

A Survey of High School Students' English Vocabulary Learning Anxiety

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Abstract: In the process of English learning, vocabulary, as a basic material, occupies a very important position in the process of language learning and application. It is the basis for the learning of listening, speaking, reading and writing skills. Due to the differences between a large number of actual teaching ideals and the obtained teaching results, this paper will conduct a questionnaire survey on all students in two general classes of a senior high school in Nanchong based on Horwitz's anxiety scale. The questionnaire includes three dimensions: academic anxiety and communication anxiety. and classroom anxiety; By analyzing students' anxiety about vocabulary learning in different dimensions, we try to find teaching strategies to deal with anxiety about vocabulary learning.

Keywords: Vocabulary Learning Anxiety; Vocabulary Teaching Strategies; Anxiety Scale

1. Foreign Language Learning Anxiety

Horwitz et al. (1986) pointed out that foreign language anxiety is a peculiar phenomenon of language learning, and believed that foreign language anxiety is related to classroom language learning, arising from the unique and complex self-knowledge, belief, emotion and behavior in the process of language learning, and further pointed out Foreign language anxiety includes communication anxiety, test anxiety and negative evaluation fear. Its characteristics are described by Horwitz et al. (1986). Generally speaking, in addition to the general psychological and physiological characteristics of anxiety, students with foreign language anxiety, such as sweating palms, stomach discomfort, rapid heartbeat, difficulty concentrating, insomnia, etc. These students also have unique characteristics of foreign language learning. The typical anxiety characteristics are as follows: avoid expressing some difficult information in foreign languages, slur in oral expression; pronunciation changes, unable to grasp the tone and rhythm of the language, often forget the words and phrases just learned; consciously avoiding or leaving early, etc.,

2. Theoretical Basis: Krashen's "Emotional Filter Hypothesis"

Krashen proposed five hypotheses in the late 1970s, including the affective filter hypothesis, the input hypothesis, the acquisition hypothesis, the monitoring hypothesis, and the natural order hypothesis. Krashen pointed out in 1982 that understanding of language input is a necessary condition for language acquisition. The learner must absorb the intelligible language components in the language input, and the acquisition will take place. He believes that emotion has a certain filtering effect on language input. The emotional aspects of learning can hinder or accelerate language acquisition. Regarding the affective filter hypothesis theory, he pointed out that there are three affective variables that mainly affect second language acquisition, namely anxiety, learning motivation and self-confidence. When language learners' anxiety is reduced, their learning motivation is stronger, and their self-confidence is increased, language learners are more likely to master the target language well.

3. Research Status of Related Topics at Home and Abroad

3.1 Current Status of Foreign Research

Before the mid-1980s, researchers mostly used the personality-state anxiety method to study the development of anxiety in foreign language learning. Since the mid-1980s, the rate of research on anxiety and foreign language learning has increased. At this stage, researchers mostly use situational anxiety theory to study the effect of anxiety on foreign language learning. In the early use of personality-state anxiety scale, the research results show that anxiety and foreign language learning are mostly contradictory, and some show that the two are positively correlated, and some are negatively correlated, or zero correlation and other different results. These results prompted researchers to find that not all anxiety is bad for learning, and some anxiety is good for learning. William (1991) put forward the U-shaped theory when studying personality-state anxiety and promoting anxiety and inhibiting

anxiety. He believed that when anxiety is very low, language ability is also very low, and with the increase of anxiety, within a certain range of anxiety In the U, language ability will also improve, and after reaching the top of U, language ability will decline with the increase of anxiety. At present, there is a new trend in the research on the impact of classroom anxiety on foreign language learning. Researchers have begun to focus on more specific anxiety and various foreign language proficiency relationships. Saito, Horwitz, Grace (1999) designed a foreign language reading anxiety scale, and the study found that foreign language reading anxiety was negatively correlated with foreign language performance.

3.2 Current Status of China Research

In China, some researchers have done related research on English performance, achievement motivation, and anxiety state. They have studied the relationship between anxiety state and English performance, the relationship between test items and anxiety state, and the relationship between anxiety state and gender differences. Some domestic educators advocate that anxiety can be divided into promoting anxiety and hindering anxiety.

