

Research on the Chinese Learning Anxiety of Teenagers among New Thai Chinese Immigrants

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Abstract: In recent years, the number of overseas Chinese learners has increased rapidly, and the demand for the effectiveness of Chinese learning has been increasing. The theoretical research and teaching practice of the second language teaching have found that learners' emotional state has a direct impact on their learning behavior and learning effect. As an important emotional variable restricting the effectiveness of foreign language learning, learners' learning anxiety has become a research topic in the process of Chinese teaching. As a new group of Chinese learners, the status quo of Chinese learning and learning psychology of new overseas Chinese immigrants are of great significance to the study of Chinese teaching abroad. This paper studies the Chinese learning anxiety of teenagers among new Chinese immigrants in Chiang Mai, Thailand, by means of questionnaires, analyzes the current situation of Chinese learning anxiety and its related factors, and then puts forward corresponding suggestions and countermeasures from the dimensions of Chinese learners and Chinese teachers, with a view to helping the teenagers among new Chinese immigrants improve their Chinese learning anxiety and improve their Chinese learning efficiency, so as to promote the improvement of local Chinese teaching level.

1. Introduction

New Chinese immigrants mainly refer to the group of Chinese immigrants who emigrated overseas in the 1980s and later. On the one hand, they agree with the values and lifestyles of the countries they emigrated to a large extent. On the other hand, due to family and history, some parts of Chinese culture have been preserved as an endogenous cultural complex. With the growth of demand for Chinese professionals in Southeast Asian countries and the promotion of China's "The Belt and Road" policy, the number of learning Chinese has increased year by year, reaching the climax of learning Chinese. Since the 1960s and 1970s, the relationship between emotional factors and second language learning has also attracted widespread attention. As an important emotional variable restricting the effectiveness of foreign language learning, the study of learning anxiety is a research topic that must be faced in the process of teaching Chinese as a foreign language. Qian Xujing (1999), a pioneer in the study of Chinese learning anxiety in China, called the anxiety of foreign students in learning Chinese as "Chinese learning anxiety"[1].

Since the beginning of the 21st century, the research on second language learning anxiety has been gradually carried out in China, however, the research on learning anxiety of overseas Chinese learners is not enough, especially for the special group of new Chinese immigrants. Therefore, to study the Chinese learning anxiety of teenagers among new Chinese immigrant has a certain promoting effect on the improvement of the overall Chinese level of this group and the overall level of overseas Chinese teaching.

2. Survey Design

2.1 Objective of Survey.

To understand the current situation and related factors of Chinese learning anxiety of teenagers

among the new Chinese immigrants in Chiang Mai, Thailand, the author conducted a questionnaire survey for teenagers among the new Chinese immigrants in Chiang Mai, Thailand, and made statistics and analysis of the survey results.

2.2 Subjects of Survey.

The subjects of this survey are teenagers among new Chinese immigrants in Chiang Mai, Thailand. The sampled subjects are mainly distributed in Chiang Mai Christian School, Sarasas Witaed Chiang Mai School, Chiang Mai Sacred Heart School, Thepbodint Wittaya School and Thai Regina School. They are mainly Chinese learners aged 16 to 18 years in senior high school. The total number of subjects in this survey is 34, including 20 girls, accounting for 59% of the total number and 14 boys, accounting for 41% of the total number.

2.3 Survey Method.

The author mainly used the Chinese Classroom Anxiety Scale (CLCAS) which has great influence in the academic circles. The scale is improved on the basis of Foreign Language Learning Anxiety Scale (FLCAS) developed by Horwitz et al. According to the test, FLCAS has a high reliability, the reliability coefficient is 0.93, and the improved CLCAS has a high reliability coefficient of 0.88. The author conducted a questionnaire survey among senior high school students of new Chinese immigrants in Chiang Mai, Thailand. According to the statistical results of the valid questionnaires collected, the related situation of Chinese learning anxiety was analyzed.

2.4 Survey Content.

The questionnaire in this paper consists of two parts:

The first part is mainly about the basic information of the subjects and four choice questions.

