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Abstract
This study was designed to investigate English speaking anxiety among undergraduate English major students and to explore the factors affecting English-speaking anxiety. A total of two hundred ninety-three valid questionnaires were chosen for data collection in this study. Participants are from the four-year college program of 2006 classes. English Language Speaking Anxiety Scale (ELSAS) (adapted from Pite, 1996) was utilized to collect the data needed in the present study. The SPSS version 10.0 from Windows was administered to compute the data collection. Descriptive statistics, t test, and one-way ANOVA were used to analyze the data at $p<.05$ level. The major findings of the present study were illustrated. First, participants in this study showed higher English speaking anxiety in pronunciation ($M=4.22$); it also indicated that most participants care about their pronunciation the most when speaking English. Second, almost every participant (93%) felt that they would like to be a good English speaker; this highly-motivated statement showed lowest English speaking anxiety among all items in the questionnaire ($M=1.43$). Third, regarding to participants' demographic variables, there were significant differences in age ($F=.000$, $p<.05$), year of study ($F=.002$, $p<.05$), English level ($F=.000$, $p<.05$) and age commencement of English study ($F=.014$, $p<.05$). Finally, regarding participants' social variables, only attitude was found to have significant differences in English language speaking anxiety; six out of eleven statements were found to have significant differences in the attitude section: 1) Do you like ABCs (American Born Chinese)? 2) Do you come to dislike or despise your friends if they are afraid of speaking English with foreigners? 3) While watching an English movie, how often do you try to only listen to and not read the Chinese subtitles? 4) Do you like yourself while speaking English? 5) Personality. 6) Does it bother you when you are not able to communicate with people in English? The results from this study suggested that language instructors should understand the levels and reasons of language learners' speaking anxiety in EFL learning so as to create a learners-friendly context.
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