4. Investigation and Analysis on the Current Situation of Vocabulary Learning Anxiety

4.1 Research Purpose

The purpose of this study is to investigate the anxiety level of vocabulary learning among students in one or two general classes of a senior high school in Nanchong.

4.2 Research Participants

There are 108 students in one or two classes of a high school in Nanchong City. A total of 108 questionnaires were sent out in this survey, and 105 were returned, including 4 invalid questionnaires for 12 classes and 6 invalid questionnaires for 16 classes, and 95 valid questionnaires.

4.3 Investigation Content

The researchers used a revised version of Du Xin's re-examination of Horwitz's Foreign Language Classroom Anxiety Scale. The questionnaire includes 21 questions, including three dimensions of communication anxiety, academic anxiety, and classroom anxiety. The set reverse problems include 2, 4, 5, 8, 9, 10, 11, 14, and 19. The author first uses SPSS to analyze the reliability and validity of the questionnaire, and the results are as follows:

Table 1: Reliability Analysis

Reliability Statistics		
Cronbach Alpha	ronbach based on normalization terms Alpha	Terms
.900	.902	21

It can be seen from Table 1 that the alpha coefficient is 0.902, which is greater than 0.7, indicating that the questionnaire has high reliability. It also indicates that the validity of the questionnaire can be further tested.

Table 2: Validity Analysis

KMO and Bartlett test		
KMO Sampling Suitability Quantity。		.838
Bartlett's sphericity test	approximate chi-square	825.302
	degrees of freedom	210
	salience	.000

It can be seen from Table 2 that the KMO value is 0.817, which is greater than 0.6, indicating that there is a correlation; and the P value is 0.000, which is less than 0.05, indicating that there is a significant difference, so it is suitable for factor analysis.

4.4 Research Results

After summarizing the data of the questionnaires, the researchers analyzed the 95 returned questionnaires. The theoretical scale score of the questionnaire is between 21 and 105 points, and the higher the score, the higher the anxiety level of the subjects. From Table 1, we can see that the minimum value of the subjects' vocabulary learning anxiety survey results is 21, the highest value is 104, the average is 65.6667, and the standard deviation is 12.87937.

Table 3: Descriptive Statistics

Descriptive Statistics					
	N	Min	Max	Mean	standard deviation
Total	105	21.00	104.00	65.6667	12.87937
Number of valid cases	105				

Scores in the high 25% and low 25% of the 105 subjects were determined in order to determine high and low subgroups. Twenty-five percent of 105 is about 26, so the 26th with a high score would have a score of 72, and the bottom 26th would have a score of 58. In this way, it can be determined that the total score above 72 is a high group, and a total score below 58 is a low group. It is necessary to test whether the two groups and two samples are significantly different in these 21 variables, and the independent sample t test is used. Due to space limitations, the specific data of the independent sample T test are not shown here. According to the data, it can be seen that the significance levels of the t values of the two groups on 21 variables are 0.000 and 0.002, both of which reach the significant level, and the 95% confidence interval of the difference between the means does not include 0, indicating that the high group and the low group are in all There were significant differences in 20 variables. Based on this, it can be concluded that the corresponding 20 questions in the questionnaire have good discriminating power.

According to the data obtained, it can be seen that a large number of students have certain anxiety in the process of vocabulary learning. Further analysis, as shown in Table 5 in Question 6: When doing reading comprehension, I am not good at connecting the context through the theme, guessing the meaning of new words, always Is afraid of making mistakes The average score is 3.13; No. 15: I think vocabulary learning is the biggest difficulty in my English learning The average score is 2.93; the highest average score is 10 questions: I can't summarize similar topics , 3.67 points. From the options given by the research subjects, we can see that vocabulary anxiety has a certain impact on other aspects of English learning. Therefore, in the teaching process, teachers should pay attention to the students' vocabulary learning, improve the teaching plan in time, and follow up the students' situation.

References

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