The second part is a questionnaire about the performance of Chinese learning anxiety and its influencing factors. The CLCAS, which was based on the FLCAS developed by Horwitz et al., was used to investigate the performance of Chinese learning anxiety. According to the scoring principle of the Five-Point Scale, the answer is recorded as one to five choices, indicating “total disagreement, disagreement, uncertainty, agreement and total agreement”. The total score of positive and negative descriptions is 130 and 35 respectively. The higher the total score, the stronger the Chinese learning anxiety of the respondent. The lower the score, the weaker the Chinese learning anxiety of the respondents. When the Chinese learning anxiety level of the respondents is described positively (e.g. Question 2, “I don’t want to answer the teacher’s questions in class”), they are scored according to “1, 2, 3, 4, 5”. When the Chinese learning anxiety level of the respondents is described inversely (e.g. Question 6, “I don’t feel nervous when I come home and speak Chinese with my family”), they are scored according to “5, 4, 3, 2, 1”. There are 12 questions in the influencing factors questionnaire of Chinese learning anxiety, and the scoring method is as above.

2.5 Survey Implementation.

Through the issuance of questionnaires to 35 teenagers among new Chinese immigrants, author made statistics and analysis of the results of the survey. 35 questionnaires were distributed and 34 were recovered, with a recovery rate of 97.1%, 34 valid questionnaires and a validity rate of 100%. The data of the questionnaires were processed by SPSS17.0 (Social Science Statistics Software Package 17.0).

3. Analysis of the Current Situation of Chinese Learning Anxiety and Influencing Factors of Teenagers Among New Thai Chinese Immigrants

3.1 Overall Anxiety Level.

After the statistics of the recovered questionnaires, it was found that the highest anxiety value was 126, the lowest anxiety value was 63, the average score was 93.7, and the standard deviation was 15.831. Through the analysis of the four basic skills anxiety data, the author found that the Chinese learning anxiety of teenagers among new Chinese immigrants in Chiang mai, Thailand

mainly focused on the aspects of writing and reading, and only a few learners felt anxiety in listening and speaking.

3.2 Itemized Anxiety Level.

The Chinese Learning Anxiety Scale is divided into eight categories, namely, the anxiety of being questioned, the anxiety of oral speaking (the anxiety of oral speaking in class and after class), the anxiety of examinations, the anxiety of listening, the anxiety of correcting errors, the self-evaluation, the attitude towards Chinese classroom and other learning anxiety. Based on the analysis of the valid questionnaires collected, the ranking of the average and anxiety values of the above eight categories of Chinese learning anxiety is shown in Table 1.:

Table 1 Average and ranking of all kinds of anxiety in Chinese Learning Anxiety Scale

Category	One	Two		Three	Four	Five	Six	Seven	Eight
		One	Two						
Average	3.21	2.88	2.03	2.85	2.85	2.89	2.91	2.94	3.04
Ranking	1	6	8	7	7	5	4	3	2

In Table 1. it can be seen that the average value of the first type of anxiety of being questioned is the highest among the above eight types of Chinese learning anxiety, while the lowest one is the extracurricular oral anxiety, with the anxiety average of only 2.03, followed by listening anxiety and test anxiety.

3.3 Influencing Factors of Learning Anxiety.

The influencing factor questionnaire of Chinese learning anxiety is divided into seven categories: teachers' teaching methods, learners' own factors, Chinese itself, teaching materials, cultural differences, competition and examination. Based on the analysis of the valid questionnaires collected, the author summarizes the basic data of the above seven factors. The average value and ranking of the above seven factors are shown in Table 2:

Table 2 Average and ranking of all kinds of factors affecting Chinese learning anxiety

Category	One	Two	Three	Four	Five	Six	Seven
Average	2.78	3.19	3.21	2.72	2.06	3.09	3.06
Ranking	5	2	1	6	7	3	4

From above table, it can be seen that the highest average of all kinds of influencing factors of Chinese learning anxiety is the third kind of factors about Chinese itself. Besides the factors about Chinese itself, the average of learners' own factors is also very high. The lowest average of the seven kinds of influencing factors is the fifth kind of factors about cultural differences, with the average of only 2.06.

