

摘 要

为了提高英语教学水平,关于学生情感变量的研究受到了许多学者和语言教师的关注,使得外语教学研究的重点由探索有效的教学手段转向研究学生的个体差异。焦虑被普遍认为是最重要的情感变量之一。

在国外,从 20 世纪 80 年代开始,学者在外语焦虑这一领域做出了比较深入的研究。早期的研究普遍采用 Horwitz 等人在 1986 年设计的外语课堂焦虑量表并得出外语焦虑和外语学习呈负相关,但是外语课堂焦虑量表重点关注口语方面。随着研究的深入,焦虑对外语学习的其他方面如听力、写作、阅读的影响受到普遍关注。在 20 世纪末,Saito, Horwitz, 和 Garza (1999) 设计了外语阅读焦虑量表,提出外语阅读焦虑和外语学习焦虑既有联系有彼此差异。Saito 等人认为不同的目标语和不同的母语会产生不同程度的外语阅读焦虑。在国内,有关焦虑的研究主要集中在外语焦虑方面,有关外语阅读焦虑的研究相对有限,而且在有限的外语阅读焦虑研究中对中等职业学生的关注很少。所以研究中等职业学校学生的英语阅读焦虑对阅读成绩的影响不仅具有较强的理论价值,而且具有很好的现实意义。

本文以河北银行学校 160 名会计专业中专二年级学生为研究对象。以外语课堂焦虑量表、外语阅读焦虑量表和 08 年河北省对口升学英语试题阅读成绩为研究工具,旨在探寻中等职业学校非英语专业学生的英语阅读焦虑状况,并分析英语阅读焦虑的产生原因以及对阅读成绩的影响。与此同时在 EFL 环境下对外语焦虑和外语阅读焦虑的关系进行了阐述。所收集的数据应用社会科学统计软件包 (SPSS) 17.0 进行处理,采用了描述性统计、皮尔逊相关性分析以及独立样本 T 值检验对数据进行了分析。

在 EFL 环境下数据统计结果证实了 Saito 在 1999 所提出的既相关又差异的外语焦虑和外语阅读焦虑的相互关系。中等职业学校非英语专业学生的英语学习和阅读焦虑程度高于大学生的焦虑水平。中等职业学校学生英语阅读焦虑和阅读成绩呈负相关,并且高阅读焦虑和低阅读焦虑的学生在英语阅读成绩方面存在显著的差异。中职学生对英语阅读的信心、满意度、对英语阅读的兴趣是产生英语阅读焦虑的最主要根源,除此以外,陌生的文化背景和语言知识也使他们感到紧张和焦虑,进而影响他们的英语阅读成绩。

基于本研究结果,本文为中等职业学校英语教学就如何降低学生的英语阅读焦虑进而促进阅读效率提出了建议。教师应帮助学生正视英语学习和阅读焦虑,并努力创建轻

松的、低焦虑的阅读课堂，在英语课堂中渗透文化知识以培养学生的跨文化意识，提升学生的文化底蕴并拓宽他们的视野。最后中职学校的教师应为学生提供更多的练习使他们在练习中熟悉并掌握一定数量的单词和语法，为有效的阅读打下良好基础。

关键词：英语阅读焦虑 英语阅读成绩

相关研究 外语课堂焦虑量表 外语阅读焦虑量表

Abstract

In order to enhance foreign language teaching and learning, a lot of researchers and teachers have done numerous studies on learners' affective variables, shifting the focus from exploring effective teaching methods to investigating learners' individual differences. It is agreed that anxiety is one of the most important affective variables.

Since 1980s, researchers have made deep investigation on foreign language anxiety. The early researches found a negative correlation between foreign language anxiety and foreign language learning, with Foreign Language Classroom Anxiety Scale (FLCAS) as the main instrument, which was designed by Horwitz et al. (1986), which mainly concerned on oral speaking. With the deepening of the investigation, the effects of anxiety on other aspects of foreign language learning have been paid wide attention. At the turn of the century, Saito et al. (1999) developed Foreign Language Reading Anxiety Scale (FLRAS) and states that foreign language reading anxiety is related but distinguishable from general foreign language anxiety. In addition, Saito et al. holds that different levels of foreign language reading anxiety may be an outcome of different target languages or different native languages. In China, anxiety studies mainly focus on foreign language anxiety, however very few on foreign language reading anxiety. In the limited research on foreign language reading anxiety, secondary vocational school students have been paid scant attention. So it is of great theoretical and pedagogical importance to explore how anxiety affects secondary vocational non-English majors' English reading in China.

This study takes 160 sophomores majored in accounting from HeBei Banking School as subjects. FLCAS, FLRAS and the reading scores of the English test taken from VCEE (2008) are used as instruments to collect quantitative data. This study aims to reveal the English reading anxiety of the participants and to investigate its sources and effects on English reading achievement. Meanwhile the relationship between foreign language anxiety and foreign language reading anxiety in EFL context is also expounded. The collected data are

analyzed with SPSS 17.0 using descriptive statistics, Pearson correlation analysis and independent-sample T test.

The analysis of the data confirms related but distinct relationship between foreign language anxiety and foreign language reading anxiety (Saito et al 1999) in EFL context. The subjects experience higher anxiety in English learning and reading compared with college or university students. English reading anxiety has a negative correlation with reading achievement; in addition, there are significant differences between high-anxiety and low-anxiety groups in terms of English reading achievement. The findings suggest that the subjects' confidence, satisfaction, as well as interest in English reading may be the main sources of English reading anxiety. Besides these emotional factors, unfamiliar culture background and unfamiliar script and writing systems can also make the subjects feel nervous or anxious and thereby affect their English reading performance.

Based on the results of this study, the research puts forward insightful implications for secondary vocational school EFL teaching on how to reduce students' English reading anxiety and improve their English reading efficiency. Teachers should help students be aware of anxiety and strive to create relaxed and low-anxiety classroom atmosphere. Also in the English classroom the infiltration of cultural knowledge can develop students' cross-culture awareness, enhance their culture deposit and broaden their view. Finally, more practices in secondary vocational English teaching are recommended to help students be familiar and master words and grammar which can lay a solid foundation for their effective reading.

Key words: English reading anxiety English reading achievement
correlational study FLCAS FLRAS

List of Abbreviation

EFL	English as a foreign language
FLCAS	Foreign Language Classroom Anxiety Scale
FLRAS	Foreign Language Reading Anxiety Scale
VCEE	Vocational College Entrance Examination

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学位论文原创性声明

本人所提交的学位论文《A Correlational Study of Secondary Vocational Non-English majors' English Reading Anxiety and Reading Achievement》，是在导师的指导下，独立进行研究工作所取得的原创性成果。除文中已经注明引用的内容外，本论文不包含任何其他个人或集体已经发表或撰写过的研究成果。对本文的研究做出重要贡献的个人和集体，均已在文中标明。

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Chapter 1 Introduction

Secondary vocational education is a significant part of vocational education. With the increased investment to vocational education, vocational schools are becoming more and more popular. Vocational schools can provide students with opportunities to learn practical techniques which can help them find jobs successfully. With the development of society, the society may need not only skillful workers but also millions of high-quality professional talents. Students in vocational schools should not only master a skill but also know something about other fields. Good English proficiency or higher English level is an essential requirement for the vocational school students to meet the need of society.

However, compared with their counterparts in high schools, the students in secondary vocational schools usually have a relatively lower academic score in English. A lot of English teachers in secondary vocational schools still use traditional teacher-centered teaching methods and the students' role and their unique characteristics are often neglected. Consequently, students of vocational schools tend to be anxious in their English learning and reading. The present study is to examine to what degree students from secondary vocational school experience English language anxiety and reading anxiety, and find out the impact of their anxiety on English achievement and especially on English reading proficiency. Meanwhile the sources of students' reading anxiety in secondary vocational school will be also explored to help English teachers utilize more scientific instructional methods and also help vocational students develop proper learning strategies to reduce anxiety in English reading.

1.1 Background of the Study

For centuries, teachers are dominant and control the classroom whereas learners are passive to receive knowledge. A lot of language researchers have done great work to examine the way of teaching. Since the 1970s, with the development of cognitive psychology, a lot of researchers and teachers have shifted their attention from the way the teachers teach to the way the students learn in order to improve foreign language teaching and learning. (Oxford et al, 1990). It has been gradually and widely accepted by researchers and teachers that the

determinant of learning is the learner instead of the teacher. The learner's role in learning can not be ignored because their characteristics are unique. Learning outcomes and effectiveness are affected by those unique learner variables, that is to say , individual differences, which involves motivation, anxiety, self-esteem, inhibition, self-confidence, language aptitude and language learning strategies and language leaning styles.

Since the mid 1980s, it has been realized by foreign language educators that there indeed exists foreign language anxiety which has a potential but significant impact on language learning and production. The past two decades has been a witness of a virtual explosion of researches focusing on foreign language anxiety. A large number of studies have been done to investigate the relationship between foreign language anxiety and foreign language performance. Some of these studies have made consistent findings that foreign language anxiety is moderately negatively correlated with foreign language achievement. (Aida, 1994; Bailey, 1983; Crookal and Oxford, 1991; Horwitz et al., 1986; Horwitz & Young, 1991; Krashen, 1985; Horwitz, 2001). Consequently our understanding and research into foreign language have been greatly advanced.

To deeply investigate foreign language anxiety, Horwitz et al in 1986 developed Foreign language Classroom Anxiety Scale (FLCAS), which consists of 33 items. In numerous researches on foreign language anxiety, FLCAS is the most widely used instrument to measure foreign language anxiety. 20 items of FLCAS focus on speaking anxiety and listening anxiety. Aida (1994) stated FLCAS was a measure of anxiety primarily related to speaking situations. Therefore most previous researches on language anxiety held speaking anxiety was the most anxiety-provoking in language learning process because they have chosen FLCAS as the main measurement. (Aida, 1994; Horwitz, 1986; Young 1986).

Sometimes in certain circumstances, speaking may be the most anxiety-provoking in the foreign language classroom, however, foreign language learners do not always and necessarily feel anxious owing to oral performance. For them, other aspects of foreign language learning in stead of speaking can also arouse anxiety. Maximo, R and Orangel, A (2003) stated that consistent findings have been made in some foreign language researches, which chose FLCAS as the main instrument; however, some significant theoretical concerns can not be neglected. One of these concerns is that some language learning aspects rather

than speaking are also anxiety-provoking for some individuals, so it is adequate to use FLCAS to identify those aspects.

At the turn of the 20th century, the inadequacy of FLCAS was compensated by the research on reading anxiety (Saito, Horwitz, & Garza, 1999), and their research also deepened the investigation on foreign language anxiety. Their study found that language-skill-specific anxieties and foreign language achievement are negatively correlated. At the same time in order to measure these language-skill-specific anxieties, instruments were developed. Foreign Language Reading Anxiety Scale (FLRAS) was one of them. The scale was developed by Saito, Horwitz, & Garza, (1999). Their research also proved a hypothesis: foreign language reading anxiety is a construct related to but distinguishable from general foreign language anxiety. It marks a new trend in language anxiety research, because it not only attempts to make clearer and more specifically the sources of foreign language anxiety but also examines the relationship between foreign language anxiety and reading anxiety.

Owing to the researches done so far, we are able to have a clear picture of both general foreign language anxiety and language-skill-specific anxiety. In China, the importance of foreign language anxiety has also drawn the attention of many Chinese researchers, who have realized the effect of anxiety on foreign language learning and have begun to study it during the past twenty years. Some language researchers and educators have conducted empirical studies to examine the negative effects of foreign language anxiety on the learners' foreign language achievement. (Wang, 2003; Wang & Wan, 2001). Among the previous researches little attention has been paid on English reading anxiety. (Chen & Li, 2007; Qiu & Liao, 2008).

According to King, Holley and Weber (1975), skills such as listening, speaking even writing may evolve from reading, which can be taken as the cornerstone skill. In other words students can make greater improvement in foreign language learning, supposed their reading skill has been strengthened. In fact good reading competence may lay a foundation for obtaining other language skills such as listening, writing, and speaking. For students in China, especially for vocational school students, who have comparatively limited chances to make a face-to-face communication with native speakers of English, English reading is particularly

important. Reading comprehension accounts for 25% or a quarter in the English test for Vocational College Entrance Examination (VCEE) in He Bei Province. Whereas compared with English listening and speaking, the training of English reading in vocational school is somewhat neglected. It is an urgent task to improve vocational school students' capability of English reading.

Due to the present talents selection system, most of the secondary school students are those who didn't perform very well in high school entrance exams. They usually have poor academic grades especially in English and they tend to be anxious about English. However, just as the researcher of the present study mentioned above, most of these previous studies have chosen university or college students as their subjects, while there are few studies on English reading anxiety experienced by vocational school students. Only He (2008) made a study on vocational college students' reading anxiety. This situation motivates the researcher to further the investigation in this field. The present paper is conducted to explore the correlation between English reading anxiety and English reading achievement of secondary vocational students.

