

The Test Reports of FLCAS in Chinese College Students

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Abstract

With the Foreign Language Classroom Anxiety Scale (FLCAS) as a measure applied to investigate the foreign language test anxiety in Chinese college students. The results showed: first, FLCAS was found to be a reliable and valuable instrument that could be used in later research and practical work. Second, anxiety mainly exist in the four aspects: worry , tension, speech anxiety and communication anxiety in the classroom. Third, Female students' anxiety level is generally lower than Male counterparts due to female's relatively stronger linguistic ability. Fourth, Chinese college student s' anxiety in foreign language learning was significantly lower than their counterparts abroad because of their long foreign language learning experience .

Keywords

Foreign Language, Classroom Anxiety Scale (FLCAS) , reliability and validity, factor analysis

1. Introduction

In China, tens of millions of people have been learning English or other foreign languages. In this process, they will encounter all sorts of difficulties, among which the most difficult one belongs to psychological nature. Many people feel fear to learn a foreign language for various reasons , fear of communication in foreign language, feel scared when reading foreign language books . This phenomenon we call "Foreign Language Anxiety" American psychologist Horwitz first proposed the concept of foreign language anxiety in 1986, he considered foreign language anxiety is produced in classroom linked to foreign language learning with unique combination of body ,self-perception, beliefs, emotions and behavior. Research on foreign language anxiety began in the mid-1980s. In 1991, Horwitz and Yong edited and published "Foreign Language Anxiety:Form Theory and Research to Classroom Implication", marking the study of foreign language anxiety step into a relatively mature period, while foreign language classroom anxiety preparation scale (Foreign Language Classroom Anxiety Scale, FLCAS) designed by Horwitz has become the most commonly used foreign language anxiety research tool and has accumulated a lot of valuable research data in the near ten years.

Foreign Language Anxiety has important theoretical and practical significance, this study is to take non-English major college students as subjects, and to explore language learning anxiety phenomena, also discussed FLACS psychometric characteristics and other applicability in our country students .

2. Methodology

2.1 Subjects

In Changchun, randomly selected 418 second-year English major students from six grades , including 160 boys, 254 girls, unknown sex 4; among which arts students are 122 , 295 people major in science.

2.2 Tools

Testing tools used in this study are: 1) FLCAS are first put into use, a total of 33 items in the form of Likert 5-point scale, 1 means very incompatible with, 5 denotes very consistent. 2) State - Trait Anxiety Inventory, STAI , designed by the American Clinical Psychology expert Spielberger et. al. edit and amendment. STAI possesses a total of 40 items in the form Likert4 point scale.

2.3 Procedure

Ask the subject to read the guidance carefully, and then complete the questionnaire based on their actual situation. Fill in the questionnaire with the class as a unit who were required to fill in school, all the questions require about 20-30 minutes. Finally SPSS100 software is adopted to make statistical analysis on the data.

3. Conclusion

3.1 Reliability and Validity of FLCAS

FLCAS generally considered to be one-dimensional; statistical analysis showed FLCAS has good internal consistency, Chronbach coefficient is 0.89. Surveying FLCAS, administered simultaneously on the part of the the State of subjects measured-Trait Inventory. Statistical analysis showed that, FLCAS and the trait anxiety' correlation coefficient was 0.408, and with state anxiety's correlation coefficient was .395, both of which reached a significant level ($p < 0.01$). Here FLCAS trait anxiety and state anxiety associated loosely, indicating foreign language anxiety and trait anxiety and state anxiety both has interconnected side, while there are differences between each side. Thus it may be considered a foreign language anxiety is a unique phenomenon which is different trait anxiety and state anxiety anxiety.

The study also found FLCAS have good predictive validity, statistical analysis showed that four FLCAS scores and college English test scores (CET4) had a significant negative correlation, $r = -.299$, $p = .031 < .05$, $n = 52$, which means that higher anxiety Foreign students whose performance is poor in CET 4, otherwise better performance.

3.2 FLCAS Factor Analysis

Exploratory factor analysis was conducted on the relevant data, FLCAS contains four factors which is determined by steep Order map. By means of Oblique rotation method, factors was rotated, too. Factor model matrix was shown in Table 1. Factor 1 can be named fear, which is the worry about foreign language learning in general, covering not good at learning foreign language, failure in foreign language tests and foreign language proficiency exam is no better than others. Factors 2 can be named nervousness, mainly refers to the fear caused by nervousness and various emotional reactions to English class. Factor 1 can be named as afraid to speak English or communication apprehension, which means lack of self-confidence when speaking foreign language. Four Factor4 can be named fear to be asked on class. The four factors are explained variance 29.58%, 6.86%, 6.60% and 3.85%, total variance is 44.88%. From Table 1, the load factor of item 2 is small, it can be deleted from the scale inside.

Table 2 lists the basic statistics of FLCAS and correlation coefficient between the various factors, it can be seen from Table 2, a significant moderate positive correlation between the four factors FLCAS exist.

The study also received four FLCAS sub-scales Chronbach a coefficient between 0.34 ~ 0.83, with an average of 0.65, representing the four sub-scales have high internal consistency. And FLCAS four sub-scales and state anxiety (S- AI) correlate between .75 .93, and with trait anxiety. (T - AI) correlate between .75 ~ .87, all correlation coefficients reached significant levels ($p < 0.01$), suggesting that FLCAS four sub-scales have good concurrent validity.