To further analyze the related influence factors of Chinese learning anxiety of teenagers among new Thai Chinese immigrants, the author counts the first four factors that most likely cause Chinese learning anxiety of the learners, as shown in Table 3:

Table 3 Four factors affecting Chinese learning anxiety with the highest average value

Items	Questions	Average
8	I think the pronunciation of Chinese is very difficult. I can't fully understand it.	3.29
9	I don't have an effective way to learn Chinese.	3.24
3	I feel nervous when I speak Chinese in front of the class.	3.21
11	When my class performance is not as good as that of my classmates, I feel very humiliated.	3.09

At the same time, the author also makes statistics on the first three factors that are least likely to

cause anxiety in Chinese learning, as shown in Table 4.

Table 4 Three factors affecting Chinese learning anxiety with the lowest average value

Items	Questions	Average
4	I don't like Chinese culture and the way of thinking of Chinese people very much.	2.06
10	The leaning content of my class is too difficult for me to keep up with.	2.68
1	In class, I have no chance to do oral expression training.	2.68

It can be found from the above table that the first three factors that are most unlikely to cause learners' anxiety in Chinese learning are cultural differences, content of textbooks and teaching methods of teachers.

4. Teaching Suggestions on Improving Chinese Learning Anxiety of Teenagers among New Thai Chinese Immigrants

4.1 For Learners.

In the process of learning Chinese, learners' emotional state directly affects their learning behavior and learning effect. Learning to alleviate learning anxiety plays a key role in improving the learning effectiveness of Chinese learners. Therefore, the following learning suggestions are proposed:

The first point is to enhance self-confidence and evaluate oneself objectively.

In the process of Chinese learning, learners must enhance their self-confidence in learning Chinese, have an objective evaluation of themselves, formulate reasonable learning objectives, and alleviate excessive learning anxiety.

The second point is to overcome timidity and actively use Chinese to communicate with people.

In the process of learning Chinese, learners should not worry about their limited Chinese proficiency, not be afraid of being rejected, not afraid that they can not speak Chinese well, but learn to speak boldly.

The third point is to learn to control your emotions reasonably.

In the process of Chinese learning, learners should learn to control and regulate their emotions reasonably. They can consult teachers and listen to their suggestions, and can also communicate with their classmates and learn from their methods of dealing with learning anxiety.

4.2 For Chinese Teachers.

The first point is to create a relaxed, happy, harmonious and interesting classroom atmosphere.

Teachers should encourage students to speak Chinese, give them enough time to prepare, advocate group cooperation, enrich classroom activities, and create a relaxed learning atmosphere, so as to enhance students' interest in learning Chinese.

The second point is to strengthen the communication between teachers and students to help students develop an objective sense of self-evaluation.

Teachers should often communicate with students, understand the needs of students, and enhance students' trust in teachers. Teachers should also help students develop an objective sense of self-evaluation.

The third point is that we should know how to correct mistakes.

When correcting errors, teachers should pay attention to choosing the right time to correct them. They should also choose simple methods to make them more acceptable to students.

The fourth point is to teach students how to alleviate anxiety.

Teachers should help students find effective ways to learn Chinese while making them realize that learning anxiety is prevalent in learning life, so that students can get twice the result with half the effort, so as to alleviate students' anxiety in learning Chinese.

The fifth point is that the content of teaching should be gradual from easy to difficult.

The content of teaching should be from easy to difficult, from simple to complex, and step by step.

4.3 For Other Aspects.

The relevant administrative departments of the school can hold more cross-cultural exchange activities with the local Confucius Institutes to improve students' interest in Chinese learning and reduce students' anxiety in Chinese learning.

5. Conclusions

Foreign language learning anxiety belongs to a special kind of anxiety, which is a kind of anxiety in a specific situation. Through a questionnaire survey of the teenagers among new Chinese immigrants in Chiang Mai, Thailand, this paper analyzes the performance and causes of their anxiety in Chinese learning, and then puts forward constructive suggestions from the two dimensions of Chinese learners and Chinese teachers to improve the overall quality of teaching Chinese as a foreign language, so as to alleviate the anxiety of teenagers among new Chinese immigrants abroad in learning Chinese, and improve their Chinese level and learning efficiency.

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