1.2 Purpose of the Study

It is generally believed that language performance, consequence and even efficiency of foreign language learning and teaching will be affected by foreign language anxiety (Gardner & MacIntyre, 1993). Accordingly, this study attempts to achieve the following purposes:

1. To have a comprehensive understanding of the states of English language anxiety and reading anxiety of the secondary vocational non-English majors in EFL context. The wide awareness of anxiety can encourage more teachers and researchers to consider the problem and take effective measures to promote secondary vocational English teaching and learning.

2. To find out whether there is a relationship between English language anxiety and reading anxiety in EFL context.

3. To investigate the relationship between English reading anxiety and English reading achievement of secondary vocational non-English majors.

4. To explore the possible sources of English reading anxiety which will promote further research to work out more efficient countermeasures to alleviate students' English reading anxiety and accordingly improve their English reading comprehension.

1.3 Significance of the Study

The achievements of the research conducted on foreign language anxiety have been quite remarkable, which deepen our understanding about the impact of foreign language anxiety on foreign language learning. However, in contrast to the achievements on foreign language anxiety, insufficient attention has been paid on language-skill-specific anxiety especially foreign language reading anxiety. This lack of concern about foreign language reading anxiety in Chinese context should merit our attention.

Having reviewed the key journals and dissertations on China National Knowledge Internet (CNKI), there are only 25 articles in journals and 10 dissertations about foreign language reading anxiety during the year 1979 to 2009 in China. So it is high time to study this problem in China. What's more, according to CNKI, the researcher finds that so far in China, the available data on English reading anxiety are mostly concerning students in universities or colleges (Deng, 2003; Shi & Liu, 2006; Qiu & Liao, 2007 ; Yang, 2007) Few researches have been done on English reading anxiety of students in vocational colleges or schools in China (He, 2008).

In the current study, both FLCAS and FLRAS are used to measure the subjects' English language anxiety and English reading anxiety in EFL context; in addition, the sources and the impact of English reading anxiety on reading achievement are illustrated. The present study can help the teachers and the students realize the existence of anxiety which may inhibit students' English learning and reading in vocational schools. This study can also help them to understand how anxiety influence English reading achievement and then take corresponding countermeasures to solve the problem. Moreover, because the study has chosen secondary vocational students as subjects; the results of this study will enrich the existing foreign language anxiety theories to a certain extent and shed some light on future research on both foreign language anxiety and reading anxiety.

1.4 Statement of Research Questions

The main purposes of this thesis is to assess the relationship between English reading anxiety and reading performance , which is based on a quantitative investigation on the level of English language anxiety and reading anxiety suffered by the subjects. So the following research questions will be explored in the present study:

1. Do Secondary Vocational school non-English majors experience English language anxiety and English reading anxiety in EFL context? If so, to what degree?
2. Is there any relationship between English language anxiety and English reading anxiety in EFL context?
3. What is the relationship between English reading anxiety and English reading achievement ?
4. What are the sources of English reading anxiety experienced by the secondary vocational non-English majors?

1.5 Organization of the Thesis

This thesis consists of five chapters, which are arranged as follows:

Chapter one briefly introduces the background of the problem, the significance and the purpose of the study on the correlation between English reading anxiety and reading performance of the secondary vocational non-English majors. The research questions and the organization of this thesis are also introduced in this part.

Chapter two is a literature review of the theories related to anxiety, second or foreign language anxiety, foreign language reading anxiety and the relationship between foreign language reading anxiety and reading achievement. This part serves as the theoretical framework for the following chapters.

Chapter three is the account of methodology, describing what this study aims to investigate, who participate in the study, what kinds of instruments are employed, how they have been developed and how data has been collected and analyzed in order to answer the research questions.

Chapter four reports the quantitative results statistically and presents the interpretation of the results.

Chapter five presents the findings of this study, advances pedagogical implications for the teaching and learning of English reading. Meanwhile, points out the limitations of the study and put forwards some recommendations for future research.

Chapter 2 Literature Review

In this Chapter, the definition of anxiety, foreign language anxiety and foreign language reading anxiety are clarified. In addition, relevant studies concerning foreign language anxiety and foreign language reading anxiety are reviewed. Meanwhile, the researcher expounds the relationship between foreign language anxiety and foreign language achievement. .

2.1 Anxiety

Anxiety is a psychological construct and has no physical qualities. It is an abstract entity, which people can neither see nor touch even by means of a microscope. In both educational and psychological fields, anxiety is a term extensively applied; however, there are various definitions to this concept.

2.1.1 Definition of Anxiety

Due to different purposes of different researches, anxiety may have different definitions. A plethora of definitions of anxiety may be concluded by researchers from diverse perspectives of the concept. From psychological point of view, anxiety is defined as “a state of apprehension, a vague fear that is only indirectly associated with an object” by Psychologists like Higar, Atkinson. (Scovel, 1978:134). From the perspective of the behavior science, B.B. Wolman (1989) denotes anxiety as “a feeling of one’s own weakness and inability to cope with real or imaginary threats. Anxiety originates internally and is associated with lack of self-confidence and feelings of inadequacy” (Wolman, 1989). In recent years, it is widely recognized and accepted by language researchers that anxiety has close relationship with foreign language learning. Therefore it is frequently and extensively employed to perform foreign language research. Spielberger (1983:1) defines anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system”. Horwitz presents a definition of anxiety as “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the nervous system” (Horwitz et al 1986).

2.1.2 Types of Anxiety

From the psychological perspective, anxiety is often classified into three types, that is, “trait, state and situation-specific anxiety” (MacIntyre & Gardner, 1989:33).

Trait anxiety is a stable predisposition; people with high levels of trait anxiety are generally nervous people in a wide range of circumstances. “A person with high trait anxiety tends to become nervous for they lack emotional stability.” (Spielberger, 1983)

State anxiety is “an apprehension expected at a particular moment in time as a response to a definite situation.” (Spielberger, 1983). It is transient and may fluctuate over time. When people are state anxious, they tend to frequently evaluate their behavior and concern too much on what other people are thinking of them. Those people often ponder over failures no matter it is real or imagined and flee from the circumstance. Anxiety is often accompanied by some physical signs such as “perspiration, sweaty palms, dry mouth, muscle contractions and tension, and increases in heart and perspiration rates”. (Horwitz et al, 1986; cited in Young, 1992)

The third type of anxiety is situation-specific anxiety. Situation-specific anxiety “can be seen as trait anxiety limited to a given context” (MacIntyre & Gardner, 1991a: 90). It may be stable over time but inconsistent with various situations. That is, this type of anxiety is intrigued by a specific situation or event over time, such as taking a test, public speaking, class participation, talking with a foreigner in a foreign language, solving physical problem. Because of the features of situation-specific anxiety, MacIntyre and Gardner (1991b) suggest that “foreign language anxiety should be studied with situation specific measures”. According to Horwitz et al. (1986) foreign language classroom anxiety is a typical situation-specific anxiety.

In terms of its function, anxiety can be classified as facilitating and debilitating anxiety. Facilitating anxiety will motivates and enhances one’s ability to complete a learning task, while debilitating anxiety will evokes an avoidance of the learning activity. (Alpert & Haber, 1960; Kleinmann, 1977). The facilitating anxiety motivates the learner to fulfill new learning task, keep the learner alert, and encourage them to make extra efforts so as to overcome anxious state; whereas the debilitating anxiety makes the learner escape from the learning task in order to avoid the anxious feeling.

Horwitz (1990) states that anxiety is likely to be helpful when learning task is easy and simple, on the contrary anxiety may not be helpful when learning task is complicated. In another word, the frontier of these two types of anxiety may be in accordance with the level of the anxiety; a low-anxiety state may have a promoting function and a high-anxiety state may cause inhibiting effects (Oxford, 1993). Moreover sometimes these two kinds of anxiety may cancel each other out; therefore anxiety has inconspicuous effect on learning process (Horwitz & Young , 1991).

2.1.3 Effects of Anxiety

During the past several decades a large number of researches have been done to expound the effect of anxiety on performance. In fact, in both psychological and educational fields, the effect of anxiety on performance has become an extensively explored subject (Horwitz, 2001). Alpert and Haber (1960) makes an investigation of the different effects of anxiety on performance and reveals that the effect of anxiety can be either positive or negative, performance will be either promoted or hampered by anxiety. In order to present the likelihood that some anxiety may actually facilitate performance, Eysenck (1979) stated that “the extent to which anxiety either facilitates or impairs performance was determined by the extent to which high-anxiety subjects compensate for reduced processing effectiveness by enhanced efforts” (MacIntyre, 1995: 92). When a given task is relatively simple, anxiety seems to have little negative effect on performance, and it may actually advance performance by increased efforts. Nevertheless, as the task becomes more and more complicated and difficult, the task demand also increases, therefore the people, who undertake the task, may have to do extra efforts to compensate cognitive interference. When the difficulty of task get to the extent that extra efforts cannot compensate cognitive interference, a negative effect of anxiety will impair performance.

2.2 Foreign Language Anxiety

According to Hortwitz (1986), when a people is learning a foreign language, some uncertain or even unknown linguistic and social-cultural standards may make an assessment of his communication attempts. That is to say, communication in a foreign language is

risk-taking and tends to be problematic. In order to communicate in a foreign language, it is necessary and significant for the learners to make operations in mind which are complex and non-spontaneous. Individual's self-concept as a competent communicator may be challenged by any performance in the foreign language, which will possibly results in reticence, self-consciousness, fear, or even panic.

Foreign language anxiety which is directly linked to performing in the target language, is not just a general performance, but belongs to the situation-specific-anxiety (Gardner & MacIntyre, 1993). Horwitz et al. separated foreign language anxiety from other social anxieties and states that due to the uniqueness of the language leaning process, foreign language anxiety is not just a case of general classroom anxiety but a distinct complex of self-perceptions, beliefs, feeling, and behaviors which are specific to foreign language learning (Horwitz et al, 1986).

2.2.1 Components of Foreign Language Anxiety

Horwitz, Horwitz and Cope (1991) classified foreign language anxiety into three interrelated componets:1) communication apprehension 2) fear of negative evaluation 3) test anxiety.

Communication apprehension is a type of hesitancy resulted from fear or worry about communication with other people. When people feel difficult to speak in public or in groups, unable to make a response to a spoken message, they may suffer communication apprehension. When foreign language student's second language competence cannot meet the need of their mature thoughts, some individuals are likely to feel self-conscious and anxious (Horwitz et al., 1986).

Fear of negative evaluation is an apprehension about evaluations from other people; that is, people may fear that others would evaluate themselves negatively therefore they try to avoid those evaluative situations. Fear of negative evaluation may have some similarity with test anxiety. In fact any social, evaluative situation may result in fear of negative evaluation. For instance, when people are interviewing for a job or speaking in foreign language class. People with apprehension of negative evaluation may be reluctant and hesitate to make a conversation. Language teachers often find that some students in class often sit passively and

quietly and they are unwilling to take part in any activity, which can improve their language proficiency and promote their language skills; sometimes those students even completely avoid class. These students experience fear of negative evaluation.

Test anxiety is “a type of performance anxiety stemming from a fear of failure” (Horwitz et al., 1986). In a language classroom test anxiety may be the outcome of frequent testing and examinations. In another word, students with test anxiety tend to be worried about tests and they tend to have unrealistic demands on themselves, or have a feeling that only a high test score is a success.

2.2.2 Sources of Foreign Language Anxiety

In order to reduce or avoid the negative influence of foreign language anxiety, it is helpful for us to explore the sources of foreign language anxiety, which can help us better explain the effects of anxiety on foreign language learning and also help English teachers find practical and effective teaching programs and strategies. Having reviewed the literature on language anxiety (Bailey, 1983; Horwitz et al., 1986; MacIntyre & Garner, 1989; Young, 1991) many potential sources have been found. This section will expounds several main sources of foreign language anxiety from highly personal (such as competitiveness) to procedural (such as language examination).

2.2.2.1 Personal Factors

Low self-esteem, competitiveness, belief are closely associated with language anxiety and frequently cited and generally discussed as personal or interpersonal anxieties. Self-esteem and competitiveness are probably the most widely accepted sources of foreign language anxiety.

1. Self-esteem

Self-esteem is a “self-judgment of worth or value, based on feelings of efficacy, a sense of interacting effectively with one’s own environment” (Oxford, 1993: 180). Krashen (1983) states that foreign language anxiety is easily evoked by an individual’s self-esteem. What other people think may cause the individuals with low self-esteem worried, because they want to please others.

2. Competitiveness

When people learn to use a foreign language to communicate, it is natural for them to compare themselves with others or with their idealized self-image which may be hard to realize. Thus competitiveness arouses, which can also lead to language anxiety (Bailey, 1983). However, competitiveness may not arouse anxiety in all students.

