

Mandarin Language Classroom Anxiety: Basis for a Proposed Teacher Manual

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Abstract

This study investigated the Mandarin language classroom anxiety of the Grade 8 to 10 students from two schools in Pampanga – Don Jesus Gonzales High School, Pandacaqui, Mexico and Mabalacat National High School, Dau, Mabalacat – with 253 language learners as the respondents of the study. The Chinese Language Learning Anxiety Scale of Lou (2014) was adopted as research instrument which measured the level of language anxiety of the respondents, and the Factors Affecting Foreign Language Learning Process with 24 items adapted from the Foreign Language Classroom Anxiety Scale of Horwitz, et al. (1986) was developed by the researcher and validated by the experts. To interpret the data, statistical tools such as mean and Pearson-r were used. The findings revealed that the respondents' level of Mandarin classroom language anxiety had a significant relationship with the factors affecting their language learning process. However, there was no significant relationship between the level of anxiety and the respondents' performance and the factors that affect the language learning. With these results, the researcher concluded that the design of the teacher manual must focus with the discussion of Mandarin language classroom anxiety and the factors affecting it.

Keywords: foreign language anxiety; Mandarin; teacher manual

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Introduction

The language learning capacity of students across cultural backgrounds has been a common subject in researches. Researches have helped most language educators to have sensitive responses to the needs of classroom instruction, teaching methods and techniques, and instructional materials that suit to language learners over situation. However, there are language learners who are still having a rigid time grasping a new language that can be seen through their performances. Accordingly, Riasati (2011) has confirmed that anxiety is one of the key factors prompting in foreign language learning.

Speilberger (as cited by Huang, 2012) has defined anxiety as a personal feeling of tension, apprehension, nervousness, and worry related with an arousal of the autonomic nervous system which scholars have considered the anxiety-provoking potential of learning a foreign language. Motivation, curriculum, cognition, personality, instruction, and others were listed by Lightbrown and Spada (2013) and Macaro (2010) listed them as in-class and class-related external and internal factors that affect language learning of respondents while Luo (2014) has classified sources of foreign language anxiety mentioned in the existing related literature into four categories known as the Four-Dimension Source Model of Foreign Language Anxiety: classroom environment, learner characteristics, the target language and the foreign language learning process. This model was used for the development and validation of Chinese Language Learning Anxiety Scale (CLLAS).

Wu (2010) and Zheng (2008) have recognized that anxiety has been a matter of considerable interest in language education setting for educators since it is a major obstacle to foreign language learning that learners need to overcome. It causes problems to language learners affectively hindering them to experience a satisfying language learning process (Marwan, 2007; Riasati, 2011). Consequently, foreign language anxiety (FLA) is affirmed to be influencing the four language skills such as speaking, listening, reading, and writing. Horwitz, Palacios and Price (as cited by Luo, 2014) have found that speaking is generally recognized as the most anxiety-provoking skill in foreign language learning especially in front of peers. In the study conducted by Luo (2014), the group of four skills has named as the Four-Component Construct Model of FLA which was later used for the development and validation of CLLAS together with the Four-Dimension Source Model of FLA.

Though the existence of this specific anxiety has been confirmed, the national education sector did not stop in pursuing its thrust to provide learners with opportunities that will make them both locally and internationally competitive as one of the goals of the K-12 program with the Special Program in Foreign Language (SPFL) in public secondary schools countrywide under the Department of Education Order No. 46, series 2012— Policy Guidelines on the Implementation of the Special Curricular Programs at the Secondary Level in reference of DepEd Order No. 31, s. 2012. It started in school year 2009-2010. This aims for learners to develop skills in listening, reading, writing, and speaking that are fundamental in acquiring communicative competence in a second or foreign language.

While China is playing a progressively significant role in world economy, a worldwide concentration in learning the Chinese language (Mandarin) has emerged

(Luo, 2014). Thus, Mandarin was introduced in school year 2011-2012. In recent times there has been an upsurge in the number of learners of Mandarin worldwide. This increase has directed to assumption that Mandarin is becoming a majority global language to the plug of becoming a *lingua franca* (Plumb, 2016).

