

Foreign Language Anxiety Phenomenon and Coping Strategies among Students in Business English Audio-Visual and Speaking Courses

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Abstract: As a course that emphasizes practical international business communication skills, Business English Audiovisual Speaking requires students not only to master language skills, but also to be able to apply them flexibly in a real business environment. However, this highly practical and professional requirement often causes students to encounter difficulties in language comprehension, expression and failure to keep up with the progress in the learning process, thus triggering foreign language anxiety. Such anxiety not only affects students' learning efficiency, but also may lead them to fear negative evaluations and even refuse to communicate in a second language when necessary. Based on the theory of foreign language anxiety, this study takes students majoring in Business English in College G as the research object and analyzes in depth the phenomenon of students' foreign language anxiety in Business English Audiovisual Speaking course. It is found that students generally have moderate to severe foreign language and listening anxiety in this course. To this end, targeted coping strategies were proposed, including students' self-regulation strategies and teachers' effective teaching methods. These strategies aim to help students alleviate their foreign language anxiety, thereby improving their language learning, and ultimately cultivating high-quality talents who are competent in the international business environment. Through this study, we hope to provide an empirical basis for the field of business English education and contribute to the reduction of students' foreign language anxiety and the improvement of teaching quality.

Keywords: Business English; Audiovisual-speaking course; Foreign language anxiety.

1. Introduction

The Business English Audiovisual Speaking course, a vital segment of the Business English curriculum, is strategically crafted to cultivate professionals adept in the “English + Professional” paradigm. This approach is instrumental in developing talents who can seamlessly navigate the global business landscape. The curriculum focuses on enhancing practical competencies through a combination of listening comprehension, oral communication, and video analysis exercises. These elements are not just about language learning; they are about integrating language skills into real-world business contexts, thereby equipping students with the necessary tools to thrive in international commerce.

However, a significant challenge encountered in these courses is the prevalence of foreign language anxiety among students. This psychological barrier, characterized by apprehension, nervousness, and unease, emerges prominently in the context of learning and applying a second language, particularly in high-stakes business environments. Such anxiety not only impedes learning efficiency but also hampers career progression in the field. Students, grappling with self-doubt in their linguistic abilities and the high professional expectations of business English, often find themselves in a state of distress, negatively impacting their engagement and enthusiasm in the classroom.

Consequently, addressing this issue becomes paramount in the realm of Business English education. The specific course under scrutiny in this study aims to delve into the intricacies of foreign language anxiety within the Business English Audiovisual Speaking course. By examining the roots of this anxiety and its manifestations, the study seeks to offer

insights and strategies that can enhance the learning experience, thereby preparing students more effectively for the demands of the international business world. This exploration is not just an academic exercise but a crucial step towards empowering students to overcome their fears, embrace the learning process, and ultimately succeed in the global business arena.

2. Literature Review

2.1. The definition and characteristics of foreign language anxiety

Foreign language anxiety is defined as a set of emotional and cognitive responses that arise when learning or using a second or foreign language. Horwitz and his colleagues first studied foreign language anxiety as a phenomenon distinct from other anxieties in the process of language learning in 1986. They postulated that the phenomenon of foreign language anxiety refers to the specific self-perception, emotions, beliefs, and behaviors related to language learning in the classroom, which represents a unique phenomenon in language learning due to the specificity of foreign language learning [1]. The phenomenon of students' foreign language anxiety and coping strategies in a business English audiovisual speaking classroom is an area of concern.