3. Beliefs

Language anxiety can be the result of some unscientific or impractical beliefs of both learners and their teachers (Oxford, 1993). Sometimes when the learners' expectation or beliefs on foreign language learning are unrealistic, frustration and stress are inevitable and accordingly anxiety appears.

Some teachers in foreign language class tend to criticize every mistake that learners have made or frequently correct the student's poor pronunciation, which will easily intrigue learners' anxiety. As for a lot of language teachers, the role played by teachers in language class should be dominative, directive and authoritative; otherwise the class will be out of control. So when pair work or group work is conducted, they will have much worry about the order of classroom. Such a teacher-centered language class, in which learners just play a part as passive receivers of knowledge will easily made learners feel anxious in foreign language learning.

2.2.2.2 Procedural Factors

Language anxiety may be rooted in some highly procedural factors, such as classroom procedures, instructor-learner interactions and test anxiety. Not only oral tasks, but also writing, reading or listening can also create fear (Horwitz & Young, 1991; Scarcella & Oxford, 1992).

Anxiety may be a result of some ineffective pedagogical practices. For instance, when writing practice is performed, only product is the focus of teaching, whereas writing process is neglected. Grammar is taught too much or avoided altogether. When listening comprehension is practiced, students have no idea of listening purpose and background information. In speaking activities, just simply put the learner "on the spot" without necessary instruction and preparation. In reading exercises, the teacher only check the

answers or simply explain the meaning of each sentence or word, while reading strategies and the structure of the reading material are ignored. (Young, 1999)

The instructor-learner interactions are also anxiety-provoking in language class. (Horwitz et al., 1986; Koch & Terrell, 1991; Price, 1991; Scarcella & Oxford, 1992, cited in Oxford, 1999). The nervousness of language learners can be easily stimulated by the teachers' harsh and uncomfortable error correction in front of a class.

Language testing is another element that may trigger anxiety. Students who are test anxious are likely to become alarmed because of poor performance in a test (Sarason, 1984). Those students often have some unrealistic expectation or demands on test which are anxiety provoking. In addition, they usually believe nothing but a high test score means a success. In language testing, the more difficult or confused the question is, the more test anxiety arouses.

2.2.2.3 Culture Background

From a social-cultural point of view, language acquisition will not perform successfully without the introduction of cultural of the target language. In the process of foreign language learning it is natural for the learner to encounter a large amount of culture shock. The culture shock may easily cause them to feel anxious because they are afraid of losing their own language and ethnic identity in cross-cultural circumstances. (Clement 1980). Horwitz (2001) warned that it is significant to be aware of cultural differences when teachers are designing classroom practices or preparing lessons. Related culture knowledge is useful and helpful especially to students' reading in target language. Some practices prove to be relaxing and interesting to one group of learners may be difficult and boring for another group of learners from a different cultural because people from different culture background are used to different types of classroom organizations. So cultural differences may also lead to stress and anxiety.

The studies on sources of foreign language anxiety are of great significance in that it not only contribute a better explanation of the relationship between foreign language anxiety and language achievement, but also help the foreign language teachers to work out more effective strategies and programs that may ameliorate the negative effects of language anxiety.

2.3 Foreign Language Reading Anxiety

Reading plays a significant role in language learning. Anderson (1999) states reading is an essential skill for students to have a good command of a second or foreign language. For English learners, greater progress and development will be made in all academic areas, supposing their reading skills can be advanced.

Wedell's defines reading as "a psycholinguistic process. Readers start with a set of linguistic symbols that have been chosen by writers to represent the thoughts that they wish to express. The reading process ends when the readers have interpreted as much of the writers' intended meaning as is relevant to them. So the writers put their meaning into language and the readers reconvert the language into meanings." (Wedell, 1995: 76) His definition is one of the most frequently cited and widely accepted among numerous definitions of reading.

Reading, is a cognitive activity. The three main elements involved in reading process are reader, text and interaction between the reader and the text. Chastain (1988) states that reading process is a cognitive system in which readers actively operate the printed materials to obtain a good comprehension of the text. In another word, during reading process the reader should make use of their background and linguistic knowledge to reconstruct the writer's intended meaning. In a word, the writer's intended meaning is under the printed materials and the reader should read between the lines to get it.

2.3.1 Foreign Language Reading Anxiety from a Cognitive Perspective

The impact of anxiety on foreign language reading can be clarified from a cognitive perspective. Reading process is a cognitively operating process. Lee (1999) states that foreign language reading anxiety can create cognitive deficits and occupy limited reading processing ability of readers. When we read in our native language, we nearly need no processing capacity to recognize words. Whereas when we read in a foreign language or something we are not familiar with, reading is often slowed down for the readers have to do word recognition because they have difficulty in creating coherent comprehension of reading material. At that time anxiety arouses and may distract readers' attention away from reading

and also impair them to decide meaning and to use reading strategy. In a word, reading process fail to advance automatically and efficiently when readers suffer from anxiety and their processing capacity are lessened. MacIntyre and Gardner (1994a) investigate the effects of anxiety on cognitive reading process and states that the potential effect of anxiety on reading in the foreign language is general. In reading process, if the readers are worried about something, they tend to perform some cognitive activities which are task-irrelevant. Therefore readers' cognitive processing capacity is weakened and the level of readers' attention is lowered (Eysenck, 1992).

2.3.2 Foreign Language Reading Anxiety from a Pedagogical Perspective

According to Lee(1999), there are four pedagogical misconceptions about reading which can also lead to anxiety in English reading.

Misconception 1: successful reading means correctly answering comprehension questions. In the traditional reading practices, readers are required to read one or two reading materials and then answer several comprehension questions which are related to the materials. The readers have to answer the questions within limited time. If the readers can find the correct answers to the questions, they can get high mark, in other words, they can get the feeling of being successful. As a matter of fact, this practice tend to make readers focus on answering questions rather than reading the text during the process of reading, i.e. the task is the former instead of the latter, so it is problematic. The readers fail to have enough interaction with the text. As a result, a higher level of anxiety tends to arouse.

Misconception 2: reading is a private act. As far as reading process is concerned, most of us consider it a private act and unnecessary to discuss or communicate with other people. In fact the misconception that reading is a private act can elicit frustration and anxiety. When readers treat reading as a private act, they isolate themselves from others during reading. Accordingly, when the students encounter difficulties in reading, they may probably become anxious, because in their eyes they are the only ones who have difficulties in reading. They are uncertain whether they have similar problems as others. Therefore, their fear can not be externalized with teachers or classmates but internalized with themselves because they think they are alone.

Misconception 3: reading is a linear process. Most readers often read word by word, sentence by sentence from the first line to the next until to the last line and the last word. The purpose of their reading is to get through the text, from the top to the bottom of the page. Actually, good comprehension of a text can not be obtained by just approaching it linearly. According to Hosenfeld's research (1977) on reading strategies, such readers are likely to think that each word in a text is equally important, so they tend to consult dictionary about every unfamiliar word in stead of skipping some unknown materials which can be inferred from the context. They seldom reread what they did not understand, they simply moved on. Their failure to comprehend the text may elicit anxiety. High level of anxiety will hinder comprehension.

Misconception 4: reading is absolute. In some readers' eyes, reading comprehension is absolute. Frustration is easily aroused when the readers feel difficult to comprehend every word or idea in a text. Even some readers say that they have understood nothing although they actually understand some of it. To a lot of students, if they can understand everything, they think their reading is successful. This misconception about reading will lead readers to inefficient reading and repeated frustration which may make readers, in general, to be more anxious about reading.

2.3.3 Recent Studies on Foreign Language Reading Anxiety

As far as reading is concerned, people think it the least susceptible to anxiety effects. To most language learners, reading is a private and individual act for they have plenty of chances to reflect and reconsider. Unlike speaking, reading is independent on a dynamic construction of meaning by two or more speakers.

Compared with a mass of studies on general foreign language anxiety, there are relatively few studies on reading anxiety, which is a language-specific anxiety. At the turn of the century some empirical studies have found language anxiety are negatively related to reading tasks. After observing various types of anxiety related to different skills, MacIntyre et al (1997) finds a consistent relationship between language anxiety and all measures of language achievement and indicates that reading should be also interfered by language anxiety. Saito et al (1999) deeply explored and found two aspects of foreign language reading

would seem to be greatly potential for triggering anxiety. They are “unfamiliar scripts and writing systems” and “unfamiliar cultural material” (Saito et al, 1999). Unfamiliar scripts and writing system, seems to hamper the reading as soon as readers try to interpret the script; meanwhile the readers would experience anxiety for they would immediately find it difficult to process the text. As for unfamiliar culture, its impact on reading occurred at a certain point in the reading process. The reader would first decode the symbols into sounds, and then associate the sounds with words and finally try to grasp the meaning of a text. Readers may become anxious at the moment they realize what they have decoded do not constitute an acceptable or logical message entity. In other words, due to readers’ incomplete knowledge of the cultural knowledge underlying the text, when they can interpret the words of a foreign language text, but not its sense, anxiety is expected.

It was Saito et al (1999) who developed the Foreign language Reading Anxiety Scale (FLRAS). An internal consistency coefficient of .86(n=383) of FLRAS was reported in his study. Saito et al used FLRAS as a measurement and found foreign language reading anxiety negatively correlated with student performance, which is measured by final grades. Furthermore, in their study, a .64 correlation($r=.64$, $p<0.01$, $n=383$) between the FLCAS and FLRAS with American learners of French, Russian and Japanese as subjects, indicating foreign language “reading anxiety is a specific anxiety type distinguishable from the more general type of foreign language anxiety that have linked to oral performance” (Saito et al; 1999:215).

Chinese researchers have gradually shifted their concern to reading anxiety influenced by the trend in the western world. Nevertheless, there are relatively few studies focusing on reading anxiety, which is a language-specific anxiety, while studies focusing on general language anxiety are numerous. Deng’s study (2003) found that learner’s anxiety have both positive and negative effects on reading efficiency, and he also stated that readers’ reading efficiency could be improved if their anxiety could get adjustment in moderation. In Shi and Liu’ study (2006) Chinese college students are more anxious in English reading ($M=57.02$, $SD=9.95$) than American college students who were beginners of target language ($M=52.9$, $SD=9.4$). In Shi & Liu’ study they presents a negative correlation between English reading anxiety and achievement of CET 4. ($r=-.358$, $p<0.01$). In addition, they find the level of

reading anxiety of male students is significantly higher than that of female students, which means male students are more anxious about English reading than female students. In Qiu and Liao's study (2007), which chose 135 second year non-English major students as subjects, foreign language anxiety and foreign language reading anxiety measured by FLCAS and FLRAS respectively were reported to be separated but related phenomena. They also claim that English reading anxiety has a negative correlation with English proficiency ($r=-.292$, $p<0.01$) and English reading anxiety is an outcome of exam-oriented reading practice and lack of culture awareness and confidence; in addition, they find foreign language reading anxiety could predict English proficiency of male students much better than it does on female. Chen and Li (2007) investigated the sources of reading anxiety from the perspectives of linguistics, culture and pedagogies and offer some effective strategies to reduce reading anxiety. Liao (2008) also found a negative relationship ($r=-.459$, $p<0.01$) between foreign language reading anxiety and reading performance in her quantitative study which chose 202 non-English majors from two different universities of Jiang Xi and Guang Dong province as subjects and FLRAS as the instrument. The previous studies on foreign language reading anxiety in Chinese context mostly chose university or college students as subjects, whereas the reading anxiety experienced by vocational school students attracts little attention. Whether anxiety has an effect on English learning and reading of vocational school students? If yes, to what degree? How should it be avoided or alleviated in English teaching? Some further research is suggested to be carried out.

2.4 Relationship between Anxiety and Foreign Language Performance

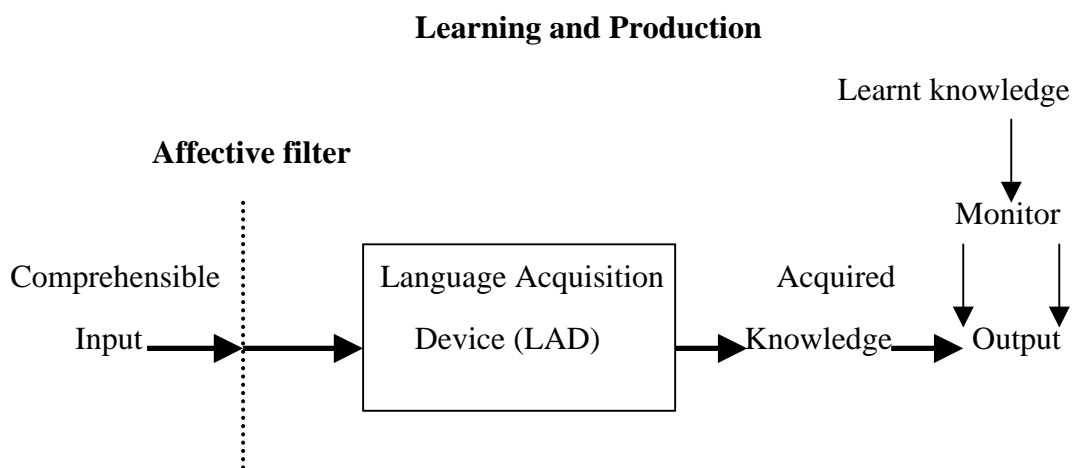
Although some of the previous researches have pointed out the possibility of beneficial effects of anxiety on performance, it is necessary and important to notice that in the literature of both psychology and education, anxiety's negative influences have been more apparently seen than its positive effects.

