

A Study on the Impact of PAD Class Model on Junior Middle School Students' English Learning Anxiety

Yanhong Xie¹, Xingzi Zhang²

^{1,2}School of Foreign Studies, Lingnan Normal University, Zhanjiang 524048, China

¹xieyanhong1013@126.com

Abstract: Foreign language learning anxiety is considered one of the emotional factors that hinders foreign language learning and affects English teaching effectiveness. Currently, junior middle school English teachers in China pay little attention to the impact of learning anxiety on teaching, and there are few studies on English learning anxiety among Chinese junior middle school students. Furthermore, no research has been found regarding the influence of the PAD Class model on English learning anxiety of junior middle school students. Therefore, this study takes 49 first-year junior middle school students from China as the research subjects, intends to investigate the current situation of junior middle school students' English learning anxiety and verify the impact of PAD Class model on their English learning anxiety level. Using research methods of questionnaire, semi-structured interview, as well as statistical analysis, it is found that: (1) junior middle school students' English learning anxiety is at a medium-low level, with their anxiety primarily stemming from communicating in English, self-development requirements, and parental expectations; (2) PAD Class model significantly reduces the English learning anxiety among junior middle school students, especially the test anxiety and communicative apprehension. Finally, some suggestions are provided for the future application of PAD Class model to English teaching and further research.

Keywords: PAD Class model, Junior middle school students, English learning anxiety, English teaching.

1. Introduction

In Chinese educational system, English education in junior middle school occupies a pivotal position, serving as a conduit for fostering global perspectives, cultural awareness, and effective communication skills. As a compulsory subject, English equips students with the abilities not only to navigate diverse linguistic landscapes, but also engage in meaningful intercultural exchanges. (Ministry of Education of the People's Republic of China, 2022). Traditional teaching models have played a significant role in imparting grammatical structures and expanding students' vocabulary repositories; however, they often fall short in addressing the affective domain of learning, such as motivation and anxiety (Zhu & Liu, 2019). Stephen D. Krashen (1985) in his Affective Filter Theory of second language acquisition emphasizes the importance of affective factors and specifically posits that high levels of anxiety can raise the affective filter, creating a psychological barrier that impedes the intake and processing of comprehensible input. When the filter is up, learners are less able to benefit from the input they receive, even if it is at the appropriate "i+1" level. Therefore, It is imperative to integrate emotional intelligence within pedagogical practices, especially considering the emotional intensity surrounding English learning in China. Recognizing and catering to students' emotional needs, including anxiety management, is critical for nurturing an environment conducive to effective language acquisition and personal growth (Wang et al., 2020).

The intricate relationship between anxiety and language learning is well-documented, with English learning anxiety identified as a significant barrier to successful second language acquisition (Horwitz et al., 1986). In the context of language learning, language anxiety refers to the complex interplay of emotions, beliefs, and behaviors that individuals experience when learning a foreign language in a classroom

setting (Horwitz et al., 1986). Also, it is described as a feeling of stress, nervousness, emotional reaction, and worry linked to second or foreign language learning (Macintyre, 1999). According to Macintyre & Gregersen (2012), this anxiety can significantly undermine learners' motivation, participation, and ultimately, their academic achievements. In the context of Chinese junior middle schools, studies have revealed a high prevalence of English learning anxiety, with researchers attributing it to factors such as exam-oriented education, lack of confidence, and insufficient exposure to authentic language use (Wang & Zhang, 2017; Liu & Huang, 2021). While there is a growing body of research exploring the impact of anxiety on language learning, empirical investigations into innovative teaching strategies, like the PAD Class, and their potential to alleviate English learning anxiety remain limited. Wang (2024) proved that PAD Class model can effectively reduce the general writing anxiety of college English majors. However, no research about the impact of PAD class model on the learning anxiety of junior middle students can be found. This study, therefore, aims to conduct an empirical investigation into the effect of the PAD class teaching model on the English learning anxiety among Chinese junior middle school students, filling a crucial gap in the literature and contributing to the development of more emotionally supportive and effective teaching practices.