Firstly, foreign language learning anxiety has been extensively researched for many years. Studies have shown that this anxiety manifests in various ways, including through affective factors, individual learner differences, communicative behaviors, and linguistic and cultural environments. MacIntyre investigated the relationship between language anxiety, perceived second language

proficiency, and actual second language proficiency. He found that language anxiety was negatively correlated with perceived and actual proficiency in a second language[2]. A review of the literature reveals that researchers have explored the development history, research hotspots, and the direction of credibility research on foreign language learning anxiety[3]. As observed by Ting Peiqin, existing anxiety studies have identified that English majors exhibit varying degrees of anxiety. This includes the network multimedia teaching reform and the independent classroom teaching reform. In the business English audio-visual speaking classroom, the phenomenon of students' foreign language anxiety and their coping strategies is an area of concern. Zhang TingTing conducted an investigation into the data and concluded that English learning anxiety has a significant impact on learning burnout[4]. This is evidenced by the fact that learners with higher levels of learning anxiety tend to experience more severe learning burnout, which in turn reduces the effectiveness of their final performance. MacIntyre have proposed three views of anxiety. The first view of anxiety is considered to be a universal personality trait that word several situations are related. The second is about the here and now experience of anxiety as an emotional state. The third view is about a specific form that persists over time in specific situations[5]. These are referred to as trait anxiety, state anxiety, and situational anxiety, respectively.

The above studies found that students' personality traits, learning environments and learning strategies are related to foreign language anxiety. Positive emotion regulation, effective learning methods and teachers' teaching methods can help to alleviate students' foreign language anxiety and improve learning outcomes. In this study, we will combine the anxiety scale FLCAS mentioned above to investigate the anxiety factors of Business English audiovisual speaking students in this group of Business English majors, analyze them and propose corresponding measures. The results of the study and the practicality of the strategies will be used to help students alleviate their anxiety problems.

2.2. Business English Audio-Visual course study

Business English audio-visual speaking course content is one of the ways to cultivate students' business communication skills. In the program, students are taught the three perspectives of visual listening and speaking, the use of video simulation of business scenarios to let students feel the realistic business communication occasions and the use of group simulation of business scenarios to enhance the students' practical ability. This course is one of the required courses for Business English majors. Today's scholars'

research on this course is mostly based on theoretical teaching analysis, teaching research and teaching design, combined with the modern network teaching platform, the method is more in line with the modern situation. This study uses the Foreign Language Classroom Anxiety Scale (FLCAS) to experimentally investigate the level of foreign language anxiety in Business English Audiovisual Speaking courses, to analyze the causes of foreign language anxiety, and to explore additional mitigation strategies. Through quantitative and qualitative methods, Wang Xin (3) found that foreign language anxiety is closely related to gender, different regions and classroom atmosphere. Overall, existing studies on foreign language anxiety are mostly focused on analyzing the causes of anxiety in students, and there are fewer studies on a particular course. Therefore we need to understand and analyze the phenomenon of students' foreign language anxiety in business English audiovisual speaking courses from multiple perspectives, and use targeted strategies to intervene effectively in order to enhance students' learning and reduce their anxiety.

3. Research Design

The relevant data will be collected in the form of questionnaire scale, analyzed by statistical software to ensure the reliability and validity of the scale, and the research will be carried out based on the curriculum modification of the questionnaire that meets the requirements. On this basis, the data of the scale will be organized and analyzed to facilitate the research results.

3.1. Research participates

The main research subjects are the second - and third - year students majoring in Business English in College G of the undergraduate school. All the research subjects study in accordance with the unified teaching plan of the school. The Business English Audiovisual - Speaking course is offered from the first semester of the second year of the major until the end of the first semester of the third year. During this period, the Business English students have less pressure regarding further education and employment, which makes this period more valuable for this study. The author randomly sampled second - and third - year students and distributed a total of 150 questionnaires. After excluding the invalid ones, 133 valid questionnaires were retained as the basis for analyzing the data of students' anxiety in the Business English Audiovisual - Speaking Course. In terms of gender, there were 40 male students and 93 female students, accounting for 30.1% and 69.9% (rounded) of the total, respectively. In terms of grade, there were 93 third - grade students. (As shown in Table 1)

Table 1. Subjects of Foreign Language Learning Anxiety Survey for College G Students