2.4.1 Krashen's Affective Filter Hypothesis

Affective filter hypothesis is one of significant hypotheses in Krashen's second language acquisition theory. Motivation, self-confidence, and anxiety all belong to affective

variables. These affective variables play an important, but non-causal role in foreign or second language acquisition. In foreign language acquisition, there are two essential factors, one is language input which is a little higher than the learner current foreign language level, the other factor is a low or weak affective filter which can permit the input “in”. Krashen (1982) claims that in second language acquisition, learners with high motivation, high self-confidence, and a low level of anxiety are more likely to be successful. On the contrary, low motivation, low self-confidence and a high level of anxiety can collectively lift the affective filter and become a “mental block”. This mental block will stop learners from fully employing the input they received for foreign language acquisition. In other words, foreign language acquisition is impeded by the “up” filter. (see Figure 2.1)

Figure 2.1 The Input Hypothesis Model of Second language



From Figure 2.1, the significant role played by affective filter in second foreign language acquisition is clearly shown. According to Krashen (1985), when a student is less motivated, lack of self-confidence, over anxious or a language class in their mind is a place in which their weakness will be exposed, the affective filter is up. Although the learners may understand they have heard and read, due to the up affective filter, the comprehensible input can not reach the language Acquisition Device, thus language acquisition is impeded. On the contrary, when a learner does not concern too much about the likelihood of failure in language acquisition and also think him or her as a potential member of the speaking group; the filter is down and comprehensible input is allowed, language acquisition is obtained. When learners’ affective filters are low enough to permit comprehensible input in, their

foreign language achievement can be enhanced. (Krashen,1985). According to Krashen (1982), anxiety impedes individual's language input; thus comprehensible target language messages fail to reach the learners, therefore foreign language acquisition can not be improved. The Affective filter hypothesis gives us some implications that the students' affective variables need to be much more concerned, and a relaxed atmosphere is also helpful to decrease anxiety and facilitate learners' foreign language acquisition.

2.4.2 Tobias's Three-stage Model

According to Thobia's Model (1986), the effect of foreign language anxiety on learning can be explored from the perspective of cognitive processing stage; and there are three stages in learning process: input, processing, and output. For learning is a continuous process, it is difficult to distinguish the three stages clearly, and the distinctions among the stages are somewhat arbitrary, nevertheless, this model can be utilized to deepen people's understanding of the effects of foreign language anxiety.

In the input stage, learners first encounter a given learning material and then make an initial description in their memory. At this stage, learners may easily feel anxious when they meet a new word, phrase, or sentence in the target language. Therefore for them in order to compensate for the missing input, may require unfamiliar sentences to be repeated or may have to reread the text several times. The efficacy of input will be weakened by anxiety produced at this stage. Students with high levels of input anxiety typically pay attention to information irrelevant to task, consequently their capacity of receiving input is lowered.

In the processing stage, the subject matter will be cognitively organized, stored and assimilated. Tobias (1986) suggests that when learning tasks are more difficult, more heavily reliant on memory and more poorly organized, anxiety is likely to emerge and hinder cognitive processing. Accordingly, learners may feel difficult and impractical to comprehend a message or learn new items of vocabulary. (MacIntyre & Gardner 1994b).

It is at output stage that language learners have chances to show their ability to use the foreign language. Performance at this stage is closely associated with previously learned information. High level of anxiety may impede students to speak fluently or write smoothly.

2.4.3 Recent Studies on Relationship between Anxiety and Foreign Language Performance

The early researches on foreign language anxiety can date back to 1940s. (Wittenborn et al., 1945; Dunkel, 1947, cited in Young, 1991). Although the interference of anxiety on foreign language learning has been accepted by researchers since the mid 1960s, before 1978 the relationship between anxiety and foreign language performance is scattered and inconclusive. In fact not only negative relationship is reported in some studies, but also positive relationship is revealed in some researches.(Horwitz,1986) Such conflicting resulting may be the result of the absence of an effective measure of anxiety specific to language learning (Horwitz, 1986). The year of 1986 witnessed a breakthrough. From then on the relationship between foreign language anxiety and language achievement has been relatively consistent (Horwitz, 2001). Horwitz, Horwitz and Cope reveals in their influential paper *Foreign Language Classroom Anxiety* (1986), that previous second language research fails to give foreign language anxiety a clear definition and fails to describe the specific effect of anxiety on foreign language learning. They firstly gave foreign language anxiety a definition as a situation-specific anxiety in response to language learning. To measure this anxiety, an instrument named Foreign Language Classroom Anxiety Scale (FLCAS) was developed, which was another contribution of Horwitz et al. It was reported by Horwitz (1986) that FLCAS had demonstrated good internal reliability, achieving an alpha coefficient of .93 (n=75), test-retest reliability over eight weeks yielding .83(n=75).

Hortwitz (1986) finds a significant moderate negative correlation between anxiety and language achievement when they first attempt to use FLCAS. This means students with higher level of foreign language anxiety receive lower grades compared with their less anxious counterparts. Likewise, a significant negative correlation between a specific measure of language anxiety and score on a vocabulary-learning task is found in MacIntyre and Gardner's study (1989) with the French Class Anxiety Scale as the measurement. In a study with second – year Japanese students as subjects, Aida (1994) also reported a significant negative relationship between FLCAS scores and final grades. Thus, “it appears that the observed negative relationship between anxiety and achievement holds at various instructional levels as well as with different target languages” (Horwitz, 2001:116). By a

review of previous studies, Horwitz (2001) summarizes levels of foreign language anxiety may be different from culture to culture, Saito(1999) held that different levels of reading anxiety may be an outcome of different target language or different native language.

Two most common indices—course grades and standardized achievement tests are most widely and frequently used to measure and evaluate language proficiency or achievement in most studies concerning language anxiety. (MacIntyre & Gardner, 1994a). However, we can not conclude that foreign language anxiety is only related to language achievement at output stage. In fact foreign language anxiety also has more subtle effects on other specific cognitive processes. Horwitz (1986) states that the more anxious the subjects are, the less interpretative they are in description of complicated scenes in a foreign language. MacIntyre and Gardner (1989, 1991a) explore the relationship between language anxiety and vocabulary learning and production, and find that anxious students learn vocabulary more slowly and have more difficulty in recollection of vocabulary. MacIntyre & Gardner (1994b) developed a series of scales to examine anxiety in different stages: input, processing and output. Therefore they explored the subtle effects of language anxiety and found a significant correlation between the stage-specific anxieties and stage-specific language tasks, which mean the effects of anxiety on foreign language performance may be both general and subtle.

However, Sparks and Ganschow (1991; 1993a; 1993b; 1995) hold that the existence of foreign language anxiety is dependent on language achievements. In their studies, they put forward Linguistic Coding Deficit Hypothesis to question the researches on affective variables, such as anxiety, motivation and attitudes. The main points of their hypothesis are stated as followed. The primary source of individual differences in language achievement is language aptitude. Language learning process will be hindered by language difficulties. Affective variables, foreign language anxiety in particular, are the consequences, rather than causes of language learning difficulties. In their mind, first subtle language learning deficits are the primary cause of poor achievement language; whereas anxiety is a result of the poor grades in language learning. A student who is poor at language learning may consequently feel anxious in his or her language class. In response to the criticisms advanced by Sparks, Ganschow and their colleagues, MacIntyre (1995) stated that Linguistic Coding Deficit Hypothesis was not complete to explain individual differences in foreign language leaning if

affective variables such as language anxiety are not considered. Language anxiety can make individuals perform differently in both language learning and communication. Hortwitz (2001) insists that some people who do not have processing deficits should be anxious about language learning and language learning will be hindered by such anxiety reactions. For instance foreign language teachers or advanced students, who are advanced and highly successful learners, also experienced foreign language anxiety. Moreover, the number of people who suffer from foreign language anxiety is far more than the number of people who have disabilities in the general population. He also points out that besides the correspondences between sound and symbol, language context and social context are also involved in language learning, which are neglected by Linguistic Coding Deficit Hypothesis. From this point of view, Linguistic Coding Deficit Hypothesis is based on an overly simplified view of language learning. In a word, it is still far from clear whether language anxiety is a cause or result of poor language achievement. Therefore more empirical studies are urgently needed to be done.

In China, in order to investigate the effects of foreign language anxiety on foreign language learning among Chinese students, more and more researches have been done. For instance, Hao and Hao (2001) explored the relationship between state anxiety and English achievement with 101 Chinese postgraduates as subjects and State Anxiety Scale (Spielberger, 1983) as instrument. They found a negative relationship between state anxiety and English achievement. Wang Caikang (2003) in his survey of 418 sophomores in a university in Guangzhou, found that the foreign anxiety was negatively correlated ($r=-.299$, $p<.05$) with the students CET-4 achievement. It is also found that there is great reliability and validity in the Chinese version of FLCAS. Shi and Liu (2006) have a similar finding between foreign language anxiety and CET 4 ($r=-.378$, $p<0.01$), which means a negative correlation between foreign language anxiety and foreign language achievement.

To sum up, although numerous researches have been done on foreign language anxiety, there still exist some limitations. Firstly, the number of researches on foreign language reading anxiety in Chinese context is small. Secondly, research on foreign language reading anxiety concerning secondary vocational non-English majors is scant. Therefore it is high time to do this research.

Chapter 3 Methodology

In order to investigate the states of English language anxiety and English reading anxiety of the subjects as well as the relationship between English reading anxiety of the participants and their English reading proficiency in EFL context, FLCAS (Foreign Language Classroom Anxiety Scale), FLRAS (Foreign language Reading Anxiety Scale) and Vocational College Entrance Examination (VCEE) English test reading scores (2008) are used as instruments for data collection. 160 non-English majors from He Bei Banking School took part in the investigation. In this chapter, the methodology will be expounded, including research questions, subjects, instruments, as well as data collection procedures and data analysis.

3.1 Research Questions

This study tries to answer the following questions:

1. Do Secondary Vocational school non-English majors experience English language anxiety and English reading anxiety in EFL context? If so, to what degree?
2. Is there any relationship between English language anxiety and English reading anxiety in EFL context?
3. What is the relationship between English reading anxiety and English reading achievement ?
4. What are the sources of English reading anxiety experienced by the secondary vocational non-English majors?

3.2 Subjects

The current research was conducted at HeBei Banking School. A total of 160 students from this school took part in the study. The target population for the study was non-English major sophomores who all majored in accounting. Among these 160 subjects, 30 are males and 130 are females. Each participant had received at least seven years of English instruction by the time of the study.

3.3 Instruments

The instruments used in this study were FLCAS (Foreign language Classroom Anxiety Scale) and FLRAS (Foreign Language Reading Anxiety Scale) to find out the states of English language anxiety and English reading anxiety of the secondary vocational schools students. The reading part of the English test taken from Vocational College Entrance Exam of Same Specialty was completed by all the subjects to measure their English reading proficiency.

The two scales FLCAS and FLRAS as an anxiety measurement which make up a questionnaire are expounded as followed.

3.3.1 Instrument 1: FLCAS

FLCAS (see Appendix 1), together with FLRAS has been collectively employed to explore the state of English language anxiety and English reading anxiety experienced by subjects in EFL context, thus answers the first research question. In addition a correlation study of the two scales was done to investigate the relationship between English language anxiety and English reading anxiety so that the second research question is answered.

Foreign Language Classroom Anxiety Scale (FLCAS), which was designed by Horwitz et al. in 1986, and its validity and reliability, have been tested by several researchers (Horwitz et al., 1986; Aida, 1994; Saito et al., 1999; Wang, 2003). It was reported by Horwitz (1986) that FLCAS had demonstrated good internal reliability, achieving an alpha coefficient of .93 (n=75), test-retest reliability over eight weeks yielding .83(n=75). A Chinese Version of FLCAS (Shi& Liu, 2006) was used to avoid unnecessary misunderstanding. In the Chinese version, the original words “foreign language” were substituted by the word “English”, with the name of the scale FLCAS unchanged. The reliability for the FLCAS in the current study (Cronbach’s alpha) was .89 (n=160).

FLCAS contains thirty-three items and is scored on five-point Likert scale, ranging from “strongly agree” to “strongly disagree”. That is, strongly agree = 5, agree= 4, neither agree nor disagree is 3, disagree=2, strongly disagree=1. Some of these items (2, 5, 8, 11, 14, 18, 22, 28, 32) are negatively scored, i.e., strongly agree is scored point 1, strongly disagree

point 5 and the middle point is neutral. The FLCAS has a theoretical range of score from 33 to 165, a less total score of FLCAS means lower English learning anxiety of the participants and vice versa.