2. PAD Class Model

The PAD Class (Presentation-Assimilation-Discussion), a novel teaching model combining the advantages of lecture and discussion, was introduced in 2014 by Professor Xuexin Zhang of Fudan University, China. The core philosophy of this pedagogical model is to dedicate half of the class time to teacher's presentation, and the other half for interactive learning through discussion among students, between the presentation and discussion being students' self-paced and individualized assimilation, following a teaching sequence of

Presentation-Assimilation-Discussion, hence referred to as the PAD class (Zhang, 2016:4). Depending on the nature of the course, content difficulty, and characteristics of students, PAD Class can be conducted in two modes: "in-class" and "inter-class". The former completes all three stages of Presentation, Assimilation, and Discussion within a single period of class, whereas the latter spans two periods of class: the initial period features the teacher's presentation on the content framework, fundamental concepts, key points, and difficult aspects; afterwards, students engage in autonomous study of the lesson, assimilating and internalizing the content, and at the same time deepening their understanding and mastery of the contents by completing the assignment of "Liang-Kao-Bang", which includes three parts: Shining Points (to identify and note down the aspects they think shining in the lesson), Testing You (to set a quiz on lesson contents for peers), and Help Me Out (to find out their questions about the lesson and prepare to seek help in the coming classroom discussion). In the second period of class, part of the time is dedicated to students' group discussion as well as whole class sharing based on the assignment and other aspects they have learned about the lesson, with the teacher providing Q&A and summary, and the remaining time to teacher's presentation of the new contents, thus restarting the cycle.

The key innovation of the PAD Class is to change the 'immediate discussion' to 'delayed discussion', that is, separating lecture and discussion so that students have time in between to self-arrange their learning, internalize and absorb information at their own pace before engaging in discussions, which significantly enhances the quality of discussions and ensures educational outcomes (Zhang, 2016:4). Besides, the PAD class fosters a new, harmonious classroom culture where students in a congenial learning environment ease their learning anxiety and enhance their language abilities (Zhang, 2016:75). Integrating the PAD class model into junior middle school English teaching has theoretical foundations for mitigating English learning anxiety.

3. Research Design

3.1 Research Questions

This study explores the influence of PAD Class Teaching Model on Chinese junior middle school students' English learning anxiety, aiming primarily to respond to the following questions:

- (1) What is the current situation of English learning anxiety among Chinese junior middle school students?
- (2) Can the PAD Class model effectively alleviate the students' English learning anxiety?
- (3) What should be done to optimally apply the PAD Class Model to the English teaching of junior middle school?

3.2 Research Participants

This study is conducted with 49 students from Class 16, Grade 1 of a junior middle school in Zhanjiang, a city located in the west of Guangdong Province, China. The participants are

aged from 12 to 13, and most of them have learned English for at least 4 years. But they have never been exposed to the PAD Class model before.

3.3 Research Instruments

The instruments adopted in this research include two questionnaires for the pre-test and post-test, an interview outline as well as SPSS27.0 software for statistical analyses.

3.3.1 Questionnaires

The questionnaires were two similar Chinese versions of the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz et al. (1986), with a total of 33 items each. The first questionnaire was used to investigate the participants' English learning anxiety level before the experiment and the second was to detect the influence the PAD Class Model on their English learning anxiety. The difference between the two questionnaires is that the phrase "under the PAD Class model" was added before each item in the second set of questionnaire.

The reliability analysis revealed that the Cronbach's Alpha coefficients for the pre-test and post-test anxiety scales were 0.962 and 0.948, respectively, indicating excellent reliability. Concerning validity, the Kaiser-Meyer-Olkin (KMO) values for the pre- and post-measurement scales were 0.786 and 0.720, both higher than 0.7. The Bartlett's Sphericity Test results were statistically significant, with values of 1335.140 ($df=528, p=0.000 < 0.001$) and 1368.918 ($df=528, p=0.000 < 0.001$), suggesting good validity. Following the approach by Horwitz et al. (1986), English learning anxiety was divided into three dimensions: communication apprehension, test anxiety, and fear of negative evaluation. Each item in the questionnaires was scored using a 5-point Likert scale, ranging from "completely disagree" (1 point) to "completely agree" (5 points). The higher the score, the greater the level of anxiety experienced by students in English learning. The final scores are assigned based on the average of responses on each dimension and overall anxiety. Among the 33 items, some of them are scored in reverse.