Gender * Grade Crosstabulation					
		Grade		Total	
Gender	1	Count	16	24	40
		% within Gender	40.0%	60.0%	100.0%
	2	Count	24	69	93
		% within Gender	25.8%	74.2%	100.0%
Total			Count	40	133
			% within Gender	30.1%	69.9%
				Count	133
				% within Gender	100.0%

3.2. Research Instrument and Procedures

In this study, two questionnaires will be distributed to the fixed research subjects, which are Foreign Language Anxiety Scale FLCAS and English Listening Anxiety Scale FLLAS questionnaires, and it is stipulated that the students fill in this questionnaire within a limited time, and after retrieving the questionnaires, after excluding the invalid questionnaires, and analyzing the data from the valid questionnaires. The researcher used SPSS 25 software to statistically analyze the collected data according to the research questions. To realize more deeply the extent and causes of students' foreign language anxiety in business English audiovisual speaking classroom, and to propose scientific and reasonable strategies to alleviate foreign language anxiety based on the analyzed results on the anxiety phenomenon.

The questionnaire of this study was open July 8th, 2024 and ended on July 28th, 2024, and it was divided into three parts: the first part was a basic survey of the study participants; the second part used the appropriately modified Foreign Language Classroom Anxiety Scale; and the third part used the modified Foreign Language Listening Anxiety Scale. The basic information in the first part included gender and grade level, which was used for subsequent correlation analysis.

The second citation is the Foreign Language Classroom Anxiety Scale (FLCAS), designed by Horwitz (1989) based on previous literature and his own research. The scale is categorized into three dimensions: lack of self-confidence in English class, communicative fear, and fear of negative evaluation. The scale was translated to improve readability and to better investigate anxiety levels of students in Business English Audiovisual Speaking courses. Some options were fine-tuned or deleted, with a focus on describing the state of students in and before class. The language used is clear, objective, and value-neutral, with a formal register and precise word choice. The text adheres to conventional structure and formatting features, with consistent citation and footnote style. The grammar, spelling, and punctuation are correct. No changes in content were made. In the scenario where a foreign language classroom is replaced with a Business English Audiovisual Speaking classroom, the question 'Feeling relaxed and at ease with foreigners' was removed from the questionnaire. This was done to make the questionnaire more in line with the study of foreign language anxiety for business English audiovisual speaking courses, while also excluding options unrelated to the classroom. The study employed the Foreign Language Listening Anxiety Scale (FLLAS) designed by Kim and Elkhafaifi, which is

categorized into four dimensions, namely, ambiguity tolerance, process anxiety, lack of confidence, and lack of English proficiency. The FLLAS has been modified to be relevant to the classroom of this study and translated into Chinese, with questions 11 and 20 deleted and options unrelated to the classroom excluded, so as to make the results of the scale more in line with the study of foreign language anxiety in business English audiovisual speaking courses. The questionnaire consists of 30 questions with five points of "strongly agree" and "strongly disagree", and the score range is 30-150, with the higher the score, the higher the level of anxiety.

Overall, the questionnaire consists of 31 questions, and the options are scored on a five-point scale ranging from "strongly agree" to "strongly disagree", with scores ranging from 31 to 155, and the higher the score, the more serious the level of anxiety. The reliability of the questionnaire is 0.950, (Table 2) which is above 0.9, which means that the reliability of the scale is good and can be further analyzed.

Table 2. Foreign Language Anxiety Scale Reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.950	31

According to the analysis, the reliability of the questionnaire is 0.842 (as shown in Table 3), and the reliability of the questionnaire is above 0.8, which means that the reliability of the questionnaire is good and can be analyzed.

