THE RELATIONSHIPS AMONG SELF-ESTEEM & SITUATIONAL ANXIETY AND ENGLISH PROFICIENCY & A QUANTITATIVE INVESTIGATION INTO COLLEGE ENGLISH LEARNERS

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Abstract

According to the theoretical exploration into the self-esteem situational anxiety and their relationships between English proficiency, the investigation has been conducted. Then results of the questionnaires completed by the freshmen from three Chinese universities were statistically processed by factor coefficient and path analysis to find the factors of self-esteem and situational anxiety that may influence learners' English proficiency and to build the path model of the variables. Finally, some teaching suggestions on how to improve learners' self-esteem and how to reduce their high situational anxiety were discussed.

Key words
self-esteem, situational anxiety, English proficiency

Introduction

Although there are a lot of articles dealing with individual differences such as learners' age, aptitude, cognitive styles, learning strategies, motivation and personality, the further exploring of their situational anxiety and self-esteem is still seeming insufficient in that the statistic data and analyses of these factors involving personal psychological and social observation and the surveys are not easily available and are prone to result in failure. However, according to Krashen's Affective Filter hypothesis (1982 & 1985), some learners' effective variables such as motivation, anxiety and self-confidence play a facilitative but non-causal role in second language acquisition. He also claimed that learners with high motivation, self-confidence and low level anxiety have more successful access to SLA. Although in Krashen's hypothesis, the extension of "anxiety" is wider than that of "situational anxiety" and the connotation of "self-confidence" is somewhat overlapped with that of "self-esteem", the Affective Filter hypothesis can still reflect the great importance of the detailed study on the relationships among self-esteem, situational anxiety and English proficiency, especially the importance of quantitative research on how and to which degree these variables influence each other, and how English teachers and learners adjust the learners' anxiety and cultivate their self-esteem.

1. Literature review

Generally speaking, anxiety can be classified into trait anxiety, state anxiety and situational anxiety. As a more permanent predisposition to be anxious, Scovel (1978) & 129 trait anxiety involves in one's inherent psychological tendency rather than the contemporary mood caused by a particular situation and it is usually a research subject in psychology rather than in SLA. State anxiety refers to the apprehension experienced at a particular moment in time as a response to a definite situation. Ellis (1997) Because state anxiety is more abstract and difficult to be observed many researchers have been focused on the study of situational anxiety...
which is aroused by a specific type of situation or event such as public speaking, examinations, or class participation. Ellis 1997 and which is very common for learners to experience in language learning processes. In this thesis, situational anxiety has also been measured and studied.

In the research of the relationship between situational anxiety and language proficiency, Horwitz et al. 1986 firstly offered a scale of measuring foreign language learning anxiety to explore the relationship between classroom anxiety and foreign language proficiency. And then their research has been further buttressed by Saito et al. 1999 when they discussed the possibility of classroom anxiety in terms of foreign or second language reading. Based on these two studies, Matsuda & Gobel 2004 explored the possible relationships between the two constructs of the foreign language classroom anxiety and foreign language reading and other variables such as learner's gender and extended overseas experience. Elliot & McGregor 1999 proposed an integrative model of achievement goals and test anxiety. And Tanaka et al. 2006 conducted a quantitative study to test the linkages between achievement goals to task performance as mediated by state anxiety arousal. Generally speaking, most of the studies indicated that learners' situational anxiety can have a negative effect on SLA. However, through the diary studies, Bailey 1996 drew a conclusion that a certain degree of situational anxiety can serve as a positive factor to facilitate the learning process.

According to Coopersmith cited from Andres 2000, self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself and it falls into three categories: the global self-esteem, the specific self-esteem, and the evaluation one gives oneself on specific tasks. Larsen-Freeman 2000. Among the studies in the area of learners' self-esteem, Andres 1993 & 1996 cited from Andres 2000 firstly conducted two qualitative projects and drew the conclusion that self-esteem can be enhanced in the foreign language classroom learning which is consistent with Covington 1989 idea. Self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains.

It is theoretically known that there is a close link among language learners' situational anxiety, self-esteem and their achievement. Ellis 1997 & Ehrman et al. 2003 because learning can only happen if certain affective conditions such as positive attitudes, self-confidence and low anxiety exist. Krashen 1982, but we can only find few quantitative researches indicating indi rectly the close relationships among situational anxiety, self-confidence, instead of self-esteem although they are closely connected with each other and language proficiency. For example, Gardner et al. 1997 reported high correlations of language anxiety, self-confidence, and Can-Do ratings of proficiency. More specifically, Matsuda & Gobel 2004 pointed out that self-confidence in speaking English was the common predictor of performance by measuring learners' classroom and reading anxiety. Therefore, it is necessary to illustrate the linkage among language learners' self-esteem, situational anxiety, and their proficiency statistically.