3.3.2 Instrument 2: FLRAS

Foreign language Reading Anxiety Scale (FLRAS) (see Appendix 2), altogether with FLCAS was used to answer the first and second research questions, which has been mentioned in 3.3.1. FLRAS was employed together with the score of the English reading part of the VCEE (2008) to answer the third research question: what is the relationship between English reading anxiety and English reading achievement? In addition, FLRAS was used to explore the potential sources of English reading anxiety suffered by the participants. Thus the fourth research question is also answered.

Saito et al. (1999) demonstrated good internal reliability, with a coefficient of .86 (n=383). To avoid unnecessary misunderstanding, a Chinese Version of FLRAS (Shi& Liu, 2006) was used. In the present study, the FLRAS showed an acceptable reliability, with a coefficient of .84 (n=160). In Chinese version of FLRAS, the original words “French, Russian, Japanese” were substituted by “English”. Likewise, FLRAS, which is made up of 20 items, is scored on five-point Likert scale, ranging from strongly agree (scored point 5) to strongly disagree (scored point 1). Similarly reverse scoring of the positively-stated items (12, 13, 14, and 18) was made. The maximum range for the FLRAS is 20 to 100, with lower scores suggesting lower foreign language reading anxiety and higher scores indicating higher foreign language reading anxiety. In the development of FLRAS, Saito et al held that two aspects of foreign language reading would be great potential sources of reading anxiety, which were unfamiliar scripts and writing systems as well as unfamiliar cultural material. (1999) According to Saito et al’s explanation, the 20 items in FLRAS were classified into more detailed four groups: general reading comprehension apprehension (items, 2, 3, 9, 17), unfamiliar culture apprehension (items 5, 19, 20), unfamiliar script and writing apprehension (items 4, 6, 7, 8, 10, 11) emotional apprehension (items 1, 12, 13, 14, 15, 16, 18). By the detailed classification of the 20 items in FLRAS, we can have a deep understanding of the nature and sources of English reading anxiety of the subjects in Chinese context.

3.3.3 Instrument 3: the Reading Part of VCEE English Test

The Vocational College Entrance Examination (VCEE) is a provincial-standard examination held in He Bei province once a year on July 7 and 8, at the same time of National College Entrance Examination. The time for English test is two hours and the total score is 120. It is a comprehensive English proficiency test for secondary vocational students. The format of the paper is as followed: phonetics (5 points), vocabulary and grammar (45 points), reading (30 points), cloze (10 points), writing (10 points) dialogue (10 points), error correction (10 points). Reading comprehension's share of the total score is 25 percent, next to vocabulary and Grammar. The reading part consists of three articles in English and fifteen comprehension questions, with two points for one comprehension question. The English reading score of VCEE (2007) combined the results of FLRAS can answer the third question, which has been mentioned in 3.3.2.

3.4 Data Collecting Procedure

Before the formal administration of the questionnaire, a pilot study is conducted to check the potential problems as well as the reliability of the questions.

3.4.1 Pilot Study

Before the formal administration a pilot study was done to check the following aspects: the time to complete the questionnaire and whether there was ambiguous expressions in the questionnaire because it was a translated version. 20 students are chosen randomly from three different majors: accounting, computer, marketing to take part in the pilot study. They said the statement was quite clear, however the conception of anxiety and reading anxiety are new to them. The reliability coefficient of the questionnaire is 0.86 which indicate a relatively consistency among the items of the questionnaire.

3.4.2 Implementing the Investigation

The questionnaires were administered to subjects during their self study time on December 21, 2008. The 160 subjects, who were chosen from three different classes, one grade in He Bei Banking School, were required to fill in the personal information at first and

then complete the two adapted Chinese versions of scales: FLCAS and FLRAS within thirty minutes without too much thought. Before responding to the questionnaire, the subjects are told how to fill in the two scales in order to improve accuracy of the study. In addition, the subjects were told that it didn't matter whatever they chose, for there was no right or wrong answers. Thus the real state of subjects' anxiety state in English learning and reading can be reflected. The questionnaires were immediately collected after the subjects finished choosing the answers. All these spent 20 minutes. Altogether 160 questionnaires were delivered and 160 returned and 160 valid. Two days later, the 160 subjects were invited to a big classroom to finish the English test of VCEE (2008) in normal class time. They are required to complete the test paper in 120 minutes and 160 papers were obtained. The test were conducted successfully with three English teachers as proctors, the behavior such as consulting dictionaries or textbooks, discussion with the other students, were not allowed.

All the data collected were put into a computer and handled with Statistical Package for the Social Science (SPSS 17.0).

3.5 Data Analysis

Data analysis for each of four research questions addressed in the current study was described in this section.

Research Question 1

Descriptive statistics such as means, standard deviation and percentages for each item of the FLCAS and FLRAS were carried out to reflect the real state of subjects' English learning anxiety and English reading anxiety.

Research Question 2

Pearson coefficient was used to find the relationship between English learning anxiety and English reading anxiety.

Research Question 3

Pearson coefficient was used to find the relationship between English reading anxiety and reading scores. Independent-Sample T Test was also applied to further explore the anxiety-proficiency relationship.

Research Question 4

Descriptive statistics such as means, standard deviation and percentages for each item of the FLRAS were carried out to explore the sources of foreign language reading anxiety.

Chapter 4 Results and Discussion

All the results of the study were displayed in this chapter. As stated in Chapter 1, this study was designed to explore the relationship between English reading anxiety and English reading achievement. Beginning with descriptive statistics of the FLCAS and FLRAS, this part explored the relationship between secondary vocational non-English majors' English reading anxiety and their English reading achievement. Meanwhile the relationship between FLCAS and FLRAS was also illustrated. In addition the researcher of the present study also investigated the sources of English reading anxiety experienced by the secondary vocational non-English majors.

4.1 Results

In this section, the findings of the four research questions will be presented sequentially.

4.1.1 Answer to Research Question 1: States of English Language Anxiety and English Reading Anxiety

Before the investigation of the states of English language anxiety and English reading anxiety experienced by secondary vocational school students in EFL context, it is necessary and important to examine the reliability of FLCAS and FLRAS. These two scales have been extensively tested and widely used to investigate foreign language learning and reading anxiety.

To assess the quality of adapted FLRAS and FLCAS, reliability and validity analysis were conducted in the present study. Cronbach's coefficient alpha for adapted FLCAS is .89 (n=160), for adapted FLRAS is .84 (n= 160). Therefore, compared with Saito et al.'s study (1999), Cronbach's coefficient alpha for FLCAS is .93 and for FLRAS is .86 (n= 383), the Chinese versions of the adapted FLCAS and FLRAS are satisfactorily reliable instruments to measure the levels of students' English language anxiety and English reading anxiety.

The first research question to investigate in this research is whether students from secondary vocation school experience English language anxiety and English reading anxiety and to what degree the participants experienced anxiety in English language learning and

reading. Descriptive statistical analysis of the FLRAS and FLCAS in Table 4.1 has presented an elementary and clear picture for the general features of English language anxiety and English reading anxiety that secondary vocational non-English majors have experienced in EFL context. The theoretical range for the FLRAS is 20 to 100, for the FLCAS is 33 to 165.

Table 4.1 Descriptive Statistics for FLCAS and FLRAS

	N	Min	Max	Mean	S. D.	Valid	Cumulative Percent
FLCAS	160	55	138	104.46	15.255	55-99	32.5%
						100-138	67.5%
FLRAS	160	37	91	63.7	10.760	37-60	38.8%
						61-91	61.2%

Notes: N= number of the subjects S.D. = Standard Deviation

As Table 4.1 showed, the scores of FLCAS ranged from 55 to 138; the scores of FLRAS of the whole participants in the present study ranged from 37 to 91. The mean score of FLCAS is 104.46, with a standard deviation of 15.255; the mean score of FLRAS is 63.7 and with a standard deviation of 10.760. According to table 4.1 there are 67.5% of the subjects get scores of FLCAS which are higher than 99, and 61.2% of subject get scores of FLRAS which are higher than 60.

In a word the non-English majors from secondary vocational school indeed experience anxiety both in English learning and reading. In order to have a clearer picture of anxiety experienced by secondary vocational non-English majors in their foreign language learning and reading, a cross cultural comparison of scores of FLCAS and FLRAS is made. Saito et al.'s study and Shi's study both have chosen college students as subjects. As displayed in table 4.2, the means of FLCAS and FLRAS in this study are 104.46 and 63.7, compared with 96.1 of FLCAS and 57 of FLRAS in Shi and Liu's (2006) study, and 95.2 and 52.9 in Saito et al.'s study (1999).

Table 4.2 Cross-Cultural Comparisons for FLCAS and FLRAS

researcher	N	Language	Subject	FLCAS		FLRAS	
				Mean	S.D.	Mean	S.D.
Saito	383	Japanese Russian Spanish	Beginning College student	95.2	21.5	52.9	9.4
Shi and Liu	211	English	Second-year College students	96.1	17	57	9.95
The researcher	160	English	vocational school students	104.5	15.3	63.7	10.7

Notes: N= number of the subjects S.D.= Standard Deviation

The results in the present study indicates that non-English majors from secondary vocational school have stronger anxiety reaction in both English learning and reading compared with college or university students. To sum up, non-English majors from secondary vocational school experience a moderately high anxiety in both English learning and reading.

4.1.2 Answer to Research Question 2: the Relationship between FLCAS and FLRAS

The relationship between English language anxiety and English reading anxiety was examined by conducting a Pearson production-moment correlation analysis.

Table4.3 Correlation between FLCAS and FLRAS

		FLRAS	FLCAS
FLRAS	Pearson Correlation	1	.652**
	Sig. (2-tailed)		.000
	N	160	160
FLCAS	Pearson Correlation	.652**	1
	Sig. (2-tailed)	.000	
	N	160	160

** . Correlation is significant at the 0.01 level.

Table 4.3 presents the result. The results shows that FLRAS has a significant and moderate correlation ($r=.652$, $p<0.01$) with FLCAS, indicating that students with higher levels of English language anxiety also experience higher levels of English reading anxiety and vice versa. As indicated in Table4.3, although this relationship between the two scales is significant and implies a reasonable amount of overlap between the two measures, a substantial amount of discrimination can not be ignored. A correlation coefficient of $r=.652$ means that the two scale share approximately 42% of the variance, while approximately 58% of the variance is not shared between the two scales. This finding supports the differentiation of the two constructs (discriminate validity).

To sum up, English reading anxiety is related to, but distinguishable from, general English language anxiety in EFL context.

4.1.3 Answer to Research Question 3: Correlation between English Reading Anxiety and Reading Achievement

In this part we intend to explore the relationship between English reading anxiety and reading achievement in EFL context. Pearson product-moment correlation analysis was performed so that the relationship between English reading anxiety and reading achievement could be examined. The results were shown in Table 4.4.

Table 4.4 Correlation between English Reading anxiety and Reading Score

Language	English	Reading Anxiety	Reading Score
Reading Anxiety	Pearson Correlation	1	-.389**
	Sig. (2-tailed)		.000
	N	160	160
Reading Score	Pearson Correlation	-.389**	1
	Sig. (2-tailed)	.000	
	N	160	160

** Correlation is significant at the 0.01 level

The results in table 4.4 showed a significant negative correlation between foreign language reading anxiety and reading comprehension score ($r=-.389$, $p<0.01$). Although the table 4.4 has revealed that English reading anxiety has a negative impact on English reading performance; we should be cautious when we attempt to explain the relationship. A significant relationship exists between FLRAS and FLCAS, which is shown in 4.1.2 ($r=.652$, $p<0.01$), therefore partial correlations should also be applied.

Table 4.5 Partial Correlation between English Reading Anxiety and Reading Score

Controlling Variable			Reading anxiety	Reading score
Foreign Anxiety	Reading Anxiety	Pearson Correlation	1.000	-.354
		Sig. (2-tailed)	.	.000
		Df	0	157
	Reading Score	Pearson Correlation	-.354	1.000
		Sig. (2-tailed)	.000	.
		Df	157	0

** Correlation is significant at the 0.01 level

Table 4.5 shows when the effect of the FLCAS score is partialled out, the negative correlation still exists between English reading anxiety and reading achievement. ($r=-.354$, $p<0.01$). According to the partial correlation in table 4.5, we can conclude that the relationship between English reading anxiety and English reading achievement is independent of the influence of general English language anxiety. To sum up, there is a negative relationship between English reading anxiety and reading achievement, which suggests in EFL context the higher the English reading anxiety, the lower the reading scores or the worse reading achievement would like to be.