Teacher manuals are teaching materials that collectively help subject teachers to deliver instruction. They increase learning success. Though they come from different kinds, they all have commonality to support ultimate student learning, to structure planning of lessons and delivery, and to make differentiation of instruction (The Importance of Learning Materials, 2016). These presented related literatures used diverse respondents from different nations with varied determinants like age, gender, beliefs, and others that were correlated with foreign language anxiety with the help of various instrument like FLCAS of Horwitz, et al. (1986), Foreign Language Reading Anxiety Scale of Saito, Horwitz, and Garza (1999), Foreign Language Listening Anxiety Scale of Kim (2000), Second Language Writing Anxiety Scale of Cheng, Horwitz, and Shallert (1999), and to several studies they were translated.

Generally, this study was conducted to investigate the Mandarin language anxiety among Filipino language learners of Mandarin from the two schools in Pampanga that offer Mandarin program. Specifically, it sought answers to the following questions: 1) What is the level of Mandarin classroom anxiety of the respondents in the following skills: 1.1) speaking, 1.2) writing, 1.3) reading, and 1.4) listening?; 2) What is the performance in Mandarin language of the respondents?; 3) What are the factors affecting the level of Mandarin classroom anxiety of the respondents from: 3.1) classroom environment and 3.2) learners' characteristics?; 4) Is there a significant relationship between the level of Mandarin classroom anxiety of the respondents in the following skills: speaking, writing, reading, and listening and their performance in Mandarin language?; 5) Is there a significant relationship between the level of Mandarin classroom anxiety of the respondents in the following skills: speaking, writing, reading, and listening and the factors affecting Mandarin classroom anxiety?; 6) Is there a significant relationship between the performance in Mandarin language of the respondents and the factors affecting their level of Mandarin classroom anxiety?; and 7) How may the proposed teacher manual be designed?

Methods

This study was a quantitative research. It used the correlational research design. The two public schools in Pampanga qualified to offer Mandarin class based from their competence in English as established in their National Achievement Test result: Mabalacat National High School (MNHS) in Dau, Mabalacat and Don Jesus Gonzales High School (DJGHS) in Pandacaqui, Mexico served as the locale of this study. Total enumeration was utilized. The first sections of every grade level from Grade 8, Grade 9, and Grade 10 were the participating groups. There were 128 Mandarin learners in DJGHS consisted of 44 in Grade 8, 38 in Grade 9, and 46 in Grade 10. While in MNHS, there were 125 Mandarin learners comprised of 40 in Grade 8, 45 in Grade 9, and 40 in Grade 10. A total of 253 language learners participated in this study. The developed CLLAS was administered. These items were abstracted from the study of Luo (2014) which discussed the Four-Dimension Source and Four-Component Construct. The next instrument on the factors that can affect the language learning process of the respondents was developed by the researcher and validated by a

language expert; a Chinese-native teacher; and a psychologist. This aimed to determine the prevailing factors that affect the language learning process of the students learning Mandarin. The tool was composed of two significant parts. The first part was for the class environment with a total of 20 statements. It contained four sub-categories such as classroom building, teacher, classroom atmosphere, and instructional materials with five statements each. The second part was for the learners' characteristics with a total of 24 items taken from the FLCAS.

Approval of the school administration for the conduct of the study, approval of the cited authors, and approval of the respondents and their parents or guardians were done prior to accomplishing the following steps. First was the validation of the statements for a scale developed by the researcher in determining the prevailing factors affecting the level of Mandarin language anxiety which was divided into two: classroom environment and learners' characteristics. The first draft of the developed tool was composed of 40 items which was divided by 10 statements into four categories: classroom building, teacher, classroom atmosphere, and instructional materials. It was administered to the Grade 7 Mandarin class of DJGHS consists of 42 language learners. After the reliability check, only 20 items were accepted. These were validated by the three experts. After the validation, the tool was administered to the respondents of the study. The second part of the tool comprised of the adopted 24 statements FLCAS. The adaptation of the FLCAS was from the elimination of nine items from original 33 items. The other eight items were all pertaining to speaking anxiety which Lou (2014) adapted for the completion of the 16-item CLLAS while the other item was eliminated due to low reliability result. Essentially, the scale was composed of four subscales which are fear of negative evaluation, communication apprehension, and fear of tests (Horwitz et al., 1986) and anxiety of English classes (Zhao, 2007). Item numbers 2, 5, 8, 11, 14, 18, 22, 28, and 32 were all inversely coded. Its interpretation of scores states that the higher the score the more reflective it is of the anxiety the learners feel in the language class. As a result, the entire second instrument was composed of 44 items. Afterwards, the administration of the CLLAS was administered by their Mandarin teachers. Next, the final grades of the respondents in the previous academic year in the Mandarin class were gathered to define their performance in the language. It was followed by the administration of the validated scale for determining the prevailing factors affecting the level of Mandarin language anxiety of the respondents which was facilitated by their Mandarin teachers as well.