2 Research questions

The following research questions have been explored in this study.

1 What are the correlations among language learners' self-esteem, situational anxiety, and their language proficiency.

2 What are the predictors of English proficiency according to the multiple regression analysis.

3 Methodology

3.1 Participants

260 freshmen completed two questionnaires about self-esteem and situational anxiety. 228 valid questionnaires were collected. The participants have limited proficiency in understanding and speaking English and little skill in reading and writing English. Who need intensive instruction in English. Their English proficiency ranged from 14 to 93 based on their final course scores as a global measure of performance. And these participants majoring respectively in journalism, administration, soil exploration and engineering are from three universities: China University of Geosciences, Hua Zhong Normal University, and Wuhan University.
3.2 Instruments

Two instruments were used in this study: English learners’ situational anxiety scale and English learners’ self-esteem scale. See Appendix II.

The most widely used anxiety questionnaire is Horwitz’s Foreign Language Classroom Anxiety Scale (1986)[125:32] but this scale including few items of test anxiety only measures learners’ anxiety experienced in foreign language classroom setting. So the learners’ anxiety aroused in the situation of communicating with their peer and foreigners may not be reliably observed. In order to measure the learners’ situational anxiety from different aspects so as to show a relatively whole picture of learners’ anxious behaviors, the author revised Horwitz’s Foreign Language Classroom Anxiety Scale (1986)[125:32], Cassady’s Cognitive Test Anxiety Scale (2002)[127:295] and McCroskey’s Personal Report of Communication Apprehension (1985)[16:73] to complete English learners’ situational anxiety scale. It contained 35 items, each of which was answered on the five-point Likert scale and its internal reliability was 0.932.

The questionnaire of English learners’ self-esteem scale was integrated with Rosenberg’s Self-Esteem Scale (1989) and Raheman’s Foreign Language Learner’s Self-Efficacy Scale (2007)[9:11] so that this questionnaire may measure the learners’ global self-esteem on the one hand and their evaluation of themselves on specific English tasks on the other. Its 20 items were also scored on a five-point scale and its internal reliability was 0.88. The scores of learners’ English final test were used as English proficiency.

3.3 Data analysis

The reliability of the two instruments was determined using Cronbach’s α and a principle component analysis was carried out to analyze construct validity. A correlation analysis was conducted to explore the relationships among variables. A varimax rotation was used and eigenvalues greater than 1.0 and meeting the scree plot criteria were retained. An α level of 0.05 was set for all statistical procedures.

3.4 Procedure

The English learners’ situational anxiety scale and the self-esteem scale were administered respectively in the 4th and 6th week of the autumn semester of 2007. The incomplete questionnaires were eliminated from the study therefore 228 valid samples from 260 students were collected occupying 88% of the total number.

In order to guarantee the validity of research, factor analysis of the questionnaire has been conducted which can be shown in the following tables.

3.4.1 The factor analysis of learners’ self-esteem scale

According to the results of factor analysis of self-esteem scale the KMO value 0.871 close to 1.0. and Bartlett’s test of sphericity 0.000 and 0.05 show that there are significant correlations among the variables in self-esteem scale hence existing common factors and being suitable for factor analysis. The first principle component analysis with varimax rotation produced 4 factors with eigenvalues greater than 1.0. Four items in the questionnaire an 6 an 9 an 10 an 20 were deleted because of the low factor loadings and communalities and then the second time of principle component analysis with varimax rotation was conducted and it produced 3 factors. See Table 1.