Table 3. Reliability of the listening scale

Reliability Statistics	
Cronbach's Alpha	N of Items
.842	30

3.3. Data collection and analysis

Data from Horwitz' Foreign Language Classroom Anxiety Scale (FLCAS) showed a validity of 0.913 and a significance of less than 0.005, which passed the test of a KMO value of greater than 0.6 and a significance of less than 0.005. This leads to the conclusion that this foreign language anxiety scale yields data that can be analyzed using factor analysis. (As shown in Table 4)

Table 4. Measured Validity of the Foreign Language Anxiety Scale

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.913
Approx. Chi-Square	2216.886
Bartlett's Test of Sphericity	df
	465
	Sig.
	.000

The data from the study of foreign language listening anxiety scale designed by Kim and Elkhafaifi showed that the validity of the scale was 0.773 and the display was less than 0.005, which indicates that the scale has good structural validity. (As shown in Table 5) The data from the study of

foreign language listening anxiety scale designed by Kim and Elkhafaifi showed that the validity of the scale was 0.773 and the display was less than 0.005, which indicates that the scale has good structural validity. (As shown in Table 5)

Table 5. Measured Validity of the Listening Anxiety Scale

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.773
Approx. Chi-Square		1342.912
Bartlett's Test of Sphericity	df	435
	Sig.	.000

Analysis of foreign language anxiety level

The descriptive statistical analysis of 133 business English students' foreign language anxiety questionnaires in business English audio-visual speaking classroom will be carried out by SPSS software, as can be seen from Table 8, the mean values of all the respondents on the three dimensions of the question items are: lack of confidence in English (m=2.51), fear of negative evaluations (m=2.47), and fear of communication (m=2.33), and the order is lack of confidence in English>> fear of negative evaluations>> fear of communication, indicating that students' anxiety about their

lack of confidence in English has the greatest influence, for example, question item (26. I am more anxious in a foreign language class than in one. Negative evaluation fear>Communicative fear, indicating that students' lack of confidence in their anxiety about English is the most influential, for example, the question item (26. I am more nervous and uneasy in foreign language classes than in other classes), which is a dimension that greatly reflects the main factors of business English students' anxiety about the course, and is less influenced by communicative fear.

Table 6. Descriptive Statistics of Foreign Language Anxiety Scale

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Lack of self-confidence	133	1.27	4.73	2.5147	.69170	.478
Fear of negative evaluation	133	1.29	4.86	2.4694	.74013	.548
Sociability fear	133	1.17	4.83	2.3315	.70281	.494
Foreign Language Anxiety Overall	133	1.39	4.61	2.3524	.64897	.421
Valid N (listwise)	133					

As can be seen from table 6, the three dimensions of listening anxiety among all the respondents, namely, lack of listening confidence>worried about listening performance>

worried about the learning situation, indicate that the students think that the main factor of their listening anxiety is lack of listening confidence.

Table 7. Descriptive Statistics of English Listening Anxiety Scale

	Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Learning Situation Concerns	133	2.10	4.60	3.5992	.48843	.239
Lack of listening confidence	133	1.67	4.78	3.8129	.48516	.235
Worry about listening performance	133	2.44	4.78	3.7026	.46893	.220
Total listening anxiety scale	133	2.25	4.64	3.7011	.40738	.166
Valid N (listwise)	133					

In Table 7 above, there are eight questions with a mean score of more than 4, which proves that Business English students felt that they strongly expressed their thoughts on these items. Item 2 (2. I get nervous if a listening text is read only once in a classroom exercise on audiovisual speaking.) has a mean value of 4.22 which shows that students' lack of confidence in English can have an effect on understanding the listening material. When students have an average foundation, they will be nervous and intimidated when faced with listening materials that are only listened to once, which is not conducive to comprehending the listening materials. Item 4 (When the audiovisual speaking textbook listening material speaks English very fast, I worry that I may not understand everything.) The mean value of 4.29 shows that students pay much attention to the specific content of the listening materials, and tend to want to present the materials as they are while listening, which is less in daily contact after employment, and since people speak at different speeds and

with different accents, teachers usually give more listening materials with different speeds and accents as a way of practicing students' listening skills. Item 7 (I worry that I will miss an important point if I get distracted when the listening material is being played in my audiovisual speaking class) has a mean of 4.17, which shows that students will not pay attention when the listening material is being played, and if the instructor can communicate with the students before playing the English material in the classroom that they need to be reminded of the need to focus on the next part of the listening content when they hear the material's instructions. Question 20 (20. I always feel that everyone else in the classroom understands what the English speaker is saying very well except me.) It shows that students do not understand the lessons in the classroom, so when the teacher observes the students' expression of doubt during the teaching process, he/she can appropriately slow down the speed of lecturing or ask some questions to give the students buffer space to

understand the course content, and motivate the students more by asking questions to stimulate the students' self-confidence and increase the efficiency of the course.