Results and Discussions

Table 1.1 Level of Mandarin classroom anxiety in speaking

Statement	Mean	DR
3. It embarrasses me to volunteer answers in my Chinese class.	1.75	L
6. I can feel my heart pounding when I'm going to be called on in my Chinese class.	1.71	L
14. I feel confident when I speak in my Chinese class.	3.99	H
16. I feel very self-conscious about speaking Chinese in front of other students.	1.26	VL
Over-All Mean	2.18	L

Table 1.1 presents the anxiety level of the language learners in speaking. This shows that the 253 language learners had an over-all mean of 2.18 which means *low* level of anxiety. This implies that speaking Mandarin in class is not a difficult challenge for the Filipino learners. This affirms the study of Luo (2014) who found that College-level Mandarin learners in the U.S. were not highly anxious about speaking Mandarin also. This may suggest that Mandarin language learners' exposure to the target language decreases the anxiety.

Table 1.2 Level of Mandarin classroom anxiety in writing

Statement	Mean	DR
2. Writing Chinese characters makes me forget what I'm trying to convey.	2.18	L
5. I'm usually at ease when I'm writing in Chinese.	3.83	H
12. I freeze up when I am unexpectedly asked to write Chinese characters during my Chinese class.	1.52	L
15. I feel unsure of myself when I'm writing in Chinese.	1.49	VL
Over-All Mean	1.54	L

In writing, the language learners also showed *low* anxiety level having an average of 1.54. In the comprehensive study of Choi (2013), it revealed the investigation of how foreign language anxiety is related to second language writing anxiety among second language (L2) English learners in Korea and how English writing anxiety affects second language writing performance with use of two survey instruments, the FLCAS (Horwitz, 1986) and the English Writing Anxiety Scale (Lee, 2005) administered to a class of 26 junior high school students of English as a foreign language. The study showed that the following factors contribute to writing anxiety: grammatical mistakes, insufficient vocabulary knowledge, and lack of confidence and anxiety. Thus, the present study affirms the results of Choi's study that students with high foreign language anxiety seemed to have relatively high levels of writing anxiety. Furthermore, the Mandarin language learners' low anxiety level may signify that they are highly confident in writing Mandarin. This can be attributed to the availability of a worksheet that is 1 is to 1 in ratio. This gives more opportunities to language learners to understand and to practice writing in Mandarin.

Table 1.3 Level of Mandarin classroom anxiety in reading

Statement	Mean	DR
1. When I'm reading Chinese, I get so confused I can't remember what I'm reading.	2.09	L
8. I feel intimidated whenever I see a whole page of Chinese in front of me.	1.53	L
9. I have difficulty distinguishing among the Chinese characters when reading Chinese.	1.66	L
11. I feel confident when I am reading in Chinese.	4.31	H
Over-All Mean	2.40	L

In reading, the language learners also showed *low* anxiety level having an average of 2.40. Zhou (2017) found that worries relating to comprehension, unfamiliar topics, unknown pronunciation, and feeling uncomfortable reading aloud were the major

sources of foreign language reading anxiety. However, the result of the present study may suggest that the Filipino language learners of Mandarin managed to control their worries and discomfort and to adjust in the need of the subject. Moreover, Saito et al., (1999), Sellers (2000), Shi and Liu (2006), and Zhao, Guo and Dynia (2013) have found that foreign language reading anxiety is negatively correlated with foreign reading performance (as cited by Golchi, 2012). This may explain why the Mandarin language performance of the respondents was outstanding with low general anxiety level.

Table 1.4 Level of Mandarin classroom anxiety in listening

Statement	Mean	DR
4. I get frustrated when I cannot distinguish among the Chinese tones even after I have worked hard to learn them.	1.43	VL
7. I get nervous when all the Chinese tones sound the same to me.	1.71	L
10. I get anxious when I don't understand what my classmates are saying in Chinese.	1.42	VL
13. It frightens me when I don't understand what the teacher is saying in Chinese.	1.61	L
Over-All Mean	2.30	L

In listening, the language learners also showed *low* anxiety level having an average of 2.30. Two items garnered very low level of anxiety which were item 4 and 10; however, unlike with the other skills, no items in listening skill garnered a remark of high level of anxiety. The similar result of reading and listening anxiety levels reveals that the study conducted by Capan and Karac (2013) that the two macro-skills are intertwining in terms of capacity to be influenced is evident. This negates the results of the study conducted by Chang (2008) that was about the college students' listening anxiety in learning English in a classroom context. The result indicated that the respondents showed moderately high intensity of anxiety in listening to spoken English, but were more anxious in testing than in general situations.

