The Analysis on College Students' Anxiety on English-Speaking in Immersion Instruction

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Abstract. This paper explores to measure college students' anxiety degree in oral English learning by employing modified FLCAS and analyze its influential factors based on the relevant data processing, aiming to seek feasible ways to relieve students English-speaking anxiety in immersion instruction.

Introduction

Spoken English Anxiety is one of Foreign Language Anxieties. As one of the biggest emotional factors in language learning, anxiety has become one of hot spots of SLA (Second Language Acquisition) survey in China and Overseas since the 1970s. Spoken English Anxiety is a specific language anxiety related to speaking process. Compared with other three language skills, speaking is considered to be more anxiety-prone in foreign language acquisition.[1] Anxiety can be divided into trait anxiety, state anxiety and situation-specific anxiety based on the source of its generation [2]. Spoken English Anxiety can be regarded as a situation-specific anxiety, thus correspondingly an immersive learning environment suggests a feasible way to reduce it.

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As anxiety has a deep influence in Oral English learning, it's necessary to analyze the main factors causing Spoken English Anxiety and observe students' reaction through a survey, then we can figure out possible measures to relieve Spoken English Anxiety.

Survey Preparation. The survey is carried out in oral English training base (English Village) of Tianhe College, Guangdong Polytechnic Normal University, aiming to explore the validity and feasibility of the application of Suggestopedia in relieving college students' anxiety on Spoken English. The survey object covers the sophomore Arts students from six different majors in our college who take part in oral English training. During the training, their college English final exam score of the first semester is taken as a reference, students from each class are divided into four groups, from which the best group and the worst group of each major are required to finish the FLCAS questionnaire at their first day and the last day of training period. There are mainly two methods adopted in the survey, one is FLCAS measurement chart and the other is SPSS software. Firstly, the effective questionnaire will be sorted out and the data of students' scores will be input into the Excel chart. Then, the software of SPSS will be used to analyze those elements related to Spoken English anxiety by introducing the data from Excel chart, and deduce influential factors relevant to Spoken English anxiety.

Survey Analysis. Through FLCAS and SPSS, we can figure out some factors which may be concerning about Spoken English Anxiety. To enhance the validity of the experiment, the data are refined by means of SPSS software (19.0). The questionnaire used in this study is constructed and computerized to determine frequencies of responses. Findings and analyses of the two questionnaires will be individually stated in the following statement.

According to the size of sample, we choose 0.4 as the standard value of Factor Load. When KMO (Kaiser-Meyer-Olkin) is larger than 0.8, it means that connection between the variables of question items is positive, and the factors can be analyzed. Because we make some changes about

the FLCAS, it is necessary to test its internal consistency and stability. During the testing, we amend the question items. After deleting question2, 5 and 30, the Alpha (α) Coefficient in FLCAS increases from 0.843 to 0.910, which proves the homogeneity between these three question items and other question items, and also means that FLCAS after improvement and amendment has higher internal reliability, which can be used.

Table 1 Scale statistics

Mean	Variance	Std. Deviation	No. of Items
80.5556	111.633	10.56566	32

According to the data analysis, KMO 0.798 reaches the middling level and is close to meritorious level, indicating that the FLCAS is suitable for factor analysis. The Approximate Chi-square distribution of Bartlett Ball Test is 2315.038, the degree of freedom is 496 and the Significance P-value (Probability value) is $=0.000<0.05$, which reach the significant level. The analysis result disproves the hypothesis that correlation matrix is not a unit matrix, which means the data acceptable for factor analysis. The methods of principle component and direct bias rotation are adopted to analyze the exploratory factors, in which process, factors with Kaiser eigenvalue more than 1 as well as the factor loading more than 0.4 will be extracted in combination with observing the turning point of the Scree Plot. Six factors are finally extracted and can explain variance about 61.951%, which confirms to the originally anticipated number of the anxiety scale.

Through dealing with the data of Independent Sample T Test, there comes a result that there is no obvious difference in the anxiety degree between two groups of each tested major. Both anxiety-related factors (the Self-belief anxiety, Oral English skill anxiety and Evaluation anxiety) and factors related to immersion teaching mode (the teaching method, the quality of teachers and teaching environment) do have the influence on anxiety, variance equal to the Levene test of F-value (Analysis of Variance) and P-value > 0.005 while value P of the average number of different T tests also causes no significant difference. Different value basically between 0.1 to 0.2 means these two groups of samples are variance homogeneous, which tells a fact that there is an obvious similarity in Spoken English Anxiety among students in different majors and at different levels. This common ground means that although the average score of students from G1 is little lower than those from G4, the difference is not obvious. From the results, these two group students have little difference in anxiety degree caused by self-belief, oral English skill, examination evaluation or teachers' aspect, but have more consistent identity towards the interventions and the effect of immersion teaching environment, teaching method and quality of teachers.

An Independent Sample T Test on the collected data is also used to analyze the similarities and differences of Oral English Anxiety between every two majors. When doing the pairwise comparison between FG (Finance major Group), BG (International trade Group), EG (Economic Group), AG (Accounting Group), YG (English Group) and JG (Japanese Group) respectively, the result shows the value $P<0.005/0.001$ of questions 16, 19, 21, 22, 23 and 24, which indicates there is an obvious difference between FG students and other majors' students, and there is also something in common. The test result shows that in the pairwise comparison of FG and BG, FG and AG, FG and YG, FG students reflect stronger anxiety among these questions. For example, FG students are easier to be influenced by teachers; teachers' language expression will affect students' anxiety degree; students feel more pressure when they communicate with foreign teachers. Comparing with FG students, the similarity among BG students and other majors' students is that they generally get high score in classmates' evaluation (Q18, 22, 23, Q refers to question) and exam evaluation (Q15), which shows that students in this major bear much from exam anxiety, lack of confidence in English speaking skills and afraid of negative reviews from classmates. After comparative analysis on BG and AG, BG and YG, BG and EG, it is found that the value $P>0.005$ of anxiety measurement in the fraction of the average number test shows no obvious difference. When do the comparative analysis among JG and other majors, the result shows that the anxiety score JG

students get in Spoken English belief, Spoken English skills and evaluation is higher than the score of other majors' students which means they are more anxious than other majors' students. By comparing, YG students reflect less anxiety at most levels.