Table 1: The eigenvalue, variance and cumulative variance of the self-esteem variables rotation sums of square loadings

<table>
<thead>
<tr>
<th>Factors</th>
<th>Labels</th>
<th>Eigenvalue</th>
<th>Variance</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1</td>
<td>SEEL self-esteem of English learning and performance</td>
<td>3.908</td>
<td>24422</td>
<td>24422</td>
</tr>
<tr>
<td>Factor 2</td>
<td>GSE global self-esteem</td>
<td>3.136</td>
<td>19598</td>
<td>44020</td>
</tr>
<tr>
<td>Factor 3</td>
<td>SESE self-esteem of speaking English</td>
<td>2.409</td>
<td>2057</td>
<td>5977</td>
</tr>
</tbody>
</table>

In Table 1 the eigenvalues of all the three factors are above 2.4 much greater than the accepted index 1.0. The cumulative variance of these three factors is 59.77% which can interpret very well all the variances in
Table 1. Therefore it can be concluded that English learners' self-esteem scale has high construct validity. According to Table 1, the first factor accounting for 42% of the variance includes items related to learners' self-esteem of English learning and performance labeled as self-esteem of English learning (SEEL). The second factor accounting for 19% of the variance demonstrates the learners' global self-esteem which may correlate with English learning. The third factor accounting for 15% of the variance includes items about learners' self-esteem of speaking English that in fact belongs to factor 1.

3.4.2 The factor analysis of learners' situational anxiety scale

According to the results of factor analysis of situational anxiety scale both the KMO value close to 1 and Bartlett test of sphericity show that there are significant correlations among the variables in situational anxiety scale hence existing common factors and being suitable for factor analysis. The first principal component analysis with varimax rotation produced 8 factors with eigenvalues greater than 1. Nine items in the questionnaire were deleted because of the low factor loadings and communalities and then the second time of principle component analysis with varimax rotation was conducted and it produced 5 factors. See Table 2.

Table 2. The eigenvalue variance and cumulative variance of the situational anxiety variables rotation sums of square loadings

<table>
<thead>
<tr>
<th>Factors</th>
<th>Labels</th>
<th>Eigenvalue</th>
<th>Variance</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1</td>
<td>ETA English test anxiety</td>
<td>4.293</td>
<td>16.51</td>
<td>16.51</td>
</tr>
<tr>
<td>Factor 2</td>
<td>ECA anxiety of classroom activities</td>
<td>3.274</td>
<td>12.59</td>
<td>12.59</td>
</tr>
<tr>
<td>Factor 3</td>
<td>AEC anxiety of giving public speaking and conversation</td>
<td>2.790</td>
<td>10.72</td>
<td>10.72</td>
</tr>
<tr>
<td>Factor 4</td>
<td>ECA anxiety of answering questions in English Class</td>
<td>2.579</td>
<td>9.20</td>
<td>9.20</td>
</tr>
<tr>
<td>Factor 5</td>
<td>ECA anxiety from English teachers</td>
<td>1.937</td>
<td>7.45</td>
<td>7.45</td>
</tr>
</tbody>
</table>

In Table 2, the eigenvalues of all the five factors are above 1. The cumulative variance of these five factors is 57.204% which can interpret very well all the variances in Table 2. Therefore it can be concluded that English learners' situational anxiety scale has high construct validity.

According to Table 2, the first factor accounting for 16.51% of the variance includes items related to English test anxiety. The second factor accounting for 12.59% of the variance basically involves items related to anxiety, fear and pressure of performance in English classroom, most of which are closely connected with the classroom activities such as English speaking and group discussion. The third factor accounting for 10.72% of the variance includes items about learners' apprehension of English communication AEC that may take place in public speaking or English conversation. The fourth factor accounting for 9.20% of the variance mainly comes from the learners' English presentation and answering teacher questions in class which in fact belongs to factor 2. Therefore in the following research the items of factor 2 and those of factor 4 will be combined together labeled as English classroom anxiety (ECA) which is basically consistent with Horwitz, 1986 Foreign Language Classroom Anxiety Scale. The last factor accounting for 7.45% of the variance may interpret the learners' anxiety from English teachers which also belongs to the catalogue of ECA.

4. Results and analyses

4.1 Research question 1: What are the correlations among language learners' self-esteem, situational anxiety and their language proficiency?

Table 3. Correlations among English proficiency self-esteem and situational analysis

<table>
<thead>
<tr>
<th>proficiency</th>
<th>SEEL</th>
<th>GSE</th>
<th>SESE</th>
<th>ETA</th>
<th>ECA</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEEL</td>
<td>34%</td>
<td>0</td>
<td></td>
<td>29%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSE</td>
<td>029</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SESE</td>
<td>22%</td>
<td>57%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

121
The Relationships Among Self-Esteem, Situational Anxiety and English Proficiency

<table>
<thead>
<tr>
<th>proficiency</th>
<th>SEEL</th>
<th>GSE</th>
<th>SESE</th>
<th>ETA</th>
<th>ECA</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETA</td>
<td>26</td>
<td>50</td>
<td>274</td>
<td>50</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>ECA</td>
<td>20</td>
<td>48</td>
<td>254</td>
<td>65</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>AEC</td>
<td>32</td>
<td>69</td>
<td>221</td>
<td>68</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td>ELA</td>
<td>33</td>
<td>69</td>
<td>284</td>
<td>71</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

Correlation is significant at the 0.01 level (2-tailed).

