

University of Groningen

Foreign language classroom anxiety

Jin, Yinxing

IMPORTANT NOTE: You are advised to consult the publisher's version (publisher's PDF) if you wish to cite from it. Please check the document version below.

Document Version

Publisher's PDF, also known as Version of record

Publication date:

2016

[Link to publication in University of Groningen/UMCG research database](#)

Citation for published version (APA):

Jin, Y. (2016). *Foreign language classroom anxiety: A study of Chinese university students of Japanese and English over time*. University of Groningen.

Copyright

Other than for strictly personal use, it is not permitted to download or to forward/distribute the text or part of it without the consent of the author(s) and/or copyright holder(s), unless the work is under an open content license (like Creative Commons).

Take-down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

Downloaded from the University of Groningen/UMCG research database (Pure): <http://www.rug.nl/research/portal>. For technical reasons the number of authors shown on this cover page is limited to 10 maximum.

Stellingen

Foreign language classroom anxiety: A study of Chinese university students of Japanese and English over time

Yinxing Jin

1. FL anxiety is a complex psychological phenomenon that is related to learners' proficiency levels and personality, as well as classroom environment (Chapters 2 and 4).
2. Personality traits may have more impact on FL anxiety than classroom environment factors (Chapter 4).
3. FL anxiety can be detrimental for FL learning (Chapters 3 and 5).
4. FL anxiety may exert a larger influence on FL proficiency development than teacher support and student cohesiveness in the classroom (Chapter 5).
5. Anxiety in a FL that has been learned for a long time may become stabilized (Chapter 3).
6. FL anxiety may be independent of target languages (Chapter 3).
7. Learners may experience a high level of anxiety at the beginning of learning a new FL (Chapter 3).
8. The decrease or increase of anxiety in one FL an individual experiences may similarly influence the anxiety level in another FL(Chapter 3).
9. Supportive supervisors help to alleviate my anxiety in accomplishing a PhD project
10. Doing a PhD is rewarding.