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Abstract
This study investigated the impact of English learning anxiety on Taiwanese students when they were studying English in Britain. The major instrument for this study was the Foreign Language Classroom Anxiety Scale (FLCAS), which consists of communication apprehension, test anxiety, and fear of negative evaluation. In addition, semi-structured interviews were given to help contextualize the participants' perceived anxiety into their English learning experience in the United Kingdom. These two research instruments were utilized mainly to explore the participants' perception of anxiety over English learning and further find out the causes and consequences of their perceived anxiety.

Results of this study indicated that the participants perceived different levels of anxiety and had diverse reactions to their own anxiety. The most anxious participant was aware of her debilitating anxiety and had the behaviors of abandonment, avoidance, and postponement. On the contrary, the facilitating anxiety perceived by the less anxious participants was beneficial for encouraging them to study harder or seek for other people's help. This study not only exemplified the existence of debilitating and facilitating anxiety but also accounted for the distinct effects of both kinds of anxiety. Most important of all, the study conducted from the participants' perspectives suggested that everyone has a different perception of English learning anxiety. Therefore, teachers should be able to recognize their students' language anxiety and help them manage the anxiety.
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