3.3 Students' scores on gender differences FLCAS

As can be seen from Table 3, among the four aspects of language anxiety of college students, "being afraid to speak English on the scale" get the maximum score. Analysis of variance showed that male college students in the total score on FLCAS is significantly higher than female students, $F(1, 416) = 10.68$, $p < 0.001$. Multivariate analysis of variance (Multivariate ANOVA) showed that male college students still nervous on the subscale was significantly higher than female students $Wilks' \Lambda = .94$, $F(1, 412) = 23.14$, $p < 0.001$;.. The fear of subscale the male students scored higher than female students, proximity significant level, $Wilks' \Lambda = .94$, $F(1, 412) = 3.33$, $p = .06$. But other two subscales of

FLCAS “afraid to speak English, afraid to ask questions in class ”but found no significant gender differences ($p > .05$).

Table 1 FLCAS Factor Structure and its Load

Items	F1	F2	F3	F4
25. Afraid of unable to catch up with FL class process	0.643	-0.204	0.087	-0.024
26. Feel uneasy when unable to understand FL teachers' lecture	0.589	0.168	0.032	0.0286
10. Worry about the undesired result of the FL test	0.592	-0.149	0.079	-0.130
15. Feel uneasy when unable to understand FL teacher	0.548	0.276	-0.004	0.185
16. Feel anxious even preparing well with FL	0.510	-0.012	-0.046	0.124
07. Always thinking others' FL is better than mine	0.456	-0.248	-0.238	-0.078
19. Being afraid of teachers' correction of my error	0.435	-0.0921	0.013	0.234

Table 2 Basic statistics and correlation coefficients of FLCAS structure

Factors	M±SD	1	2	3
worry	2.45±.46			
tension	2.45±.69	.534* *		
Afraid to speak English	3.04±.48	.458* *	.497* *	
Afraid to be asked on class	2.54±.75	.597* *	.508* *	.498* *

Table 3 Different gender students scoring in the FLCAS

	Total(n=0.418)	Boys(n=160)	Girls(n=254)
FLCAS total scores	82.32±16.38	86.25±16.35	80.90±15.89
worry	2.72±.49	2.67±.62	2.64±.56
tension	2.61±0.60	3.02±0.61	2.72±0.73
Afraid to speak English	3.11±.48	3.11±.51	3.02±.46
Afraid to be asked on class	2.66±.76	2.68±.80	2.62±.74

3.4 Comparison with Related Data of Other Countries

Table 4 shows a sample of students from different studies on FLCAS score. It's easy to see, with English as a foreign language Chinese ,Anxiety scores of College Students were significantly lower than the three samples of foreign scores. Although Saito ,et al.and Bailey & Onwuegbuzie had discovered, as a different type of foreign language, foreign language anxiety level of college students will be different, but we believe that this study of Chinese university students to learn English in the lower scores may not be due FLCAS native -Western types, but may be relevant to Chinese EFL learning experience is longer .

Table 4 Different studies on FLCAS score sample comparison

Samples	Foreign Language	FL learning experience	FLCAS scores	Sources
Chinese College Students	English	At least 7 years	82.8±15.3	This research
American College Students	Spanish	The first year	93.2±20.8	Horwitz,et.al.
American College Students	Japanese	The first year	95.8±21.5	Aida
American College Students	Russian	The first year	91.8±20.5	Saito

4. Discussion

The study found that FLCAS have good reliability and validity of data, which shows FLCAS is a reliable and effective foreign language anxiety assessment tools that can be used in future related research or practical work . It is worth mentioning that there is a significant negative correlation between FLCAS score and English scores (CET4), which shows FLCAS not only has good predictive validity, but also that foreign language anxiety may affect foreign language academic performance of college students, this is consistent with the relevant discovery abroad, and therefore worthy of our attention to foreign language anxiety phenomenon of college students .

The study found that foreign language anxiety of Chinese college students include four aspects, fear, nervousness, fear and being afraid to answer English questions. Worry refers to unable to learn English well, failure in the English exam and fears the consequences it brought about. Nervousness refers to all sorts of fear which resulted from a variety of emotional reactions. Being Scared and afraid to answer English question , these two factors is a good reflection of the characteristics of our students learning English. Here is easy to see, speaking anxiety (Speech anxiety) is a central factor FLCAS, and may also be the largest mental disorder encountered by college students when learning English . This is the same with the related discovery abroad. In addition, from the fact FLCAS contain fear and tension show what FLCAS reflected in a general foreign language learning anxiety, rather than being limited in foreign language lessons.

The study also found that foreign language anxiety of female students was significantly lower than male college students. This result is inconsistent with the relevant discovery overseas. Foreign studies have shown that the level of foreign language anxiety of female students is much higher than male students, or there is no significant difference between the two. We believe that this is likely related with gender differences, may also be related with foreign language learning experiences. In general, female students' ability is relatively higher than male students in college language proficiency , and therefore they have the relatively low level of foreign language anxiety. However, foreign language learning experience in this may be an important intermediary factor. The similar study conducted abroad in the subjects, learning a foreign language are almost for less than a year beginners, due to the relatively long time of learning a foreign language for Chinese college students , foreign language learning anxiety levels are more greatly reduced compared with the beginners.

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