Generally speaking, as economic-related major, FG, EG and AG students share more similarity in Spoken English Anxiety and stay at similar anxiety degree, which manifests that their anxiety mainly comes from teacher's evaluation and classmates' evaluation. BG and YG students have much less Spoken English Anxiety and their anxiety mainly comes from exam evaluation. Spoken English as YG students' major course, although YG students also have some anxiety during the English Village training, the anxiety degree is much lower than other majors' students.

The table below tells the pairwise comparison between different major groups respectively, and shows their oral English speaking anxiety in common question items in detail. The dashes mean that there's major repetition in the horizontal and vertical lines. "No obvious difference" refers that there is no obvious difference in anxiety between two relevant majors.

Table 2 Pairwise comparison of anxiety in Spoken English

Major		BG		EG		AG		JG		YG
FG	16,19,21,24	15,18,22	19,21,24	18,22,23	16,19,21,23,24	15,18,22	4,16,19	15	16,19,21,23,24	22
BG	—		15,20	1	no obvious difference		—	5,27,14,19	no obvious difference	
EG	—		—		none	15	—	5,21,31	no obvious difference	
AG	—		—		—		4	21,31,32	no obvious difference	
JG	In above listed question items, Mean difference of T Test Value P≤0.005 or P≤0.001						—	23,26	4	

Survey Conclusion. From the analysis, we can draw some conclusions. Firstly, the six factors including the anxiety-related factors (the Self-belief anxiety, Oral English skill anxiety and Evaluation anxiety) and factors related to Suggestopedia teaching (the Suggestopedia teaching method, the quality of teachers and teaching environment) do cause Spoken English Anxiety while students are learning Oral English.

Causes of Spoken English Anxiety. It is concluded that these six factors related to Spoken English Anxiety fall in two groups as anxiety and immersion teaching respectively. The group of anxiety includes Self-belief anxiety, Oral English skills anxiety and Evaluation anxiety. Self-belief means how students think of themselves while speaking English. Some students are confident in speaking English and have no problem to express themselves in public. While others dare not to speak one sentence unless they reassure that is a correct sentence. Actually, it is connected with the time and experience of learning English. The more time they learn English, the more experience they get, the more confidence they obtain in speaking English. When students are poor in learning English, they will get nervous when they are called to speak English. That's why the Self-belief anxiety comes from (concerning to Q1, 2, 9, 12, 18, and 20). Oral English skill actually is the method how students learn English. Before having the class, students are always recommended by the teachers to have a pre-learning, so they can do some preparation like learning some new words by themselves or reading the articles in advance. Actually, pre-learning is a method as well as a habit of English learning. Those students who have done the preparation parts feel less nervous when they are called to answer some questions. If not, nervousness is caused. That's why Oral English skills anxiety comes into being (concerning with Q6, 8, 11, 14, 19). Evaluation anxiety means students are afraid of getting bad feedback from classmates as well as teachers. They are not confident enough to speak English before those who can speak English more fluent and fear of

negative evaluation from teachers. That's why the Evaluation anxiety causes.

The group of immersion teaching involves another three factors relevant to teaching method, teaching environment and quality of teachers. Teaching method (concerning to Q13, 16, 21, 28, 31, 32) means ways teachers teach Spoken English which are consistent with teachers' quality (concerning to Q3, 23, 24, 25). And the teaching environment (concerning to Q26, 27, 29, 30) here means English immersed atmosphere. All these factors shed influence on students' performance of English speaking due to certain anxiety.

The Influence of Anxiety on Spoken English Learning. It's generally considered that anxiety has negative effect on language learning. [3] The influence of anxiety on foreign language learning is quite universal. Horwitz found that anxiety, as an important affective variable in foreign language learning, was always connected with some negative factors such as uneasiness, frustration, self-doubt, apprehension and tension, and such physical symptoms as sweaty palms, faster heartbeat and quickened pulse.

Students with high anxiety have lower score than those with low anxiety. Anxiety not only affects the input but also output badly in language learning. From videos recorded by students with high anxiety and low anxiety about their Spoken English expression, Gregersen and Horwitz[4] found that there was a huge difference between both groups of learners. Students with more anxiety tend to be a perfectionist, they keep high standard towards English and worry more about others' opinion towards them when making mistakes. They will always overestimate the quantity and seriousness of mistakes. It's also apparently seen that anxiety has a deep influence on Spoken English learning.

Conclusion

Spoken English Anxiety is a common phenomenon, which has suppressed the effect on most foreign language learners. Through empirical study, it can be found that immersion teaching has certain effect on relieving college students' Spoken English anxiety, which can be applied extensively. But just like Phillips said, foreign language anxiety was a complicated concept influenced by learners' age, family background, classroom environment and so on. Therefore, during the process of introducing immersion to oral English learning in the aim of overcoming English learning anxiety, teachers should fully implement and improve immersion teaching procedures.

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