In order to have a deeper understanding of the effects of anxiety on English reading, the researcher divided participants into three groups with low, middle, and high levels of English reading anxiety in terms of their FLRAS scores ($M=63.7$, $SD=10.760$), according to the criterion of Ganschow & Spark's (1994) criterion for divisions of different levels of general

foreign language anxiety. Accordingly participants scoring one or more standard deviations above the mean are grouped into high level, whereas students whose scores are one or more standard deviations below the mean are identified as low anxiety. The rest will all be in group of middle level of English reading anxiety.

Table 4.6 Descriptive Statistics for Three Different Anxiety Levels

	N	Percentage	FLRAS Mean	S.D.	FLRAS Range	Reading Score Mean
Low-anxiety	24	15 %	47.08	4.295	37-51	25.67
Mid-anxiety	116	72.5%	64.17	6.551	53-74	21.64
High-anxiety	20	12.5 %	80.90	5.486	75-91	20.68

Notes: N= number of students

Just as table 4.6 illustrated, there are 24 students, taking up 15 percent of the total number, belong to the group of low anxiety, 116 in average anxiety taking up 72.5 percent of the total number, and 20 in high anxiety taking up 12.5 percent. The high English reading anxiety group’s reading score mean is 20.68, is much lower than that of low English reading anxiety group, which is 25.67.

Table 4.7 Independent Samples T-Test

Levene’s Test For Equality of Variances		T-test for Equality of Means				
F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference
32.015	.000	3.958	42	.000	4.8667	1.22942
		3.687	23.275	.001	4.8667	1.32009

From table 4.7, we can see there exist significant differences between the two groups of low and high anxiety for English reading score ($t = 3.687$, $df = 23.275$, $p < 0.01$). In other words, different levels of reading anxiety will evoke significant differences in English reading proficiency.

Correlation coefficients between the three English reading anxiety levels and the corresponding reading comprehension scores are presented in table 4. 8. The results demonstrate that a significant negative correlation exists among mid-anxiety group ($r = -.269$, $p < 0.05$) and high-anxiety group ($r = -.828$, $p < 0.05$) whereas low anxiety has a low positive correlation with reading comprehension score ($r = .255$, $p < 0.05$).

Table 4.8 Correlations between Three Reading Anxiety Levels and Corresponding Reading Scores

English Reading Anxiety	Reading comprehension score
Low anxiety group	.255
Mid-anxiety group	-.269
High anxiety group	-.828

** . Correlation is significant at the 0.05 level

In all, this part gives an account of the correlation between English reading anxiety and reading proficiency. First just according to the general correlation illustrated in table 4.4 and table 4.5, a conclusion can be drawn that a significant negative correlation indeed exists between the two factors. Then more detailed correlation structure is expounded. This result not only proves the negative impact of foreign language reading anxiety on reading achievement, but also suggests that reading anxiety can facilitate reading comprehension at a certain point.

4.1.4 Answer to Research Question 4: Sources of English Reading Anxiety

In order to understand the nature of English reading anxiety, it is of great importance to examine some of the items with higher levels of reading anxiety than average per item. Descriptive statistics per FLRAS item was reported in Table 4.9 (20 items can be found in

Appendix 2.) Some of these items (12, 13, 14, 18) are reversely scored because they are expressed in the opposite way. From table 4.9, we find that the mean of 20 items for 160 participants is 3.18. The highest score is 4.08 (item 18), the lowest score is 2.24 (item 14) Participants showed comparatively low anxiety on such items as 10, 7, 17, 2, 15, 9, 16, 8, 14. Item 9 (M=2.81) and Item 8 (M=2.8) deal with linguistic features. It means that participants are not highly anxious when they face with words they can not pronounce. The participants scored the lowest on item 14 (Mean =2.24) “once you get used to it, reading English is not so difficult” key reversed (see Appendix 2), it doesn’t mean they do not feel anxious about reading English ; whereas it implies that the more the learners read English, the more confident they are and possibly the less anxious they feel.

Table 4. 9 Descriptive Data per Item Higher than the Mean Score

item	Mean	S. D.	item	Mean	S. D.
Item 18	4.08	1.107	Item10	3.09	1.093
Item 1	3.68	1.077	Item03	3.06	1.194
Item13	3.59	.924	Item17	3.05	1.157
Item19	3.46	1.006	Item02	2.93	1.065
Item12	3.45	1.090	Item15	2.84	.999
Item20	3.41	.966	Item09	2.81	1.244
Item06	3.35	1.020	Item16	2.80	1.095
Item11	3.35	1.148	Item08	2.80	1.184
Item07	3.28	1.263	Item14	2.24	.995
Item05	3.25	1.088	Item 1-20	3.13	
Item04	3.20	1.226			

According to table 4.9 , there are 11 items (18 , 1 ,13 ,19 ,12 ,20 , 6 ,11 , 7 ,5, 4) whose means are higher than 3.18, suggesting that these items mainly resulted in English reading anxiety experienced by non-English majors from secondary vocational school in EFL context.

These 11 items can fall into three groups according to the classification of 20 items which has explained in Chapter 3, which has classified 20 items into general reading comprehension Apprehension (items, 2, 3, 9, 17), unfamiliar culture apprehension (items 5, 19, 20), unfamiliar script and writing apprehension (items 4, 6, 7, 8, 10, 11) emotional apprehension (items 1, 12, 13, 14, 15, 16, 18)

Table 4.10 Descriptive Statistics for the Subcategories of FLRAS

	Item	Choice (%)					Mean	S. D.
		1	2	3	4	5		
Emotional apprehension	Item 18	1.3	7.5	12.5	40.0	38.8	4.08	1.107
	Item 1	5.0	10.0	18.8	45	21.3	3.68	1.077
	Item13	1.3	12.5	26.3	46.3	13.8	3.59	.924
	Item12	5.0	11.3	37.5	26.3	20	3.45	1.090
Unfamiliar culture apprehension	Item19	2.5	15.0	31.3	36.3	15.0	3.46	1.006
	Item20	2.5	15.0	33.8	36.3	12.5	3.41	.966
	Item05	2.5	27.5	27.5	27.5	15.0	3.25	1.088
Unfamiliar script and writing apprehension	Item06	3.8	18.8	26.3	41.3	10.0	3.35	1.020
	Item11	5.0	21.3	25.0	31.3	17.5	3.35	1.148
	Item07	5.0	31.3	17.5	23.8	22.5	3.28	1.263
	Item04	11.3	16.3	30.0	26.3	16.3	3.20	1.226

Table 4.10 shows a clear picture of the main sources of foreign language reading anxiety experienced by students from secondary vocational school in Chinese context. The first largest reading anxiety originates from item 18 “ I am satisfied with the level of reading ability in English that I have achieved so far” (M=4.08, key reversed) , item 1 “I get upset when I’ m not sure whether I understand what I am reading in English.”(M= 3. 68) and

item13 “I feel confident when I am reading in English.” (M=3.59, key reversed). From table 4.10 we can see 78 % of the participants are dissatisfied with their English reading competence (item 18) , about 66% of them feel depressed when have difficulty in English reading (item 1) and 60% of the subjects have low confidence in their reading performance (item 13). Only 16.3 % of the participants enjoy English reading (item12, M=3.45, key reversed). These items may be labeled as emotional apprehension.

Secondly, in all the items which involve unfamiliar cultural topics, the participants show high level of anxiety. The mean of item 20 “ You have to know so much about English history and culture in order to read English” is 3.41; the mean of item 19 “ English culture and ideas seem very foreign to me” is 3.46; the mean of item 5 “ I am nervous when I am not familiar with the topic is 3.25. According to Table 4.12, about 50 % percent of the students believe that knowing about cultural topics is necessary and important for their target language reading. (item 20)

Thirdly, another reading anxiety develops from item 6 “I get upset whenever I encounter unknown grammar when reading English.” (M =3.35); item 11 “I’m worried about all the new symbols I have to learn in order to read English.” (M=3.35) ; item 7 “ When reading English, I get nervous and confused when I don’t understand every word.” and item 4 “I feel intimidated whenever I see a whole page of English in front of me.” (M=3.20) It seems that secondary vocational non-English majors feel overwhelmed when they confront with unfamiliar script and writing system.

To sum up, emotional apprehension, unfamiliar culture and unfamiliar script and writing are the main sources of English reading anxiety experienced by secondary vocational non-English majors in EFL context.

4.2 Discussion

In this section findings in the four research questions will be expounded sequentially.

4.2.1 Discussion of the Findings in Research Question 1

Research Question 1: Do Secondary Vocational school students experience English language anxiety and English reading anxiety in EFL context? If so, to what degree?

The findings in descriptive results indicate the existence and higher level of general English language anxiety and English reading anxiety among students from secondary vocational school in EFL context compared with the previous studies, which added another instance for the common existence of foreign language anxiety, both general and language-skill-specific anxiety. (Horwitz et al, 1986; MacIntyre & Gardner, 1989; Cheng et al, 1999; Saito et al, 1999).

Compared with the previous studies on foreign language anxiety and foreign language reading anxiety in western countries and in China, the participants in the present study reported moderately higher levels of both English learning anxiety and English reading anxiety. This phenomenon may attribute to the following facts.

Firstly this might owe to differences in “educational culture”, which involves the parts played by learners and teachers in foreign language class as well as the nature or the method of learning, (Shi& Liu, 2006). In western foreign language class, students are the focus, while teacher plays a role like a guide or an instructor, who highly value skill cultivation, which concern learner, task, communication, and function as centers. (Young, 1991). Young held (1991) that an instructor-learner interaction is one of the main six sources of foreign language anxiety. However, for a long time, there has been a trend in English class in China that the students are passive receivers of the knowledge while language teacher is the dominant of the class, and what’s more, intensive reading and the explanation of language points are paid great attention in foreign language class. Thus, when the Chinese students are required to speak, to listen, to read or to write in English without teacher’s help, they inevitably feel anxious.

Secondly, in Chinese EFL context, English learning and teaching are mainly motivated by examination. Consequently, both English teachers and learners even the students’ parents focus on dealing with contents of tests. High mark in an exam is their main concern, while language skill development is more or less ignored. VCEE is a provincial test, which is of high authority and its score can not only prove students’ foreign language academic proficiency, what’s more, it is the most important approach for the students of secondary vocational school to a higher education – vocational colleges, and also a determinant and main qualification for their future employment. In the English test of VCEE, reading

comprehension takes up 25% of total marks, which indicates that reading comprehension score plays a determinant role on whether the vocational school students can pass the test, in another word, whether they will have chance to enter vocational colleges to receive a higher education, which may pave a good way for their future job. Therefore test and high expectation of the test can arouse anxiety in foreign language learning and reading.

Thirdly, higher levels of anxiety in English learning and reading may also result from problems of courses design. In China, in the English courses for non-English majors, the pedagogical material rarely concern elements on western culture. Students have limited chance to be familiar with the western culture. Consequently, when students come across those reading material with regard to the western culture, they will easily feel anxious and nervous.

Fourthly, the subjects in the present study are students from secondary vocational school, most of whom have poor academic background, especially in English. Compared with the college or university students, their vocabulary is relatively smaller; they lack confidence and have little interest in English learning. Low confidence is considered to be an important component of foreign language anxiety (Cheng et al, 1999).

Owing to the social, cultural differences, and education policies, secondary vocational school non-English majors reported higher levels of anxiety generally and specifically; whereas subjects in colleges or universities or vocational colleges presented slightly lower anxiety in foreign language learning and reading.

4.2.2 Discussion of the Findings in Research Question 2

Research Question 2: Is there any relationship between English language anxiety and English reading anxiety in EFL context?

English language anxiety and English reading anxiety are measured by FLCAS and FLRAS respectively. The former is a more general type of anxiety, about many aspects of foreign language learning, the latter, as the name implies, would be a more specific type of anxiety, is worry and apprehension with regard to English reading activity.

A correlation coefficient ($r=.652$, $n=160$, $p< 0.01$) between these two scales, which is shown in Table 4.3, reveals that the students with higher level of general English language

anxiety also tend to have higher level of English reading anxiety and vice versa. What's more, the relationship of these two scales is significant which suggested a reasonable amount of overlap between the two measures; it also showed a substantial amount of discrimination. A correlation coefficient of .652 means that the two scales have approximately 42% of the variance in common. Accordingly approximately 58 % of the variance was not shared by the two scales; this finding supports the distinctiveness of the two constructs. That is to say, English reading anxiety is a phenomenon related to, but also distinguishable from that of general English language anxiety in this study. Saito et al's study (1999) reported a .64 correlation ($r=.64$, $p<0.01$, $n=383$) between FLCAS and FLRAS, suggesting foreign language "reading anxiety is a specific anxiety type distinguishable from the more general types of foreign language anxiety that have linked to oral performance". (Saito et al, 1999: 215). The finding in this research is consistent with the "related but distinct" interrelationship revealed in Saito et al.'s study (1999). In our foreign language teaching and learning, reading anxiety should merit our tension as a specific anxiety type and specific countermeasures should be taken to reduce English reading anxiety suffered by students.

4.2.3 Discussion of the Findings in Research Question 3

Research Question 3: What is the relationship between English reading anxiety and English reading achievement?

