

An Empirical Study on Chinese University Students' English Language Classroom Anxiety with the Idiodynamic Approach

Xiang He¹

¹Nanjing University

August 05, 2020

Abstract

Foreign language classroom anxiety (FLCA) is a very critical affective factor for learners' language learning and development. The present study was designed to explore the features of Chinese university students' FLCA and to investigate the possible influencing factors on the fluctuations of Chinese university students' FLCA. Two female and two male Chinese university students were selected as the participants and their in-class performances were recorded. Data collection instrument included the classroom observation, the self-rated evaluation of FLCA and the stimulated recall interview. In order to capture the micro-changes of the Chinese learners' FLCA per second, an idiodynamic approach was adopted to carry out the exploratory analysis for the learners' experiences of FLCA over the language instruction. Zooming in on the micro dynamic variation of the participants' FLCA, the final results indicate that Chinese university students' FLCA, both within individuals and across individuals, is characterized of a dynamic system's features. Furthermore, a series of contributing factors were identified to affect the participants' FLCA, with the classroom activity types and the teacher's feedback being the key factors. The idiodynamic method shed new light on exploring the FLCA from an emic and dynamic perspective and some pedagogical implications were also put forward as well.

Appendix A:

Foreign Language Classroom Anxiety Scale (Horwitz et al. 1986)

Item No.	Item No.	Descript
1	I never feel quite sure of myself when I am speaking in my foreign language class.	I never f
2	I don't worry about making mistakes in language class (R).	I don't w
3	I tremble when I know that I'm going to be called on in language class.	I tremble
4	It frightens me when I don't understand what the teacher is saying in the foreign language.	It frighte
5	It wouldn't bother me at all to take more foreign language classes (R).	It would
6	During language class, I find myself thinking about things that have nothing to do with the course.	During l
7	I keep thinking that the other students are better at languages than I am.	I keep th
8	I am usually at ease during tests in my language class (R).	I am usu
9	I start to panic when I have to speak without preparation in language class.	I start to
10	I worry about the consequences of failing my foreign language class.	I worry a
11	I don't understand why some people get so upset over foreign language classes (R).	I don't u
12	In language class, I can get so nervous I forget things I know.	In langua
13	It embarrasses me to volunteer answers in my language class.	It embar
14	I would not be nervous speaking the foreign language with native speakers (R).	I would n
15	I get upset when I don't understand what the teacher is correcting.	I get ups
16	Even if I am well prepared for language class, I feel anxious about it.	Even if I
17	I often feel like not going to my language class.	I often f

Item No.	Item No.	Descript
18	I feel confident when I speak in foreign language class (R).	I feel con
19	I am afraid that my language teacher is ready to correct every mistake I make.	I am afra
20	I can feel my heart pounding when I'm going to be called on in language class.	I can fee
21	The more I study for a language test, the more confused I get.	The mor
22	I don't feel pressure to prepare very well for language class (R).	I don't f
23	I always feel that the other students speak the foreign language better than I do.	I always
24	I feel very self-conscious about speaking the foreign language in front of other students.	I feel ver
25	Language class moves so quickly I worry about getting left behind.	Languag
26	I feel more tense and nervous in my language class than in my other classes.	I feel mo
27	I get nervous and confused when I am speaking in my language class.	I get ner
28	When I'm on my way to language class, I feel very sure and relaxed (R).	When I'm
29	I get nervous when I don't understand every word the language teacher says.	I get ner
30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	I feel ove
31	I am afraid that the other students will laugh at me when I speak the foreign language.	I am afra
32	I would probably feel comfortable around native speakers of the foreign language (R).	I would p
33	I get nervous when the language teacher asks questions which I haven't prepared in advance.	I get ner

Appendix B:

The State-Trait Anxiety Inventory (Spielberger et.al., 1972)

Item No.	Descriptions
1	I feel calm. *
2	I feel secure. *
3	I am tense.
4	I feel strained.
5	I feel at ease. *
6	I feel upset.
7	I am presently worrying over possible misfortunes.
8	I feel satisfied. *
9	I feel frightened.
10	I feel comfortable. *
11	I feel self-confident. *
12	I feel nervous.
13	I am jittery.
14	I feel indecisive.
15	I am relaxed. *
16	I feel content. *
17	I am worried.
18	I feel confused.
19	I feel steady. *
20	I feel pleasant. *

Trait Anxiety Inventory (T-AI) (Spielberger et.al., 1972)

Item No.	Descriptions
21	I feel pleasant. *

Item No.	Descriptions
22	I feel nervous and restless
23	I feel satisfied with myself. *
24	I wish I could be as happy as others seem to be. *
25	I feel like a failure.
26	I feel rested. *
27	I am “calm, cool, and collected”. *
28	I feel that difficulties are piling up so that I cannot overcome them.
29	I worry too much over something that really doesn’t matter.
30	I am happy. *
31	I have disturbing thoughts.
32	I lack self-confidence.
33	I feel secure. *
34	I make decisions easily. *
35	I feel inadequate
36	I am content. *
37	Some unimportant thought runs through my mind and bothers me
38	I take disappointments so keenly that I can’t put them out of my mind
39	I am a steady person. *
40	I get in a state of tension or turmoil as I think over my recent concerns and interests

Note: * This item is scored in reverse order

Hosted file

table.docx available at <https://authorea.com/users/717918/articles/703230-an-empirical-study-on-chinese-university-students-english-language-classroom-anxiety-with-the-idiodynamic-approach>

Hosted file

submission20200805.doc available at <https://authorea.com/users/717918/articles/703230-an-empirical-study-on-chinese-university-students-english-language-classroom-anxiety-with-the-idiodynamic-approach>