In this study, a t-test was used to test whether there was a difference between grade level and gender on the dimensions

of foreign language anxiety. Usually, the significance (p-value less than 0.05 or 0.01) between the two can determine whether there is a difference.

Relationship between grade level and foreign language anxiety

Table 8. T-tests for grade level and foreign language anxiety

	sophomore	third-year senior	T	P
Lack of self-confidence	2.42±0.65	2.56±0.70	-1.081	0.282
Fear of negative evaluation	2.22±0.68	2.37±0.70	-1.192	0.235
Sociability fear	2.39±0.71	2.50±0.75	-0.781	0.436
Foreign Language Anxiety Overall	2.26±0.62	2.39±0.66	-1.110	0.269

According to the data analyzed in the table, there is a contradiction between students' self-confidence in listening and their pursuit of linguistic accuracy, which is one of the reasons for their language anxiety. Studies have shown that learners with higher demands for foreign language expression tend to have higher language anxiety.¹ The mean value of item 15 in the table is 4.14, and the mean value of item 28 is 3.77, which shows that students have higher demands for listening as well as higher anxiety.

To summarize, students may face low self-confidence and feelings of anxiety when learning English listening. Teachers can help students build up their self-confidence and improve the efficiency of their lessons by providing support and encouragement. In addition, teachers can help students improve their listening skills and reduce their feelings of anxiety by designing listening exercises and activities that are appropriate for their level. Relationship between Gender and Foreign Language Anxiety

Table 9. T-test of foreign language anxiety of business English students of different genders

	Male	Female	t	p
Lack of self-confidence	2.45±0.74	2.54±0.67	-0.706	0.481
Fear of negative evaluation	2.49±0.84	2.46±0.70	0.166	0.868
Sociability fear	2.44±0.78	2.29±0.67	1.120	0.265
Foreign Language Anxiety Overall	2.37±0.72	2.34±0.62	0.244	0.808

From the results of the t-test in Table 9, the p-values corresponding to the t-values of the three dimensions exhibited by different genders are 0.481, 0.868, and 0.265, respectively, and the p-values are all greater than 0.05, which indicates that the corresponding data are not statistically significant, i.e., gender differences are not related to the three dimensions of foreign language anxiety. However, in the mean of the data, it can be seen that the fear of negative evaluation is high across genders, and it can be assumed that being given negative evaluations in the classroom exacerbates the students' lack of self-confidence in themselves, for example, question item 19 (When the foreign language teacher is trying to correct each of my mistakes, I feel scared and unconfident.) Realizing their lack of competence after being corrected by the teacher in the classroom, they are more concerned about their self-expression in the classroom and are afraid to perform in the classroom, and the oppression of themselves and the severity of the consequences of making mistakes exacerbate the phenomenon of foreign language anxiety.

4. Findings and Discussions

4.1. Teacher factors

The purpose of Business English Audiovisual Speaking course is to enable students to utilize their abilities in a real international business environment, characterized by a distinctive interactive course. Teachers are the transmitters of knowledge, and their classroom style and teaching strategies will affect the students' performance in the business English

audiovisual classroom. Students will have different reactions to the teacher's classroom style in the audiovisual classroom and also show their foreign language anxiety.