The correlation analysis of this study reveals FLRAS scores have low negative correlation with English reading score ($r=-.389$, $p<.01$). When the effect of the FLCAS is partialled out, the partial correlations between FLRAS and English reading scores still existed ($r=-.354$, $p<.01$); but decreases from $-.389$. Therefore we can draw a conclusion that English reading anxiety is negatively correlated with reading achievement of secondary vocational non-English majors in EFL context. This finding supports those of Bailey (1983), who examined the relationship between anxiety and learner's performance, and is also consistent with the results found in several earlier studies (Aida, 1994; Cheng et al., 1999; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Phillips, 1992; Saito et al., 1999; Sellers, 2000; Shi & Liu, 2006; He, 2008).

The researcher of the current study advance this correlation study by conducting further analysis of the effect of different levels of anxiety on English reading performance. From the results of 4.1.3, we can say low-anxiety group obtains higher reading scores more than the mid-anxiety and high-anxiety groups. In another word, for students with low level of English reading anxiety, the reading tasks are comparatively easy whereas for the students with middle of high level of English reading anxiety, the reading tasks are rather difficult. What's more, middle and high anxiety have a significant negative effect on reading performance. ($r=-.269$, $r=-.828$ $p<0.05$). Whereas low anxiety has a low positive correlation with reading comprehension score ($r=.255$, $p<0.05$). This result not only proves the negative impact of reading anxiety on reading performance, but also suggests that English reading anxiety can facilitate English reading comprehension at a certain point.

Those findings are consistent with the classification of anxiety into facilitating and debilitating anxiety. (Alpert & Haber, 1960; Eysenck, 1979); meanwhile supports Krashen's hypothesis and Tobias's three-stage model. Krashen's Affective Filter hypothesis (Krashen, 1982) states "low-anxiety situations are more conducive to language acquisition than high-anxiety situations." According to Tobias (1986) readers with high-level anxiety tend to be worried about potential failure and have too much concern on the opinions of other people. Consequently, their attention is often divided into task-related cognition and self-related cognition, which lead their cognitive performance to be inefficient. Yet compared with anxious readers, non-anxious or low-anxious readers are not easily to be engaged in such self-preoccupations, on the contrary, they concentrate more on the task itself, and thus comprehend more. Therefore, when readers with low-level anxiety are reading in English, their concentration can not be easily disrupted by excessive reading anxiety and their task-related cognition can not be distracted. Therefore their comprehension will not be impeded by anxiety.

In the present study, for the students from secondary vocational schools, they have poor academic score, especially in English. They have relatively little knowledge about English culture and poor at initial processing of information. What's more they fail to develop a proper learning habit and have a weak will. In a foreign language class, when they face with an easy and simple reading task, anxiety has little negative effect on their reading

performance and may make them pay increased efforts which will promote their reading performance; however, when the task becomes difficult, complicated and beyond their capacity, for instance they may come across a lot of unfamiliar scripts and unfamiliar cultural knowledge, anxiety emerges and their reading is slowed down. Moreover they are poor at processing information, although they know the literal meaning of each word, due to their poor capacity of processing information, they may easily feel confused about what they are reading. They tend to flee from the task to avoid the situation thus the interference of anxiety can not be compensated by the extra effort and anxiety may begin to have a significantly negative influence on their English reading performance.

4.2.4 Discussion of the Findings in Research Question 4

Research Question 4: What are the sources of English reading anxiety experienced by secondary vocational non-English majors?

In Chapter 3, the 20-item FLRAS was classified into four factors: general reading comprehension (items 2, 3, 9, 17), unfamiliar culture apprehension (items 5, 19, 20), unfamiliar script and writing apprehension (items 4, 6, 7, 8, 10, 11), emotional apprehension (items 1, 12, 13, 14, 15, 16, 18). It is useful and helpful to pay attention to some of the items endorsed by participants with higher than average levels of reading anxiety per item. Thus the nature of foreign language reading anxiety can be deeply understood. The findings in descriptive results indicate that there are 11 items (18, 1, 13, 19, 12, 20, 6, 11, 7, 5, 4) with higher means than the standard mean. According to the results in 4.1.4, we can state that emotional apprehension, unfamiliar culture and unfamiliar script or writing system are the main sources of English reading anxiety of the sample.

1. Emotional apprehension

Emotional apprehension plays a significant role in foreign language reading anxiety, which is especially true among the students from secondary vocational school. The majority of the students in secondary vocational schools show their dissatisfaction with their level of reading ability in English that they have achieved so far. On the other hand, more than half of the students are not confident when they read in English. The dissatisfaction with their reading ability may easily lead to frustration and severe anxiety, which should draw attention

of the English teachers of secondary vocational schools. In the context of second language learning, a hypothesis is that low self-confidence of students might lead to underestimation of the ability to learn a second language and negative expectations about their performance, thereby, feeling insecure or anxious in the face of the language learning tasks (MacIntyre, Noels & Clement, 1997).

For a long time in China, test has existed as a criterion for evaluating students' achievements, teachers' teaching quality, contribution, and even the teachers' ability to work. It is also of the same importance to the students of secondary vocational school, because it directly influences their future, such as their future employment and studies. While in VCEE English test, reading comprehension score covers 30 points, which determines more or less whether students can pass the examination or not. Therefore students have burdened great academic and social pressure.

Nearly half of the subjects are afraid of difficulty in reading or even tired of English reading. This reflects the shortcomings of the students in secondary vocational schools such as laziness, weak will and lack of good learning habits. In China, in most English classes from primary schools to universities, teachers are dominant while students are passively receivers of knowledge. Most students respect their teachers, and it is natural for them to accept what the teachers say uncritically. As a result, students are becoming more and more dependent on their teachers and their own capacity of critical learning and thinking is becoming weaker and weaker. Because reading is an interactive process in which the reader constantly shuttles between bottom-up and top-down processes, it is impossible to make successful reading without the ability of independent thinking and making full use of the mastered knowledge. The lack of such abilities may also lead to moderately high English reading anxiety of Chinese students.

2. Cultural Apprehension

Cultural difference is another obstacle to English reading. Culture does not only mean the customs, institutions, and artifacts, but also people's values, beliefs and attitudes and how they influence or are influenced by interactions among people. Culture and language can not be separated. When students are encountering things which are culturally specific and unfamiliar to them, they frequently get confused and anxiety may easily arouse. Unfamiliar

cultural topics are another most important variable affecting reading anxiety.

In this thesis, half of the subjects feel foreign to the English culture and they also think it is necessary to know much knowledge about English culture and history in order to read English. Nearly half of the participants feel nervous when they are not familiar with the topic. These findings are the same or similar to the previous studies of Saito et al (1999) and Shi& Liu (2006). R. Ellis(1994) also claimed that the anxiety experienced by learners can be a result of fear or experience of losing oneself in the target culture, which is closely related to the idea of culture shock.

Many students has a misconception in mind that vocabulary is everything to learn English well, suggesting the more words and phrases you memorize, the more you comprehends an article and even the higher scores you will obtain in an examination. With the domination of this misconception, students in class are more interested in teachers' explanation of words' numerous meanings and usages, and less interested in the introduction of background knowledge and analysis of the whole article. In the students' spare time, memorizing words mechanically occupies almost all their time for English learning. Those who use such vocabulary-centered method to read materials tend to read English word by word, paragraph by paragraph. What's more, in Chinese EFL context, the emphasis of English language learning has been memorizing the textbooks, listening to the lecture and taking notes carefully. Extensive reading is not a requirement for non-English major students, especially to the students of vocational schools. Thus, while reading, especially in limited time such as a test, the students spend most their time trying to understand the material they are reading rather than reflecting on it. Consequently, they feel difficult to deal with the unfamiliar culture background information hidden behind words, although the words' meanings are familiar to them.

3. Script Apprehension

Not only unfamiliar cultural material may arouse reading anxiety but also unfamiliar scripts and writing systems. (Saito et al 1999). In the present study, half of the students particularly feel upset whenever they encounter unknown grammar in English reading.. Nearly half of the subjects feel worried about all the new symbols they have to learn in order to read English. To the students in secondary vocational schools, they are poor at vocabulary

and syntactic structures. Therefore they tend to feel anxious when they are in the face of unfamiliar scripts and writing systems. Language teachers should be more aware of this aspect of reading anxiety, which is more severe in vocational schools.

To sum up, the present study supported Saito's (1999) potentially anxiety-provoking hypothesis, i. e. unfamiliar culture and unfamiliar scripts and writing systems. Saito et al (1999) realized that more factors are involved in reading anxiety except for the above two factors. He thought the causes and manifestations of reading anxiety are probably more subtle and complex than their original hypotheses suggest. The present study illustrates emotional apprehension can also elicit subjects' anxiety in English reading.

4.3 Summary

This chapter displays and discusses the findings and then answers the four research questions prescribed in chapter one.

The descriptive results of this research indicate the existence of general English language anxiety and specific English reading anxiety experienced by the secondary vocational non-English majors in EFL context, which added another instance for the common existence of foreign language anxiety, both general and language-skill-specific anxiety. Compared with the previous studies on foreign language anxiety and foreign language reading anxiety in western countries and in China, because of the social, cultural differences, and education policies, the participants in the present study reported moderately higher levels of both English learning anxiety and English reading anxiety than students from colleges or universities.

Pearson correlation analysis shows that the secondary vocational non-English majors with higher levels of general English language anxiety also tend to have higher levels of English reading anxiety in EFL context and vice versa. English reading anxiety is a phenomenon related to, but also distinguishable from general English language learning anxiety. This result is consistent with the related but distinct interrelationship between foreign language anxiety and foreign language reading anxiety revealed in Saito et al.'s study (1999).

Pearson correlation analysis also shows that there is indeed a negative relationship between English reading anxiety and reading achievement. The subjects were divided into

high-anxiety, mid-anxiety and low-anxiety groups in order to compare their differences in reading achievement. Based on the Independent Samples T Test, the differences are significant. The results of Pearson correlation analysis demonstrate that low anxiety has a positive but insignificant correlation with reading comprehension score, whereas a significant negative correlation exists among mid-anxiety group and high-anxiety group. This result further proves the negative influence of English reading anxiety on reading performance in EFL context, but also suggests that English reading anxiety can facilitate reading comprehension at a certain point. Therefore this study provides more evidence for the Chinese version of FLRAS to be employed to measure the secondary vocational school non-English majors' English reading anxiety and is also successful in illustrating the relationship between foreign language reading anxiety and reading achievement.

The descriptive results of this research also illustrated the main potential sources of English reading anxiety experienced by secondary vocational non-English majors, which are emotional apprehension, unfamiliar script apprehension and unfamiliar culture apprehension. Besides these factors, traditional teacher-centered teaching mode and the particularity of the subject of the present research may also lead to anxiety.

Chapter 5 Conclusions, Implications and Suggestions

The major findings discussed in the previous chapters are reviewed and concluded in this chapter, and then pedagogical implications from the research are explored and suggested. Based on the findings of the present research, the limitations of the current study and recommendations for further research are also made in this chapter.

5.1 Conclusions

The aims of current research were to explore in EFL context, secondary vocational non-English majors' general English language anxiety and reading anxiety and to investigate the effects of English reading anxiety on reading performance and find out the sources of English language reading anxiety. Quantitative approach was adopted to conduct the present research. A total of 160 students took part in the research in 2008. The anxiety levels of the participants in English language learning and reading were measured by the modified FLRAS and FLCAS. In addition, their reading proficiency was measured by the reading section of VCEE English test. From the detailed analysis and discussion in the four chapters, the following conclusions are made.

Firstly, the results of the present study demonstrate that English language learning and reading anxiety indeed exist among the secondary vocational non-English majors in EFL context. Moreover the subject reported slightly higher levels of anxiety in both English learning and reading than students from colleges or universities.

Secondly, the Chinese versions of FLRAS and FLCAS are both reported to have a good reliability to measure English learning and reading anxiety in EFL context. In addition, English language anxiety and English reading anxiety are successfully identified as two related but relatively distinguishable constructs in EFL context.

Thirdly, Pearson correlation indicates that there is a significant and negative relationship between English reading anxiety and reading performance. That is to say, the higher the foreign language reading anxiety levels, the lower the scores or the worse foreign language reading achievement would like to be.

Fourthly, the results of this study reveal that emotional apprehension, unfamiliar culture and unfamiliar script and writing system are the main sources of foreign language reading anxiety suffered by the secondary vocational non-English majors.

5.2 Pedagogical Implications

Reading has played an important role in Chinese English teaching history. Either in high school or in colleges and universities, English reading is always given priority. However it is generally assumed that reading is the least anxiety-provoking part of the curriculum, the findings of this study reveal that it is not the case. Among students in secondary vocational school, English reading anxiety exists widely, affects their English reading proficiency, and plays a psychological part for students to learn English well. Because of the importance of reading in English teaching and learning, it is high time for foreign language teachers to develop awareness of English reading anxiety and taken effective and practical measures so that anxiety arising from reading can be reduced and controlled. In order to reduce or avoid the negative effect of in English reading anxiety in EFL context, the following suggestions are made.

