2006). Waiyu xuexi jiaolü jiqi yingdui celue [Foreign language anxiety and its coping strategies]. *Xi'nan Keji Daxue Gaojiao Yangjiu [Journal of Higher Education of Southwest University of Science and Technology]*, (2), 21–23.
- Xue, L. (2005). Yingyu xuexi jiaolü yu yingyu chengji de xiangguan yanjiu [Research on the relationship between English learning anxiety and English achievement]. *Shanxi Nongye Daxue Xuebao [Journal of Shanxi Agricultural University]*, 4(3), 246–248.
- Yang, L. (2005). Ruhe jiangdi jiaolügan dui yingyu kouyu shuiping de yingxiang: Laizi yixiang jiaoxue shiyan de shizheng yanjiu [How to reduce the negative impacts of anxiety on oral English performance: An empirical study from a teaching experiment]. *Shandong Waiyu Jiaoyu [Shandong Foreign Languages Teaching Journal]*, (5), 79–82.

- Yang, W., & Zhang, M. (2003). Yuyan jiaolü yu jiaoshi de tiaokong [On teacher's control of language anxiety]. *Guangzhou Daxue Xuebao [Journal of Guangzhou University]*, 2(5), 29–31.
- Yu, X. (1999). Chengren xuesheng yingyu ketang jiaolügan yu tingli lijie chengji de guanxi [The relationship between adult students' foreign language classroom anxiety and their listening comprehension grade]. *Yuyan Jiaoxue yu Yanjiu [Language Teaching and Linguistic Studies]*, (2), 132–143.
- Yuan, P. (2012). Yituo xueke neirong de daxueyingyu jiaoxue dui xuesheng xuexi dongji ji jiaolügan de yingxiang [On the impact of CBI on EFL learners' motivation and anxiety in college English context]. *Jiefangjun Waiguoyu Xueyuan Xuebao [Journal of PLA University of Foreign Languages]*, 35(3), 41–45.
- Yuan, X. (2003). Waiyu xuexi jiaolü yu xuexi chengji guanxi de diaocha fenxi [An investigation into the relationship between foreign language learning anxiety and learning achievements]. *Zhejiang Shifan Daxue Xuebao [Journal of Zhejiang Normal University]*, 97–100.
- Zeng, X., & Liu, Q. (2012). Wangluo duomeiti huangjingxia ligonglei daxuesheng yingyu xuexi jiaolü yanjiu: Jiyu wangluo jiaoxue mushi yu chuantong jiaoxue moshi de duibi yanjiu [A study of English learning anxiety of science and engineering college students under multi-media environment: Based on the comparison of multi-media and traditional classroom teaching]. *Waiyu Dianhua Jiaoyu [Computer-Assisted Foreign Language Education]*, (9), 50–55.
- Zhang, H. (2008). Gaozhongsheng yingyu xiezu jiaolü de diaocha yu fenxi [A survey of the effect of writing anxiety on the writing output of high school students]. *Ningbo Jiaoyu Xueyuan Xuebao [Journal of Ningbo Institute of Education]*, 10(2), 98–100.
- Zhang, L. (2006). Wangluo huanjingxia huanjie waiyu jiaolügan de kouyu jiaoxue moshi yanjiu [The application of web-based oral English teaching model to alleviating foreign language anxiety]. *Zhongguo Dizhi Daxue Xuebao [Journal of China University of Geosciences]*, 6(6), 86–89.
- Zhang, Q. (2004). Daxuesheng yingyu ketang xuexi jiaolü ji qiawang de diaocha fenxi [An investigation into college students' foreign language learning anxiety and expectation]. *Xinan Minzu Daxue Xuebao [Journal of Southwest University for Nationalities]*, 25(6), 394–397.
- Zhang, R., & Yuan, L. (2004). Daxuesheng waiyu jiaolü, ziwo xiaonenggan yu waiyu chengji guanxi de yanjiu [Research on the relationship between foreign language anxiety, self-efficacy and English performance]. *Xinli Fazhan yu Jiaoyu [Psychological Development and Education]*, (3), 56–61.
- Zhang, S. (2007). Waiyu xuexizhe de qiyi rongrendu he jiaolügan yanjiu [On tolerance of ambiguity and anxiety in English language learners]. *Hebei Jingmao Daxue Xuebao [Journal of Hebei University of Economics and Trade]*, 7(2), 95–98.
- Zhang, S., & Wang, G. (2006). Jiaolü zai qiyi rongrendu yu yingyu xuexi chengji zhijian de zhongjie zuoyong fenxi [Mediating role of language learning anxiety in the relationship between tolerance of ambiguity and English language learning]. *Xinli Fazhan yu Jiaoyu [Psychological Development and Education]*, 22(4), 64–67.
- Zhang, X., & Zhao, G. (2011). Waiyu tingli jiaolü liangbiao de gouzao fenxi ji xiaodu jianyan [Analyzing and validating the construct of foreign language listening anxiety scale]. *Xiandai Waiyu [Modern Foreign Languages]*, 34(2), 162–170.
- Zhang, Y. (2002). Feiyingyu zhuanke yanjiusheng xuexi jiaolü yu kouyu ketang huodong yanjiu [A study of classroom spoken English activities and stress of non-English majors]. *Shandong Waiyu Jiaoxue [Shandong Foreign Languages Journal]*, (5), 67–70.

- Zhang, Z. (2004). Waiyu xuexi jiaolü lilun yu waiyu jiaoxue [A probe into foreign language anxiety and its significance to foreign language teaching]. *Xi'nan Jiaotong Daxue Xuebao [Journal of Southwest Jiaotong University]*, 5(4), 77–81.
- Zheng, D. (2005). Xiezuojiaolü dui daxuesheng yingyu xiezuode yingxiang [The influence of writing anxiety on undergraduates' English writing]. *Sanmenxian Zhiye Jishu Xueyuan Xuebao [Journal of Sanmenxia Polytechnic]*, 4(1), 47–50.
- Zhou, B., & Tang, J. (2010). Eryu xiezuojiaolü dui xiezuoguocheng yingxiang de shizheng yanjiu [An empirical study on the effect of L2 writing anxiety with writing process]. *Waiyu Jiaoxue [Foreign Language Education]*, 31(1), 64–68.
- Zhou, D. (2003). Eryu ketang zhongde tingli jiaolügan he qinggan celue [Listening anxiety in L2 classroom and affective strategies]. *Guowai Waiyu Jiaoxue [Foreign Language Teaching Abroad]*, (3), 22–29.
- Zhou, X. (2009). Yingyu ketang tingli jiaolü de chengyin jiqiyu siji tingli de guanxi [Causes of listening anxiety in English classes and the relationship with listening scores in CET-4]. *Chongqing Jiaotong Daxue Xuebao [Journal of Chongqing Jiaotong University]*, 9(1), 137–141.