Table 2. Performance in Mandarin language

Variable	N	lowest grade	highest grade	Mean	Std. Deviation	DR
Performance	253	81.00	98.00	91.012	2.961	Outstanding

Table 2 shows the mean of the Mandarin final grades of the respondents in School Year 2016-2017. The 91.012 mean of the 253 language learners signifies an *outstanding* performance. The legend under Table 2 was taken from the Form 138-Class Card of the language learners mandated by the DO 73, s. 2012 - Guidelines on the Assessment and Rating of Learning Outcomes Under the K to 12 Basic Education Curriculum. This further explains the idea that the higher the level of language performance is the lower level of language anxiety. The respondents in this study also proved that Filipino language learners are highly motivated and have positive attitude towards the SPFL of the DepEd even though there are slightly influential factors that become challenges affecting their language learning process.

Table 3.1 Factors affecting the level of Mandarin classroom anxiety of the respondents from classroom environment

Statement	Mean	DR
A. Classroom Building		
1. The classroom is not well organized.	1.79	SI
2. The posters and designs in the classroom lessen my focus.	1.79	SI
3. The classroom is maximized to allow different interactions.	1.71	SI
4. The classroom is a safe learning environment.	2.30	SI
5. The number of students in class is reasonable.	2.06	SI
Over-All Mean	1.93	SI
B. Teachers		
6. The teacher is prepared in every lesson.	1.80	SI
7. The teacher does not monitor the behavior of all students.	1.70	SI
8. The teacher speaks fluently both in English and Mandarin.	2.55	SWI
9. The teacher does not praise or give reward for students' effort.	1.99	SI
10. The teacher does not welcome feedback.	1.99	SI
Over-All Mean	2.01	SI
C. Classroom Atmosphere		
11. Every examination is dreadful.	1.97	SI
12. The procedure of the lesson is hard to follow.	1.70	SI
13. Lessons are appropriately engaging.	2.59	SWI
14. My classmates do not use English or Mandarin in conversation.	1.99	SI
15. My classmates are often noisy.	1.96	SI
Over-All Mean	2.04	SI
D. Instructional Materials		
16. The instructional materials are inefficient in general.	1.80	SI
17. The instructional materials are related to the subject matter.	1.69	SI
18. The instructional materials are not meeting the objectives of the curriculum.	2.71	SWI
19. There are different of instructional materials.	2.27	SI
20. The instructional materials do not arouse my interest to learn.	2.01	SI
Over-All Mean	2.10	SI

Table 3.1 shows the five statements describing the classroom building garnered an average of 1.93 that means *slightly influential*. Being able to visit the schools, the researcher found the classrooms of the language learners as reasonable and helpful having electric fans, bulletin boards, strategic seating arrangement, and other important materials. However, some improvements can be done like fixing the old chairs, wrecked windows, destroyed designs, and others. Furthermore, the result agrees to Ghaith, Shaaban, and Harkous (2007) study on the effectiveness of teaching and learning that emphasized the significance of classroom environment as a key factor of learners' achievement and psychosocial adjustment. Then, the five statements describing the teachers garnered an average of 2.01 that means *slightly influential* also. This implies that the language learners were treated positively by their language teachers. Considering the result of the classroom atmosphere, they find the strategies and techniques of their teachers as advantageous, too. However, in the

present study, this has only a slight influence which may mean that teachers created a positive and safe-learning environment for the learners that allow them to acquire the language outstandingly. Also, the five statements for the classroom atmosphere which corresponds to pedagogical methods used and communicative situations garnered an average of 2.04 that means *slightly influential*. The statement numbers 11, 12, and 13 were reflective of the pedagogical methodology employed by the teacher with the guidance of the Mandarin syllabi while numbers 14 and 15 was reflective of the usage of effective foreign language communication of the classmates to the learners. In addition, Masuda (2010) also saw classroom situation like competitiveness and noise as a negative source of anxiety. However, these were not an issue to the language learners because they managed to stand out the possible little negative effects of it as reflected to their over-all performance. Lastly, the five statements under the instructional materials garnered an average of 2.10 that means *slightly influential* as well as the other factors. This may mean that learners appreciate the existing instructional materials their schools have for their language learning. This can be understood also to the 1 is to 1 ratio of a worksheet for all the learners provided by the schools. In terms of variation, bulletin posts with Chinese characters, slide desks with the Mandarin lessons, and other tangible tools like Chinese paintings assisting teacher's instruction were given valued by the learners that brought out a slight influence in their language learning process. Generally, this implies that the language learners having an overall low anxiety level were being affected slightly by the factors under classroom environment.