4.1.1. Teaching Evaluation

During the lesson preparation process, can teachers accurately predict the course difficulty and adjust it to match the students' actual level? The Business English audio-visual speaking course requires teachers to provide more formal oral expression opportunities for students. This will help students to better understand and apply the course content. It is important to balance input and output in the classroom to ensure effective learning. Teachers should also consider using a variety of teaching methods to keep students engaged and interested. Secondly, students of varying abilities are more likely to produce more output. Additionally, students with different levels of proficiency may experience varying levels of anxiety. Those with better English proficiency may not feel as anxious about being asked questions or their learning progress in the audiovisual speaking course. However, for students with average proficiency, classroom questioning can be a significant source of anxiety, which can exacerbate their psychological burden. One issue is whether the teacher can determine the appropriate frequency of interaction. Additionally, excessive interactive questioning in the classroom may cause student anxiety. The teacher's ability to appropriately gauge the frequency of interaction is also important. Excessive questioning in the classroom can lead to student resistance and anxiety.

4.1.2. Inadequate teacher instruction

The scale's dimensions indicate that students' foreign

language anxiety is also influenced by the fear of negative evaluation. This anxiety is mostly triggered during the teacher's lessons, as evidenced by item 3 (In foreign language class, when the teacher calls my name, my body involuntarily trembles a little.) Foreign language anxiety can be caused by the fear of being criticized for a wrong answer and how it may affect one's image in the teacher's mind during class questioning. Teachers who display indifference or excessive criticism can create an uncomfortable classroom atmosphere and increase students' anxiety. Teachers develop their own teaching styles. It is important for them to guide students correctly, attract their attention, and stimulate their interest in learning. In Effiong's qualitative study, 21 out of 24 Japanese university English course participants agreed that they felt anxious in a quiet classroom. In a business English audiovisual classroom, the level of anxiety can be affected by students' personal impression of the teacher. Teachers

typically have one-to-many interactions in the classroom and should provide positive incentives to guide students when they are asked questions they do not feel confident answering. The teacher must consider creating a good language environment and a relaxed interactive atmosphere in the classroom, as well as providing students with appropriate opportunities to speak and giving them encouragement. It is important to avoid subjective evaluations and biased language.

4.2. Personal factors of students

A large amount of data suggests that Business English students are experiencing considerable anxiety emotions in Business English Audiovisual Speaking courses. In Business English Audiovisual Speaking classrooms, the majority of the course is based on listening, so students' listening anxiety is a larger factor for the foreign language anxiety level.

Table 10. Comparison of foreign language and listening anxiety levels

	Descriptive statistics				
	N	Minimum	Maximum	Mean	standard deviation
Foreign language anxiety	133	1.39	4.61	3.4524	0.64897
Listening anxiety	133	2.25	4.64	3.7011	0.40738

SPSS was used to analyze the relevant data to derive the mean and standard deviation of this scale in. As shown on the Table 10, the higher scores show the higher anxiety index of the surveyed students, and "according to Oxford's division of Likert scale values, a mean value greater than or equal to 3.5 is considered a high level of anxiety, between 2.5 and 3.4 is considered a medium level of anxiety, and less than 2.4 is considered a low level of anxiety[6].

4.2.1. Student Character

Some questions in the foreign language survey reveal that students can be extremely nervous, even to the point of wanting to avoid the course, when facing potential issues. For example, in the Foreign Language Anxiety Scale, item 8 (I get nervous about some of the quizzes in my foreign language class), item 22 (I find foreign language classes stressful even if prepared), and item 29 in the Listening Anxiety Scale (I get scared when I can't hear a word in an English listening text). It shows that fear and lack of self - confidence frequently occur when students encounter possible in - class situations. It's normal to be nervous about important things, but excessive nervousness often stems from students' pessimistic or introverted personalities, making them sensitive to questions and tests.

Secondly, students are used to the junior high and high school learning process where understanding classroom rules, focusing on textbooks, and answering main questions to pass exams are the main tasks, with less need for speaking or random tests. However, in university professional courses, especially in Business English Audiovisual Speaking, more student initiative and teacher - student interaction are required for input - to - output conversion. Introverted personalities can affect students' classroom motivation. When they can't understand, it leads to anxiety. Some highly anxious students underestimate their language level when required to speak and become unable to do so in class, resulting in an aversion to the major and the class. For instance, item 13 (Speaking on my own initiative in a foreign language class makes me feel embarrassed). Many students fear making mistakes or losing face by speaking too much, which restricts their public

expression.