3.3.2 Interview

In order to make the data more accurate and explore more facts, an interview outline was designed to serve as a supplementary method for the questionnaire. The interview outline includes 7 questions, with questions 1-2 being about students' consciousness of English learning anxiety and its main sources, questions 3-6 about students' understanding of the PAD Class model as well as its effects on their English learning anxiety, and question 7 about the students' opinion and advice on the application of PAD Class model to the English teaching. In a word, with the interview, we can learn about the current situation of junior middle students' English learning anxiety as well as the effect of PAD Class model in a more all-round and in-depth way.

3.4 Experiment Procedures

The experiment in this study lasted for about two months, from the beginning of November, 2023 to the end of

December, 2023, with the PAD Class model being used three times a week. Before the experiment, pre-test was conducted to investigate the participants' anxiety level of English learning. At the end of the experiment, post-test was carried out to check the effect of the PAD Class model on students' English learning anxiety. At the same time, 5 students were randomly selected for interviews, which was conducted in a relaxing and relatively quiet atmosphere. The conversations in the interview were recorded and transcribed for later analysis.

3.5 Data Collection and Analysis

In both the pre-test and post-test, a total of 49 copies of the questionnaires were handed out, with all of them being returned valid, achieving a response rate of 100% respectively. Before data collecting, it is emphasized that the results of the questionnaires and interview will not be related to the course score and students are required to complete them seriously and carefully. All the quantitative data collected from the experiment were analyzed by SPSS27.0 software. And before data analyzing, the score of the reverse-scored items in the questionnaires had been reversed. To address the research questions, the functions of one-sample T-test and paired sample t-test within SPSS27.0 were employed. For the interview results, qualitative analysis was adopted.

4. Results and Analysis

4.1 Results and Analysis of the Questionnaires

4.1.1 Results and Analysis of Pre-test

In order to understand the level of students' English learning anxiety before the experiment, one-sample T-test was done to analyze the data collected in the pre-test. The results are presented in Table 1 and Table 2.

Table 1: One-sample T-test of FLCAS (Pre-test)

Anxiety Dimension	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
CA	-3.764	48	.000**	-.538	-0.825	-0.251
TA	-3.617	48	.001**	-.567	-0.880	-0.250
FNE	-9.127	48	.000**	-.980	-1.195	-0.764
OA	-6.025	48	.000**	-.730	-0.973	-0.486

Notes. CA=communicative apprehension, TA=test anxiety, FNE=fear of negative evaluation, OA=Overall anxiety
*p<.05,**p<.01.

Table 2: One-sample Statistics of FLCAS (pre-test)

Anxiety Dimension	N	Mean	Std. Deviation	Std. Error Mean
CA	49	2.462	1.000	.143
TA	49	2.430	1.098	.157
FNE	49	2.020	.751	.107
OA	49	2.270	.848	.121

Notes. CA=communicative apprehension, TA=test anxiety, FNE=fear of negative evaluation, OA=Overall anxiety

The result of one-sample t-test from Table 1 shows that before the experiment, the significance values (Sig.) of both the overall anxiety and the individual dimensions are less than 0.05, with OA=.000, CA=.000, TA=.001, and FNE=.000, indicating that they reached a level of statistical significance, hence there is substantial difference between the sample means and the hypothetical test value.

From Table 2, it can be found that the mean scores of the overall anxiety and each dimension are 2.270, 2.462, 2.430 and 2.020, respectively. These statistics suggest that, across all anxiety dimensions, the mean scores tend to be lower than the test value 3, supporting the findings from the T-tests that there is a significant difference between the sample means and the hypothetical test value. According to the categorization criteria established by Oxford & Burry-Stock (1995) for the 5-point Likert scale: a mean score higher than or equal to 3.5 indicates high anxiety, a mean score within the range of 2.5 to 3.4 represents moderate anxiety, and a mean score less than or equal to 2.4 signifies low anxiety. Therefore, It can be inferred that before experiencing the PAD Class model, the participants had a moderate to low level of English learning anxiety. And among the three dimensions of FLCAS, the level of CA is the highest, followed by TA, and FNE is the lowest.

4.1.2 Results and Analysis of Post-test

Similarly, one-sample T-test was performed on the post-test data. The results are as follows.