Table 3.2 Factors affecting the level of Mandarin classroom anxiety of the respondents from Learner's Characteristics

Statement	Mean	DR
II. Learner's Characteristics		
1. I do not worry about making mistakes in language class.	4.19	VI
2. I tremble when I know that I'm going to be called on in language class.	1.55	SI
3. It frightens me when I don't understand what the teacher is saying in the foreign language.	1.72	SI
4. It would not bother me at all to take more foreign language classes.	1.60	SI
5. During language class, I find myself thinking about things that have nothing to do with the course.	1.72	SI
6. I keep thinking that the other students are better at languages than I am.	1.56	SI
7. I am usually at ease during tests in my language class.	4.37	VI
8. I worry about the consequences of failing my foreign language class.	1.88	SI
9. I don't understand why some people get so upset over foreign language classes.	1.80	SI
10. In language class, I can get so nervous when I forget things I know.	1.58	SI
11. I would not be nervous speaking the foreign language with native speakers.	4.17	VI
12. I get upset when I don't understand what the teacher is correcting.	1.84	SI
13. Even if I am well prepared for language class, I feel anxious		

about it.	1.73	SI
14. I often feel like not going to my language class.	1.90	SI
15. I am afraid that my language teacher is ready to correct every mistake I make.	1.68	SI
16. The more I study for a language test, the more confused I get.	1.51	SI
17. I don't feel pressure to prepare very well for language class.	1.59	SI
18. Language class moves so quickly I worry about getting left behind.	1.58	SI
19. I feel more tense and nervous in my language class than in my other classes.	1.42	NI
20. When I'm on my way to language class, I feel very sure and relaxed.	1.35	NI
21. I get nervous when I don't understand every word the language teacher says.	1.49	NI
22. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1.47	NI
23. I would probably feel comfortable around native speakers of the foreign language.	4.24	VI
24. I get nervous when the language teacher asks questions which I haven't prepared in advance	1.82	SI
Over-All Mean	2.07	SI

Table 3.2 shows that the respondents had a *slightly influential* remark with 2.07 overall mean. This lies in the fact that young learners are yet unaware of the difficulties in learning a foreign language, or that they have not yet gathered sufficient experiences (positive or negative) with the foreign language for anxiety to play a significant role in their performance. This result was affirmed from the study of Cicek (2014) which suggests that younger learners experience more positive attitudes towards language learning, but as learners get older, the attitudes become less positive. Experiences of anxiety in early foreign language learning can lead to learners having doubts about their ability to learn a foreign language. Four items (1, 7, 11, and 23) got a remark of very influential. It reveals that the manifestation of having a low anxiety level in the Mandarin class came from their fear of being with native speakers as audience of interlocutors of the language. The classroom environment and learners' characteristics got a close mean result with the difference of 0.05 and a similar descriptive rating of slightly influential.

Table 4 Relationship between the level of Mandarin classroom anxiety of the respondents in speaking, writing, reading, and listening and their performance in Mandarin language

Variables	r-value	degree of correlation	p-value Sig. 2-tailed	Interpretation
level of anxiety vs. performance	-0.066	strong negative	0.294	not significant

Table 4 presents the correlation values of the variables in this study. As shown, there is *no significant relationship* between the level of Mandarin classroom anxiety of the respondents and their performance in Mandarin language with a value of -0.066. This

shows a strong negative correlation dictating that however the level of anxiety is the level of performance will not be affected by it. This discusses to the common connotation that when the level of anxiety increases, then the level of performance decreases. Furthermore, it means that Mandarin classroom anxiety level of the language learners is not influential to their capacity to learn Mandarin in the class. This idea affirms the results in the study of Horwitz in 2001 (as cited by Al-Shboul, Ahmad, Nordin, & Rahman, 2013) which showed the correlation of the foreign language anxiety and foreign language performance of the 78 English students learning Spanish or French expressing that students who experience higher levels of foreign language anxiety receive lower grades. However, in the study of Sanchez-Herrero and Sanchez in 1992 (as cited by Al-Shboul, Ahmad, Nordin, & Rahman, 2013) which used Spanish sixth, seventh and eighth graders as respondents showed significant negative correlations between foreign language anxiety and achievement in different groups with different English achievement tests. In the present study, the result can be attributed to how determined or focused the learners in learning Mandarin despite of the challenges they perceive in the Mandarin class.