Moreover, the Business English Audiovisual Speaking course demands students to express themselves fluently using accurate business terminology and tests their on - the - spot reaction ability, which challenges introverted students. Krashen (40) pointed out that foreign language anxiety is a significant affective variable affecting foreign language learning effectiveness. The more learners are affected by anxiety, the stronger the affective filtering effect, making it harder to progress in foreign language input and acquisition.

4.2.2. Student Ability

Research shows that another cause of students' anxiety in the audiovisual - speaking classroom is significant deficiencies in listening and speaking skills. For example, question item 4 in the foreign language anxiety scale (In foreign language class, I feel scared and helpless when I don't understand what the teacher is saying in a foreign language) and item 10 (I worry that I will not be able to pass the foreign language class), as well as question item 20 in the Listening Anxiety Scale, all reflect the anxiety and fear students experience due to not understanding the teacher's instruction. Not understanding the teacher's content greatly impacts the progress of the class. Students may give up the course, become distracted, or experience increased anxiety when they need to do group tasks or give speeches without understanding the teacher's content.

Moreover, anxiety scale items 9, 27, and 31 (Worrying about being made fun of by other students when speaking a foreign language) and item 24 in the Listening Anxiety Scale (I get nervous when I have to do scenarios in my audiovisual - speaking class) indicate that students are afraid of speaking in the audiovisual classroom, fear unprepared questions, and have more severe anxiety in expressing English. Since students are used to "input - over - output" learning in junior and senior high school, it is a great challenge for high - achieving students with few output opportunities to engage in output activities, move beyond the textbook, and take tests later.

4.3. Suggestions for Alleviating Students' Classroom Anxiety

4.3.1. At students level

As the main body with foreign language anxiety in the classroom, students in the business English audiovisual classroom need targeted mitigation strategies when their foreign language anxiety reactions are aggravated. Emotional regulation is a primary strategy for students to alleviate foreign language anxiety. When students learn to regulate emotions like the fear of embarrassment related to foreign language anxiety, it can benefit foreign language learning in the classroom. Moreover, enhancing ability is the most effective approach to alleviating foreign language anxiety. When students can handle listening comprehension and answer problems in the audiovisual classroom, foreign language anxiety will be relieved.

According to the survey results, the anxiety of business English students in the business English audiovisual - speaking classroom is closely associated with their negative emotions. Students may feel nervous, anxious, or scared, and even avoid class because they can't answer questions or fear being called on, which is closely related to self - esteem. "Self - esteem is an affective variable closely linked to anxiety, and Krashen believes that anxiety can be based on a person's level of self - esteem." (Zhang Ping 45) For instance, those with low self - esteem may worry about what their peers or friends think and fear negative reactions or comments. Students who are anxious during questioning, testing, exams, or the learning process can first alleviate their anxiety, transform their fears, and overcome their lack of confidence in English. Therefore, students' self - cultivation of self - esteem, active self - expression, and active participation in classroom activities are the keys to alleviating anxiety. "Positive psychology research shows that regulating negative emotions is the key to enhancing happiness and achieving success. Pleasant learning emotions help alleviate students' anxiety during the learning process." (Wu Qing 151)

Research data indicate that business English majors are anxious in business English audiovisual - speaking courses because they think "their English is poor, they're afraid of not understanding the teacher's questions, and they don't know how to answer them". Hence, the most fundamental way to overcome classroom anxiety is to improve one's competence. Set an achievable primary goal for yourself. When you achieve it through effort and perseverance, you'll have a sense of accomplishment, which can relieve some anxiety and improve your strength. Communicate with teachers to assess your strengths and weaknesses and change your perception of your poor English. Combined with effective learning strategies, researchers have found that in foreign language learning, output description is the first obstacle for business English majors. So, you can use the social strategy of agreeing with classmates and friends to communicate with each other at specific times, using scenarios from the audiovisual textbook for simulation. The classroom provides learning and improvement opportunities, but more importantly, efforts outside class time are also essential.