Table 3: One-sample T-test of FLCAS (post-test)

Anxiety Dimension	Test Value = 3					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
CA	-6.368	48	.000**	-.784	-1.032	-.538
TA	-9.216	48	.000**	-1.086	-1.320	-.850
FNE	-10.282	48	.000**	-1.073	-1.283	-.863
OA	-8.821	48	.000**	-.952	-1.170	-.735

Notes. CA=communicative apprehension, TA=test anxiety, FNE=fear of negative evaluation, OA=Overall anxiety
*p<.05,**p<.01.

Table 4: One-sample Statistics of FLCAS (post-test)

Anxiety Dimension	N	Mean	Std. Deviation	Std. Error Mean
CA	49	2.216	.862	.123
TA	49	1.91	.825	.118
FNE	49	1.927	.730	.104
OA	49	2.048	.756	.108

Notes. CA=communicative apprehension, TA=test anxiety, FNE=fear of negative evaluation, OA=Overall anxiety

From Table 3, it is evident that all the sig. (2-tailed) values of the three dimensions and overall anxiety in the post-test are.000, less than 0.05, indicative of a significant difference from the test value 3. What's more, according to Table 4, the average value of the overall anxiety is 2.048, the mean of the communicative anxiety is 2.126, the test anxiety and fear of negative evaluation are 1.91 and 1.927 respectively, suggesting that the participants' level of English learning anxiety is low after the experiment.

4.1.3 Differences in Anxiety Levels between Pre-test and Post-test

In order to further investigate whether the PAD Class Model has a moderating effect on students' English learning anxiety, paired sample t-test was used to answer the question.

Table 5: Group statistics of the pre-test and the post-test

Anxiety Dimension		Mean	N	Std. Deviation	Std. Error Mean
CA	Pre-test	2.462	49	1.000	.143
	Post-test	2.216	49	.862	.123
TA	Pre-test	2.430	49	1.098	.157

	Post-test	1.910	49	.825	.118
FNE	Pre-test	2.020	49	.751	.107
	Post-test	1.927	49	.730	.104
OA	Pre-test	2.270	49	.848	.121
	Post-test	2.048	49	.756	.108

Notes. CA=communicative apprehension, TA=test anxiety, FNE=fear of negative evaluation, OA=Overall anxiety

Table 6: Paired-samples T-test of the pre-test and post-test

Anxiety Dimension		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
CA	Pre-test - Post-test	.246	.600	.086	.074	.419	2.875	48	.006**
TA	Pre-test - Post-test	.518	.833	.119	.279	.758	4.358	48	.000**
FNE	Pre-test - Post-test	.093	.515	.074	-.055	.241	1.268	48	.211
OA	Pre-test - Post-test	.220	.482	.068	.084	.361	3.234	48	.002

Notes. CA=communicative apprehension, TA=test anxiety, FNE=negative evaluation anxiety, OA=Overall anxiety

* $p < .05$, ** $p < .01$.

It can be seen from Table 5 and Table 6 that, compared with the pre-test, the mean of the students' overall English learning anxiety decreases by 0.220 points after adopting the PAD Class Model. Specifically, the mean of CA drops by 0.246, the TA is reduced by 0.518 and the FNE decreases by 0.093, with the TA declines most.

In accordance with Table 6, the sig. (2-tailed) value of overall anxiety is 0.002 ($p < 0.05$). The sig. (2-tailed) of CA is 0.006 ($p < 0.05$), and the sig. (2-tailed) of TA is 0.000 ($p < 0.05$), all of which indicate that there is a significant distinction in anxiety level between pre-test and post test. In terms of negative evaluation anxiety, the sig. (2-tailed) value is 0.211 ($p > 0.05$), indicating no significant difference before and after the experiment. Despite this, the average score of students' fear of negative evaluation is still declining, from 2.020 in the pre-test to 1.927 in the post-test. Therefore, it can be inferred that the PAD Class Model has a positive impact on alleviating students' English learning anxiety, which helps students enjoy English learning.