Table 5 Relationship between the level of Mandarin classroom anxiety of the respondents in speaking, writing, reading, and listening and the factors affecting Mandarin classroom anxiety

Variables	r-value	degree of correlation	p-value Sig. 2-tailed	Interpretation
level of anxiety vs. factors	0.131*	very weak positive	0.038	significant

Table 5 shows that there is a significant relationship between the level of anxiety of the respondents and the factors affecting the level of Mandarin classroom anxiety of the respondents. This expresses that the language anxiety of the learners came from the classroom environment comprising of classroom building, teacher, classroom atmosphere, and instructional materials; and their characteristics toward foreign language learning. This result embodies the importance of in-classroom and class-related external and internal factors for a language process to succeed. In studies conducted, the language learners manifested high level of anxiety proving the impact of the factors above mentioned in their foreign language learning process. Lou (2014) synthesized all available literature studying factors affecting Mandarin language learning and formed the Four-Dimension Source Model that consists of the classroom environment, learner characteristics, the target language and the foreign language learning process which later used for the abstraction of the CLLAS.

Table 6 Relationship between the performance in Mandarin language of the respondents and the factors affecting their level of Mandarin classroom anxiety

Variables	r-value	degree of correlation	p-value Sig. 2-tailed	Interpretation
performance vs. factors	-0.064	strong negative	0.314	not significant

Table 6 also reveals that the performance of the language learners was not affected by the factors affecting their level of Mandarin classroom anxiety. This presents that there was no direct connection between the Mandarin final grades of the respondents

and the factors affecting their low anxiety level. A negative correlation between two variables means that one variable increases whenever the other decreases. Through the utilization of varied methods like unstructured interview and survey questionnaire, the researchers gathered data explaining that the respondents were concerned with the factors as they found their foreign language performance affected by them.

In cognizant with the results of the study, the researcher designed a Teacher Manual. The target users of this output are the Filipino-native teachers of Mandarin. It consists of 38 pages with a cover, table of contents, and foreword. Relevant and helpful articles were also added to further deepen awareness of real-life classroom setting. Also, photos and quotes were supplemented to motivate teacher-users. There are Mandarin letters and symbols, translation of Mandarin words to English, etc. were also incorporated to let the teacher-user get familiarized. Understanding the SPFL of Department of Education and appreciating the Mandarin language origin and characteristics were included as Unit I and II respectively to further foster the language teachers' collaboration in the success of the foreign language program. It is believed that knowing the purpose of a teaching activity will produce a deeper enthusiasm to achieve the best results. Also, this manual focuses on the following units: identifying the challenges language learners face and how to overcome them; understanding the classroom environment by studying the significance of the building, the teachers, the atmosphere, and the instructional materials; and appreciating the learners and valuing their characteristics as language learning. Unit III Challenges in Teaching Mandarin deals with understanding anxiety, effects of the language anxiety to the learners, understanding language learning, overcoming the language anxiety, and the five classroom cures for foreign language anxiety. Unit IV deals with the result of the Table 3.1 which was about the factors affecting the level of Mandarin classroom anxiety of the respondents from the classroom environment. The last part of the manual which is Unit V intended for Understanding Your Learners. This comprises the importance of getting to know the students which is an article about learners' strengths and weaknesses, how to understand better the learners intentionally is also discussed with an article that deals on how to properly train the learners in the language. The motivation of the learners in language learning is emphasized also.

Conclusions

Based on the results of the study, the following conclusions were drawn: 1) The respondents are experiencing a low anxiety level in four macro-skills. 2) The respondents generally perform with outstanding remarks; 3) The respondents are slightly influenced by their classroom environment and their characteristics towards language learning; 4) The respondents' level of Mandarin classroom language anxiety does not affect their performance in the Mandarin language; 5) The level of Mandarin classroom anxiety of the respondents affects the factors affecting the language process as presented in classroom environment and the learner's characteristics; 6) The respondents' performance in the Mandarin language is not affected by the factors present in the classroom environment and their characteristics; and 7) The teacher manual is developed with the concepts assisting the understanding of classroom language learning anxiety and the factors influencing them.

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