4.3.2. At Teacher level

The teacher plays a vital role in the Business English Audiovisual Speaking course. Their guidance, teaching strategies, and the classroom environment they create can impact students' anxiety levels.

Teaching method in this practical and instrumental course

requires rational use of strategies. Since students often struggle to change study habits after entering university, teachers should regulate their own emotions, face students positively, and enhance teacher - student interaction. They should observe students' emotions, comprehension, and the pace of the course, and ensure there's practice time, tailoring teaching to students' needs. In class, teachers should pose targeted problems and solutions for different students and collect post - class feedback to adjust subsequent lessons. Given students' significant listening anxiety, teachers should teach and guide them to use listening skills during teaching to improve their listening ability. As performance and learning situations improve, listening anxiety will be alleviated. Teachers can also discuss foreign language anxiety with students, making them aware that it's common and should be addressed with a positive mindset. Through communication, teachers can identify and reinforce students' positive attitudes to reduce foreign language anxiety.

The classroom environment is crucial as Business English Audio - Visual and Speaking Courses emphasize interaction. Questions like 1 (I am not confident in speaking English in a foreign language classroom) and 13 (Taking the initiative to speak in a foreign language class will make me feel embarrassed and embarrassed) show that students see classroom questioning as a test, leading to higher anxiety and silence. Teachers must change this tense questioning atmosphere. During pre - class preparation, they should consider how to question students appropriately, adjust the environment to encourage speaking, and stimulate interest. Increasing the weight of classroom performance in the final grade can motivate students to answer questions and express themselves. Timely encouragement and positive evaluation can boost their confidence and sense of achievement. Forming support groups for students of similar levels can also help. For common tests like situational simulation (e.g., as seen in Question 4 - I am often intimidated when I do not comprehend the instructions given in a foreign language; and Question 8 - I also feel nervous about some quizzes in the foreign language class), teachers can assign more group and large - scale assignments based on real international business communication scenarios, counting them towards the final grade. This helps students become familiar with business terms. Additionally, providing online resources reflecting real - world scenarios and using online assessment methods focusing on long - term ability development rather than single - test evaluation can help students overcome foreign language anxiety in this course.

5. Summary

Through a survey of business English learners, this study disclosed that these students have significant foreign language anxiety and listening anxiety in business English audiovisual - speaking courses. Foreign language anxiety, recognized as a critical affective factor influencing second - language acquisition, is widely regarded as important by educators. This research, centered on business English students in College G, intended to explore the aspects and causes of foreign language anxiety, its impact on students' business English audiovisual - speaking proficiency, and strategies to relieve this anxiety in educational contexts.

The results indicate that foreign language anxiety can arise from multiple sources. These include students' introverted or overly pessimistic personalities, lack of progress in foreign language skills, fear of teacher criticism, or peer mockery,

especially in the German context. These elements lead to increased anxiety among learners.

This study emphasizes that dealing with foreign language anxiety in language learning requires not only identifying its causes but also focusing on innovating and implementing strategies to reduce it. These strategies are vital for helping students manage and overcome their anxieties more efficiently.

Although the research offers insights into alleviating foreign language anxiety and makes preliminary suggestions, it also admits the necessity for further research to refine these strategies. Limited to business English students in College G, this investigation, due to its small sample size, indicates a broader challenge as it might not fully represent the overall situation of foreign language anxiety among students in this field.

CONFLICTS OF INTEREST

The authors declare that they have no conflict of interest.

Acknowledgements

The authors gratefully acknowledge the financial support from the University-Level Educational and Teaching Reform Project of Guangzhou Institute of Science and Technology. Project Title: Pathways for Cultivating Digital Literacy in English Teaching under the New Liberal Arts Context Project Number: 2023JG076 and "Comparative Study of

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