4.2 Results and Analysis of Interview

As mentioned above, in addition to the questionnaires, interview was conducted to find out students' perceptions of English learning anxiety and the corresponding sources as well as the effect of PAD Class model on students' learning anxiety. The results of the interviews show that all the interviewees think that they feel a certain degree of anxiety in English learning and their apprehension mainly lies in English listening, speaking, self-development requirements, and parents' expectations, which were related to the prevalence of the current concept of test-based education. In listening, students said that listening played too fast would make them nervous and anxious. As for speaking anxiety, it is mainly about pronunciation and communication. Students indicated that some of the phonetic symbols were not mastered accurately and sufficiently enough, which resulted in speaking anxiety. But most of all, students' strict demands on their achievements and seeking self-development can also lead to English learning anxiety. About the effect of PAD Class model, students interviewed all said it could help them

alleviate their English learning anxiety. In the PAD Class model, presentation and discussion are separated, which means that there is an interval between presentation and discussion, i.e., the procedure of internalization and assimilation, so that students can become more self-motivated to prepare in advance for the discussions. During the discussion, students not only help each other to solve problems, but also review what they have learned in the previous lesson, thus reducing the pressure of reviewing after class.

5. Discussion

5.1 Major Findings and Analysis

Through the above data analysis, we come away with two major findings.

Firstly, Junior high school students do suffer from anxiety in English learning, although the level is medium-low. As for the reasons, Oxford (1999) noted that the learner's personal factors, learning style, and the teacher's teaching methods all may influence the learning anxiety. This study reveals that among the three dimensions of the FLCAS, the level of Communicative apprehension is the highest. The most important reason for that is the lack of oral English training. As a foreign language, most of Chinese students barely speak English or communicate in English in their daily life. Even in the classroom environment, there are only few opportunities available for them to practice their spoken English due to the large number of students in a class and the lack of attention to the training of speaking skills. In the current practice of English teaching in compulsory education, there is a tendency to "emphasize grammar over spoken language; emphasize the completion of textbook contents over the training of listening and speaking skills; and prioritize written exams over assessments of listening and speaking (Zhang, 2018). Therefore, when asked to express themselves in English, they feel nervous, lack self-confidence, are afraid of making errors, etc., which make them anxious. But on the other hand, it's fortunate to find that the level of students' test anxiety doesn't rank highest. It suggests that students no longer strive for high scores overly. They prefer to allocate more time to get the cultural knowledge behind the language, enjoy the charm of different cultures and become a person with international and cross-cultural perspectives. It shows the humanistic nature of English teaching in Chinese primary education, which exactly meets the requirements in the English Curriculum Standards for Compulsory Education (2022). This result is also consistent with that of the individual interviews. For example, one of the interviewees stated: "I don't think English in Grade 1 of junior middle school is very difficult, so I never worry about my English scores. I am just afraid that I will make mistakes when speaking English in daily communication." In addition, the results of the pre-test indicate that participants' English learning anxiety is at a moderate-low level. This is normal for Grade 1 students who are just fresh from primary school in which the learning atmosphere is much more enjoyable and there is less study pressure and competition. The case will probably be different for learners of higher grades. Yao (2013) found the English learning anxiety of Grade 2 junior middle school students is at a moderate level, with the mean of the overall anxiety being 2.9690.

Secondly, the PAD Class Model is beneficial to mitigate students' anxiety in English learning. The mean of students' overall anxiety score decreased from 2.270 to 2.048. Before the experiment, the students' foreign language anxiety was primarily from communicative anxiety. With the use of the PAD Class model, students' communicative anxiety level decreased significantly. And among the three dimensions, the level of test anxiety declines most, the level of fear of negative evaluation is also alleviated to some extent. The PAD Class model gives students and teachers more opportunities to communicate in English by giving full play the function of language as an instrument. In PAD class, the absence of teacher's questions during presentation relieves pressure on students, allowing them to concentrate fully. Students' self-paced and individualized assimilation between presentation and discussion afford them ample preparation time and allow them prepare fully for the following discussions and sharing. Group discussion in the second session leverage students' teamwork spirit, eliminating feelings of helplessness and isolation. And during the whole-class sharing, group representatives randomly selected by the teacher are encouraged to begin their statements with "Our group believes." instead of "I believe". If the viewpoint presented is notably flawed or exceptionally insightful, these students can attribute the error or accolade to the group, effortlessly shifting personal accountability to collective group responsibility, which effectively alleviates their concerns about potential ridicule from peers or accusations of seeking undue attention. In addition, PAD Class model deemphasizes outcomes of final exam while prioritizing learning process, operating on the belief that the true brilliance of learning stems primarily from the learning process itself. It employs the formative assessment approach, placing significant value on the quality and dedication demonstrated throughout the learning journey. Consequently, students are spared the distress of pre-exam anxiety, effectively avoiding the common scenario in traditional teaching models where students experience high levels of tension before exams and resort to last-minute cramming (Zhang, 2016:65-66). All of the above factors contribute to the mitigation of English learning anxiety among learners.