SEEL: self-esteem of English learning and performance
GSE: global self-esteem
SESE: self-esteem of speaking English
ETA: English test anxiety
ECA: anxiety of answering questions in English Class
AEC: anxiety of giving public speaking and conversation
ELA: English learning anxiety

According to the results of factor analysis, 3 independent variables about learners' self-esteem, other 4 about learners' situational anxiety and 1 dependent variable of English proficiency have been selected to be used in 2-tailed Pearson Correlation Analysis. From Table 3, all the variables are significantly correlated with each other except the correlation coefficient between English proficiency and learners' global self-esteem (0.029). These results are in accordance with those of Gardner et al. (1997) reporting high correlations and consistency for the measures of language anxiety, self-confidence, and Can Do ratings of proficiency.

The low correlation between proficiency and global self-esteem may result from the less involvement of global self-esteem in English performance. According to Larsen-Freeman (2000), global self-esteem involves the individual's overall self-assessment rather than their much more specific state of efficacy relating to a specific situation, event or activity type. Rebecca (1993) reported that a learner can feel good about himself globally yet at the same time experience low self-esteem in a particular situation or environment. Larsen-Freeman (2000) So it is possible that there is low correlation between these two variables.

4.1.1 The correlations between English proficiency and the variables of self-esteem and situational anxiety

In Table 3, learners' English proficiency is positively correlated with their self-esteem in English learning and speaking which has tested the results of factor analysis conducted by Cheng et al. (1999) who observed a strong link between “low self-confidence in speaking English” and “low self-confidence in writing English.” Meanwhile, learners' English proficiency is negatively correlated with their test anxiety (0.266), classroom anxiety (0.204) and communicative apprehension (0.323) which is supported by the research of Horwitz et al. (1986) and Saito et al. (1999) both of which declared the debilitating role of classroom anxiety on language achievement.

4.1.2 The correlations among the variables of learners' self-esteem and situational anxiety

According to Table 3, all the factors of learners’ self-esteem are negatively correlated with the factors of situational anxiety. Among these variables, learners’ classroom anxiety, test anxiety, and communicative apprehension are substantially correlated with learners’ self-esteem of English learning and of speaking English, and all of their absolute correlation coefficients are about or greater than 0.5. In particular, learners’ self-esteem of speaking English is closely connected with learners’ foreign language anxiety especially with their communicative apprehension. Just like Saito et al. (1999) and Goblen (2001) who suggested the important role of “self-confidence” in identifying components of foreign language anxiety.

In other words, learners with high levels of self-esteem are mainly concerned about enhancing their views of themselves and seek opportunities to excel and stand out. Therefore, they are usually highly motivated and autonomous in learning. They believe that they control a significant degree of the outcomes of their learning. This kind of learners usually experience low anxiety and can set appropriate goals to
fulfill their achievement. However, learners with low self-esteem aim to find out about their shortcomings so that they can remedy these in order to be adequate and avoid failure. While focusing on their shortcomings and adjusting themselves poorly to the negative feedback outside, the learners with low self-esteem are likely to experience high anxiety and hence fail to achieve their goals.

4.2 Research question 2: What are the predictors of English proficiency according to multiple regression analysis?

By conducting the correlation analysis of the variables we can only show that there are certain linear relationships among them. But what anxiety and self-esteem factors may be accurate predictors of English proficiency cannot be illustrated by correlation analysis. Therefore, it is necessary to further research by multiple regression analysis to show the cause-effect relationships among the variables.

Based on the learners’ scores of English final test, multiple regression analysis has been conducted in an effort to uncover significant predictors of the endogenous variable of English proficiency. The exogenous and endogenous variables in the analysis are: SEEL Self-esteem of English Learning, SESE Self-esteem of speaking English, ETA English test anxiety, ECA English classroom anxiety, AEC Anxiety of English communication, and ELA English learning anxiety.