Firstly, students should be aware of the existence of English reading anxiety with the help of their teachers. According to Foss and Reitzel (1988) if students can be aware of their fears or worry, the students will have a more realistic interpretation of anxiety-provoking situations and they will eventually choose to approach instead of trying to avoid the anxiety-producing situation. The foreign language teachers can ask students to express any fears or even to write the fears on the paper or on the blackboard so as to help them to realize their fears during English learning and reading. The teacher can also ask students to discuss their fears openly in the class. In this way the students share their common feelings of frustration in English learning and reading or nervousness in the test with their classmates as well as with their teachers, thus they can have more chances to get advice from others, which is helpful for them to find creative ways to solve the problem.

Secondly, the importance of English reading should be highly valued and the interests of students in English reading should be developed. By English reading, we can get new information from abroad as soon as possible; what's more reading. can help us learn foreign

language. For the English learners, reading is just like a window, opens up a new world to them, on the other hand reading just likes a bridge or a tool, enables them to gain new knowledge and enjoy literature. Reading is a good way to learn English words even phrases. A strong correlation has been found by educational researchers between reading and vocabulary learning. A lot of good authentic reading materials which don't go beyond the students' reading ability can be recommended to the students and a certain amount of reading task can be assigned to help them develop a good reading habit. In fact, when we read in a foreign language for interest or leisure we tend to be low anxious. So teachers may choose some materials in which students are interested and encourage them to read and gradually help them to learn to enjoy English reading thus their fears or anxiety in reading can be reduced step by step.

Thirdly, English teachers should help students raise their self-confidence by means of ensuring that teaching goals are appropriate and attainable. Providing more chances for students to experience small successes in English learning and reading will also be a good and effective way to help reduce students' English reading anxiety. Vogely (1999) suggested teacher could use appropriate exercises which have been tailored for every skill level to help students to get a feeling of being successful. What's more, teachers should give more positive feedback and continued encouragement which can lower the level of the students' anxiety and reduce their frustration in foreign language learning and reading, and finally lead to students' greater self-confidence (Khaldieh, 2000). In addition, students should be taught that mistakes are not a symbol of failure, instead it is just a normal stage of the language learning process. The results of this study show that self confidence is one of the most important determinants of a student's English reading anxiety.

Fourthly, sufficient attention should be given to the education of western culture because this is another main source of high English reading anxiety of the subjects. The significance of culture knowledge for English reading should be emphasized. It is not easy to set up western culture subjects or courses for the non-English majors, but it is necessary, important and practical to infiltrate the culture knowledge to details in everyday English teaching. English teachers can combine the introduction of culture with explanation of language points, with the help of modern teaching methods, such as movie, flash, music and so on. Western

culture knowledge can be introduced not only in reading but also in other English learning aspects. Colorful culture knowledge will arouse students' interests in English reading on the one hand, and on the other hand it is often interesting and thus helpful to reduce their English reading anxiety.

Fifthly, teaching some useful English reading strategies in EFL context are helpful to making English reading itself become less stressful. English reading strategies can help the students to comprehend the reading material so teaching these reading strategies are much more effective than translation. For instance, teachers can give their students more word-attack and inference strategies training and then encourage students to use background knowledge and context to guess the meaning of unfamiliar words and try to find implied meaning of a word or a passage. The structures of English sentences are quite different from those of Chinese. Therefore some English unique structures which are foreign and strange to students should be paid sufficient attention because most students from secondary schools seldom use it. It can help them to grasp the meaning of the sentence, and then of the paragraph.

Finally, English teachers of secondary vocational schools should decrease the negative effect of unfamiliar vocabulary and grammar knowledge. Students should be encouraged and guided to memorize words as many as possible, not mechanically, but through reading and other channels, not single words but sentences. With respect to grammar, teachers can encourage students to do more practices to be familiar with grammar. The unique characteristics and features of English should also be shown to help students to realize unique western thinking style.

This list of recommendations is by no means exhaustive. Indeed every instructor can offer additional suggestions for reducing English reading anxiety. In the present study it is to encourage students to be aware of existence of English reading anxiety and develop their self-confidence and enhance their reading proficiency with the help of their teachers.

5.3 Limitations and Suggestions for Future Studies

As shown previously, the current investigation has yielded fruitful findings; nevertheless, limitations and weakness are unavoidable. The first limitation lies in the population of

subjects in the study is not large enough to reach a general conclusion and they are just 160 students from one school: HeBei Banking School, and the participants of the current study all have an accounting background. What about the students who specialize in the fields of finance and marketing? It is possible that the results may not reveal the situation of all the English learners. Thus more studies need to be done concerning students of various proficiency levels and from different academic backgrounds. Moreover few previous researches have been conducted on reading anxiety among secondary vocational school students in China. Accordingly the study should be repeated to validate the current findings and reveal whether different research conditions or data gathering methods can yield similar results.

Secondly, in this study just quantitative analysis has been used. Due to the inherent shortcomings of quantitative method, the explanation power of the study may be weakened. If a qualitative approach is utilized, we might obtain more insight into the relationship between English reading anxiety and reading performance.

Thirdly, the present study was done synchronically, that is, the results of the investigation are static at a certain time. The dynamic influence of foreign language reading anxiety on reading performance is not presented over a relatively long period of time. Therefore future research is suggested to conduct in diachronic way; thus researchers can investigate results during a long period of time.

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Appendix 1 外语课堂焦虑调查问卷(FLCAS)

姓名_____ 班级_____ 学号_____

本问卷旨在调查你学习英语时的感受。请根据字母代表的意见，选择其中一个最能说明你实际情况的答案。所选答案没有对错之分，最关键是要如实反映你自己而非他人的真实感受和想法。非常感谢你的真诚合作。

5—非常同意 4—同意 3—不同意也不反对 2—不同意 1—完全不同意

1. 在英语课上发言的时候，我总是没把握。
2. 上英语课时，我不担心犯错。
3. 在英语课上，当我知道老师要叫我发言时，我就害怕。
4. 不明白老师用英语讲的是什么的时候，我感到很害怕。
5. 我一点都不在乎多上一些英语课。
6. 在英语课上，我发现自己想一些跟课堂无关的事。
7. 我总觉得别的同学比我更擅长学英语。
8. 英语测验时我通常觉得很自在。
9. 在英语课上，我没经准备就须发言时我就慌张起来。
10. 我对英语不及格的后果感到很担忧。
11. 我不懂为什么有些人对英语课这么不安。
12. 在英语课上，我会紧张得连知道的东西都忘了。
13. 英语课上我不好意思主动回答问题。
14. 跟母语为英语的人用英语交流我不会紧张。
15. 当老师纠正我的错误后仍然不明白时，我感到不安。
16. 即使我英语课准备得很好，我还是很不安。
17. 我常想不去上英语课。
18. 我在英语课上发言的时候，很有自信。
19. 我很害怕英语老师纠正我犯的每一个错误。
20. 英语课上我快被叫到时，我会感到我的心跳快了起来。
21. 英语考试前我越复习越糊涂。

22. 为英语课作充分准备并不使我感到有压力。
23. 我总觉得别的同学说英语比我说得好。
24. 在其他同学面前说英语我很自信。
25. 英语课的进度太快了，我担心跟不上。
26. 我上英语课时比上别的课时紧张。
27. 我在英语课上发言时，既紧张.头脑又不清楚。
28. 我上英语课之前，觉得很有信心.很放松。
29. 当英语老师说的每一个字，我并不是都理解的时候，我会紧张。
30. 学说英语要掌握的规则实在太多了，我觉得吃不消。
31. 我说英语时害怕其他同学会笑我。
32. 跟母语是英语的人在一块，我有可能觉得很自在。
33. 英语老师问一些我事先没有准备的问题时，我很紧张。

Foreign Language Classroom Anxiety Scale (FLCAS)

1. I never feel quite sure of myself when I am speaking in my English class.
2. I don't worry about making mistakes in English class.
3. I tremble when I know that I'm going to be asked to speak in English class.
4. I am afraid when I don't understand what the teacher is saying in the English class.
5. It wouldn't bother me at all to take more English classes.
6. In English classes, I think of things that are unrelated to the lesson.
7. I think that my classmates' English is better than mine.
8. I am usually at ease during tests in my class.
9. I start to panic when I have to speak without preparation in English class.
10. I worry about the consequences of failing my English class.
11. I don't understand why some people get so upset over English class.
12. In English class, I am so nervous that I forget what I know.
13. It embarrasses me to volunteer answers in my English class.
14. I will not be nervous when speaking with native English speakers.
15. I get depressed when I don't understand what the teacher is correcting.
16. Even if I am well prepared for English class, I feel anxious about it.
17. I often feel like not going to my English class.
18. I feel confident when I speak in English class.
19. I am afraid that my English teacher will correct every mistake I make.
20. I feel my heart pounding when I am going to be asked to speak in English class.
21. The more I prepare for an English test, the more confused I get.
22. I don't feel pressure to prepare very well for English class.
23. I always feel that my classmates speak better English than I.
24. I feel shy when speaking English in front of other students.
25. English class moves so quickly that I worry about getting left behind.
26. I feel tense and have more pressure in English class than in other classes.
27. I get nervous when I speak in my English class.
28. Before English class, I feel confident and relaxed.
29. I get nervous when I don't understand every word the English teacher says.

30. I feel overwhelmed by the number of rules I have to learn to speak English.
31. I am afraid that my classmates will laugh at me when I speak English.
32. I feel easy when native English speakers are with me.
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.

Appendix 2 外语阅读焦虑调查问卷 (FLRAS)

姓名_____ 班级_____ 学号_____

本问卷旨在调查你阅读英语时的感受。请根据字母代表的意见，选择其中一个最能说明你实际情况的答案。所选答案没有对错之分，最关键是要如实反映自己而非他人的真实感受和想法。非常感谢你的真诚合作。

5—非常同意 4—同意 3—不同意也不反对 2—不同意 1—完全不同意

1. 当我不确定自己是否看懂所阅读的英文时，我就觉得很苦恼。
2. 阅读英文时，我常常懂得词的意思，但无法真正明白作者在说什么。
3. 阅读英文时，我总是感到困惑，以致记不住所读内容。
4. 每当我看到整页整页的英文出现在我面前时，我就觉得害怕。
5. 读一篇英文时，如果我对谈论的主题不熟悉，我就觉得焦虑不安。
6. 阅读英文时，一碰到不了解的语法，我就觉得很苦恼。
7. 阅读英文时，我会因为不明白每个单词的意思而变得很紧张、困惑。
8. 阅读英文时，如果碰到不会念的字，我就觉得很困扰。
9. 阅读英文时，我通常是通过将一个字一个字翻译成中文的办法来明白文章的意思。
10. 在我读过一些奇怪的字母或符号后，我很难记得自己读过的内容。
11. 为了阅读英文，不得不学习很多新单词，这让我感到很担忧。
12. 阅读英文，对我来说是一件乐事。
13. 当我在阅读英文时，我对自己的阅读能力非常有自信。
14. 我觉得阅读英文一旦成为习惯，就不会觉得很难。
15. 学英文最难的部分就是阅读。
16. 如果只需学习讲英文，而不必学习阅读英文，那该多好。
17. 我不在意读英文给自己听，但如果要我大声朗读英文，我就觉得很不自在。
18. 我很满意我目前的英文阅读能力。
19. 与英语有关的文化、观念和想法，对我而言，好像很陌生。
20. 为了要阅读英文，我们必须学习许多有关英语的历史和文化。

Foreign Language Reading Anxiety Scale (FLRAS)

- 1 I get upset when I am not sure whether I understand what I am reading in English.
2. When reading English, I often understand the words but still cannot quite understand what the author is saying.
3. When I am reading English, I get so confused I cannot remember what I am reading.
4. I feel intimidated whenever I see a whole page of English in front of me.
5. I am nervous when I am reading a passage in English when I am not familiar with the topic.
6. I get upset whenever I encounter unknown grammar when reading English.
7. When reading English, I get nervous and confused when I don't understand every word.
8. It bothers me to encounter words I cannot pronounce while reading English.
9. I usually end up translating word by word when I am reading English.
10. By the time you get past the funny letters and symbols in English, it is hard to remember what you are reading about.
11. I am worried about all the new symbols I have to learn in order to read English.
12. I enjoy reading English.
13. I feel confident when I am reading in English.
14. Once you get used to it, reading English is not so difficult.
15. The hardest part of learning English is learning to read.
16. I would be happy just to learn to speak English rather than having to learn to read as well.
17. I don't mind reading to myself, but I feel very uncomfortable when I have to read English aloud.
18. I am satisfied with the level of reading ability in English that I have achieved so far.
19. English culture and ideas seem very foreign to me.
20. You have to know so much about English history and culture in order to read English.

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攻读学位期间取得的科研成果清单

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