5.2 Suggestions on Teaching

On the basis of the experiments in this study, the following suggestions are put forward for the better application of PAD Class model in junior middle school English classrooms:

First, adjust the proportion of time. It is challenging to implement an exact 50-50 division of class time in real teaching practice. So teachers should adjust the percentage of time for presentation and discussion according to the characteristics of the class and actual situations of the students to improve teaching efficiency and keep up with the teaching progress of the school, achieving the teaching objectives ultimately.

Second, give students the direction of discussion appropriately. Teachers should tell students clearly that their discussion should be based on the assignment of "Liang-Kao-Bang" and other aspects about the lesson just learned. Otherwise, during the discussion, there would be a situation where contents which are not related to the lesson are

discussed. This procedure helps to make the class discussion more efficient. Teachers can also encourage students to focus their discussion on one or two parts of the "Liang-Kao-Bang" according to the class time, difficulty of the contents, specific teaching objectives, etc.

Third, pay attention to the supervision of the discussion process. Although teachers just play the role of a facilitator and do not participate in the students' discussions, they need to monitor the learners' discussions in time to avoid students going off topic and discussing what is not relevant to the class. At the same time, teachers need to ensure the frequency of students' using the target language and avoid using their mother tongue for discussions as much as possible. It will increase the effectiveness of the discussion.

Fourth, paying attention to the comments and evaluations. During the summary process, teachers should pay more attention to digging out students' shining points, and use more positive comments to encourage students to actively participate in the discussion. This approach helps to encourage learners to become bolder and more confident, thereby further reducing their negative evaluation anxiety.

6. Conclusion

6.1 Summary

This study, using self-controlled experiments and semi-structured interviews, mainly finds out the current situation of English learning anxiety of Chinese junior middle school students, and verifies whether the PAD Class model can alleviate their English learning anxiety. SPSS27.0 software was used to analyze the data collected from the experiment. During the teaching experiment, the author learned that English learning anxiety of Chinese junior middle school students is at a moderate to low level. And after experiencing the PAD Class model for two months, it is found that there is a significant decline in the students' English learning anxiety level, with the most significant decrease in test anxiety, followed by communicative apprehension, and fear of negative evaluation.

In addition, through individual interviews, the author learned that the students were very supportive of the use of the PAD Class model in junior middle school English classrooms. For example, one of the interviewees responded that "I strongly support the promotion of the PAD Class model, as it is very helpful for reviewing knowledge and can also alleviate our anxiety. Moreover, since we mainly use English to discuss, there are more opportunities to practice our spoken English, which is very beneficial to us". In addition, They also gave very useful and practical advice on the allocation of class time and the difficulty of the discussion content for the further use of the PAD Class model.

6.2 Limitations and Suggestions for Further Research

Although some findings have been made, this study is far from perfect. Here are some limitations and suggestions for further research.

First of all, due to some practical limitations, the time of the

experiment was short. The PAD Class model could not be carried out from the beginning of the semester. Therefore, in the further study, the duration of experiment can be extended, such as to a full semester, an academic year or even longer to improve the reliability and accuracy of the experiment.

Secondly, due to time and study scope limitations, only 49 participants were accommodated in this research. Consequently, the lack of data on more samples makes it difficult to ascertain the overall picture of foreign language learning anxiety of Chinese junior middle school students. So in the following research, the number and scope of research subjects need to be expanded to involve more junior middle school participants from more classes, different grades, schools or even regions so as to make the results more universal.

Third, more attention needs to be paid to students' anxiety about negative evaluations. In this study, the dimension of students' fear of negative evaluations did not show a significant difference, which may be related to the frequency of teachers' evaluations or the contents of evaluations. Therefore, in future research, researchers need to pay more attention to effect of teachers' comments and evaluations on learners to make the results more comprehensive.

In conclusion, with its combining the advantages of the lecture-based teaching model and discussion-based model, and being in line with students' learning psychology, PAD Class model is an effective way to mitigate the junior middle school students' English learning anxiety, test anxiety and communicative anxiety in particular, which is well worth popularizing.

Project Titles

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