Table 4 | Coefficient a of multiple regression analysis

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig</th>
<th>Collinearity Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std Error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>251</td>
<td>0.350</td>
<td>1.631</td>
<td></td>
</tr>
<tr>
<td>SEEL</td>
<td>1</td>
<td>07</td>
<td>0.203</td>
<td>1.463</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>709</td>
<td>0.317</td>
<td>1.917</td>
<td>0.00</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>94</td>
<td>0.093</td>
<td>1.179</td>
<td>2.084</td>
</tr>
<tr>
<td>ELA</td>
<td>7</td>
<td>05</td>
<td>0.279</td>
<td>0.526</td>
<td>0.012</td>
</tr>
</tbody>
</table>

Dependent Variable: proficiency

According to the results of multiple regression analysis, all the t values are more than 2 or less than 2 and all the significant levels are less than 0.05, which shows that there are two significant variables that can predicate learners' proficiency: self-esteem of English learning and English learning anxiety. There are also two models in this study: Model 1 R² = 0.17 (proficiency = 46.251 + 1.07 SEEL), Model 2 R² = 0.33 (proficiency = 68.709 + 0.705 ELA). That is to say, learners' self-esteem and the anxiety they experience when taking part into classroom activities and tests will influence their English proficiency directly, which supports Clement et al. (1994) and in that self-esteem influences L2 proficiency both directly and indirectly through the students' attitude toward and effort expanded on learning English and which also supports Horwitz et al. (1986) in that the foreign language anxiety has a negative relationship with students' performance.

5. Implications and conclusion

5.1 Enhancing a relaxed and encouraging teaching atmosphere

A relaxed and encouraging teaching atmosphere may do good for students to take risks and make efforts without fear of embarrassment or negative feedback which are more likely to arouse learners' situational anxiety (especially for those with low self-esteem). Besides, the diary studies of Bailey (1983) and the research of Shrum & Gisan (1994) suggested that “competition in language learning may result in feelings of anxiety, inadequacy, hostility, fear of failure, guilt, and too strong a desire for approval” Therefore, teachers can design some classroom activities mainly involving learners' cooperative strategies instead of causing over competition. The activities such as pair work, role-play and group discussion can encourage students' involvement, lessen the anxiety resulting from performing in front of the whole class, and hence enhance their sense of achievement.

According to the factor analysis of this study, English learners also experience anxiety from the
The Relationships Among Self-esteem, Situational Anxiety and English Proficiency — A Study

pressure of English teachers and students especially young ones are likely influenced by teachers' characters and psychological states. Thus teachers need to train themselves to be relaxed and self-confident in class as well as to adjust and improve classroom climate according to different situations.

5.1. Selecting appropriate and challenging teaching materials and goals

A relaxed and encouraging teaching atmosphere does not simply mean having fun without any challenge which can undermine the learner's interest and submerge them into a state of emotional dullness or paralysis. On the other hand, students can feel frustration and a sense of failure and anxiety when the material is out of their grasp. Based on Vygotsky’s theory of the “zone of proximal development,” Williams & Burden 1997 teachers should provide challenging materials to their students but to also ensure that the new learning is linked to past learning and that students are equipped with the tools necessary to meet the challenge. In this case, appropriate and challenging teaching materials will arouse students' certain degree of situational anxiety which is facilitating to enhance language learning and by extension learners will feel of high self-esteem about what they are doing when engaged in the teaching materials.

5.2 Conclusion

In this research, factors of learners’ self-esteem and situational anxiety have been found that are correlated with English proficiency. Among these factors, learners’ self-esteem of English learning and speaking is positively and significantly correlated with English proficiency. Learners’ test and classroom anxiety and their communicative apprehension are negatively and significantly correlated with proficiency. Just as Stern 1997 374 suggested “the more relaxed and confident students are assumed to be more proficient than those who become anxious in the language learning.” But when multiple regression analysis was conducted, the predictors of self-esteem of speaking English and of communicative apprehension were not found significant mainly due to the absence of testing learners’ oral English in the final test.

In fact, there are still some limitations in this study. It is known that there are not simply linear relationships among learners’ self-esteem, situational anxiety and English proficiency. But this quantitative research only illustrated some of the cause-effect relationships among the variables. The more complicated non-linear relationships can be further clarified by more advanced statistical methods.

