

Network Analysis of Psychological Distress and Foreign Language Anxiety: Implications for Adolescent Language Achievement

Abstract

Objective: This study examines the relationship between psychological distress, foreign language anxiety (FLA), and foreign language (FL) achievement among high school students, employing network analysis to investigate the interplay of these factors.

Methods: A cross-sectional study design was used, involving 600 first-year high school students in China. The Foreign Language Classroom Anxiety Scale (FLCAS) and the Depression, Anxiety, and Stress Scale-21 (DASS-21) were administered to measure FL anxiety and psychological distress, respectively. Network analysis was conducted to identify central nodes and their influence on FL achievement.

Results: Network analysis revealed that specific FLA components, such as Unconfidence in English Learning (UEL), Anxiety from Teachers and Peers (AFTP), and Fear of Proactive and Passive Speaking (FPPS), are central to the network and significantly impact FL achievement. The study also found that psychological distress and FLA are interconnected, with a collective impact on FL achievement.

Conclusions: The findings suggest that FLA and psychological distress are closely related and both influence FL achievement. Educational interventions should address these factors to enhance language learning outcomes. The study advocates for a holistic approach to language education, integrating emotional well-being with traditional instruction methods.