Meanwhile, some aspects have not been dealt with in this research. For example, many researches suggest that there is facilitating anxiety in language learning. Gardner et al. 1997 also thought that when sufficient time and practice were given, moderate amounts of anxiety could produce positive results. What the degree of facilitating anxiety is still remains further explored statistically. In addition, defensively high self-esteem reflects learners’ extreme sensitivity to criticism and bragging. Carr 2004 which may have an inhibiting effect and impede the process of successful language learning. But it is likely for us to ignore this type of self-esteem so it also needs to be considered and examined in the field of SLA.

References

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上英语课时我很害怕被老师点名回答问题。
我很害怕听不懂老师用英语讲解的问题或课文。
我害怕在毫无准备的情况下在课堂上回答问题。
我不明白为什么有些人对上英语课感到如此不安。
上英语课时主动回答问题会让我感到难堪。
当老师纠正我的错误,而我听不懂时,我会感到不安。
即使我做了充分的预习,上英语课时我还是感到焦虑。
我害怕我的英语老师会随时更正我的每一个错误。
在英语课上发言我感到紧张、不知所措。
当英语老师问我没有事先准备的问题时,我会紧张。
学英语要记那么多规则,我都要崩溃了。
老师上英语课的进度很快,我担心落在别人后面。
英语考试时,我总是很放松。
当我在有压力的情况下英语考试作答时,我脑袋一片空白。
当英语考试很难时,还没开始考我就觉得很挫败。
在重要的英语考试时,我想知道其他同学是否会考得比我好。
我担心没有完成英语课堂作业的后果。
英语考试开始时,我会因紧张而导致无法思考。
一拿到英语试卷,我要花点时间冷静下来才能开始进行思考。
在英语考试时,我因为太紧张以致于本来会的,却忘掉了答案。
我觉得考试取得好的英语成绩要承受很大压力。
我会因担心重要的英语考试如期末英语考试、四、六级考试等而失眠。
英语考试时,紧张导致我犯了粗心的错误。
和英语本族人呆在一起我会感觉放松自在。
我很害怕在小组讨论中表达自己的想法。
发表英文演讲时,我太紧张以至于忘记了我所知道的观点。
和一个不熟悉的人用英语交谈,我觉得很紧张。
用英语与英语本族人交流我不会感到紧张。
总的来说,上英语课参加小组讨论时我比较放松。
在同学面前说英语我感到不自然。
上英语课小组讨论时回答问题我感觉很放松。
我不害怕在英语交谈中大胆地说出自己的意见。
我不害怕参加英语课堂活动。
当发表英语演讲的时候,我的思维会很混乱。
与其他同层次的人相比,我觉得我是一个有价值的人。
我觉得我有很多优点。
总的来说,我觉得我是一个失败者。
我觉得我没有什么可以值得骄傲的。
总的来说,我对自己比较满意。
我希望我能够更加尊重自己。
有时候,我觉得自己很没用。
当我说英语时,我从来都感到不自信。
我总是认为其他学生的英语比我好。
我经常不想去上英语课。
当我在英语课上发言时,我感到自信。
我总觉得其他学生的英语口语比我好。
在去上英语课的路上我感到自信而且很放松。
说英语时,我害怕同学嘲笑我。
英语考试前,我觉得很轻松并且充满信心。
英语考试过程中,我觉得很轻松并且充满信心。
我相信我有能力在期末英语考试中取得预期成绩。
我相信我有能力解决在英语学习中遇到的任何问题。

The Relationships Among Self-Esteem, Situational Anxiety and English Proficiency — A...
Appendix II

Rotated Component Matrix of Self-Esteem Scale

<table>
<thead>
<tr>
<th>Component</th>
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</tbody>
</table>

Extraction Method: Principal Component Analysis
Rotation Method: Varimax with Kaiser Normalization
Rotation converged in 5 iterations

Rotated Component Matrix of situational anxiety scale

<table>
<thead>
<tr>
<th>Component</th>
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<th>4</th>
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From the perspective of semantic联想 tests, the author explores the organization structure of psychological vocabulary in a second language. The study compares the response patterns of English learners at different proficiency levels. Statistical results indicate that in the初级 group, responses were dominated by unconnected and phonological types. In the middle and advanced groups, the proportion of unconnected and phonological responses decreased, with a significant increase in combinational and aggregational types. The author concludes that as the proficiency level of learners increases, the organization structure of psychological vocabulary in a second language undergoes a developmental change. This study provides empirical evidence for the Self-Organizing Model of Bilingual Processing.

Key Terms: Self-Organizing Model of Bilingual Processing, psychological vocabulary, organization structure, restructuring.

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Key Terms: Self-Organizing Model of Bilingual Processing, psychological vocabulary, organization structure, restructuring.
本文旨在测试瑞士德语区方言为主的语言环境下学龄前移民儿童标准德语水平。通过对测试方法和数据分析方法的讨论,并结合实证研究中口语语料中的问题,分析学龄前儿童二语习得中的来自方言的负迁移影响。

关键词:测试;儿童二语习得;方言;标准德语

长对话多项选择听力测试题结构效度的追述法研究

重庆交通大学外国语学院 郑宇静

重庆大学外国语学院 辜向东

本文采用追述法调查了八名中国非英语专业大学生答题时的思维过程,探讨了长对话多项选择听力测试题的结构效度。研究发现长对话多项选择听力测试题能够测试听力能力理论框架中所规定的语法知识、话语知识、语用知识以及所有的认知和元认知策略,从一定程度上证明了它的结构效度。但是,多项选择题型从"表面搭配"、"阅读"及"缺乏理据的猜测"三方面影响考生的考试表现,并对测试的结构效度构成威胁。研究还发现,长对话听力材料为考生提供了更多的语境线索,但对考生的短期记忆能力提出了更高的要求。

关键词:结构效度;多项选择听力测试题;追述法

中学英语教师对英语口语的理解和测试操作

广东外语艺术职业学院外语系 冯冰清

以英国的口语研究理论为框架,本研究采用问卷和访谈的方法调查了广东十所中学的英语教师对英语口语和口语测试的理解和具体操作。结果表明,许多中学英语教师对英语"口语"一词还存在着误解,因此没有从语言的应用和真实交际的角度去测试学生的口语水平。本文提出了提高中学英语教师专业水平的必要性,建议在中学采用交际性口语测试和形成性评价。

关键词:英语口语;口语测试;交际能力

中国教师声音:跨文化经历对高校EFL教师发展的影响

英国北安普敦大学 冯 燕

韶关学院外语学院 尉立萍

本文作者认为与没有跨文化经历的英语教师相比,有这样经历的教师对英语国家的文化更敏感。研究者就跨文化经历对高校EFL教师发展的影响进行了调查研究。本研究在中国的两所大学进行了问卷调查(N = 39)、案例分析和描述性面谈等三方佐证。本研究所涉及到的数据与信息都是中国在英语国家学习过的和正在英语国家学习的大学教师所提供的。发现证明了研究者的假设,跨文化经历对高校EFL教师教学具有积极的影响,同时还揭示了与没有跨文化经历的教师相比有这样经历的教师在寻求教师发展方面更加积极主动。同时还揭示了由于多方面的原因,中国大学英语教师在其自身发展中正面临重重困难。

关键词:教师动力;跨文化经历;EFL教师职业发展;教师声音;中国大学生在线共时写作同伴互评探析

海南医学院外语部 翁克山 李 青

本研究旨在调查学生在共时学习网络环境中如何通过同伴互评来评价彼此的写作,着重探讨了在线共时同伴互评过程中学生互评的频率、方法、风格及态度。研究发现,在这种模式中,学生每次都可从同伴那里获得许多评价反馈,但同时发现,他们虽然对这种模式的互评持积极的态度,其互评手法的批判水平都普遍偏低。研究结果表明,共时在线写作互评虽然不能有效提高学生批判性思维能力,但对提高他们的形态学技能及培养其写作过程中的读者意识都有着非常积极的促进作用。

关键词:同伴互评;共时学习网络;在线写作社区

对目标语言形式的注意在言语输出中的显性表现研究

北京外国语大学英语学院 陈亚平

自1990年Schmidt提出注意假设以来,注意对二语习得的重要性在言语输入和输出研究中都受到了越来越多的关注。在很多研究中,注意常常被认为是导致习得者言语表现改变的一个重要因素,因此如何使用有效手段来测量习得者在输入或输出中对某个语言形式的注意,对提高研究的内部信度具有很重要的意义。目前二语习得领域普遍采用的几种测量方法都存在不足。本文运用Levell的一语输出模型和de Bot的二语输出模型以及其他相关研究,指出紧邻相关语言形式前或后的停顿、编辑语汇、重复和自我修正是输出中对目标语言形式的注意的显性表现。本研究设计的对比实验证实了这一推论,为今后研究输出中对语言形式的注意提供了一个直接的手段。

关键词:注意;注意的显性表现;言语输出