

Study on the Correlation between CET-6 Test Anxiety and CET-6 Performance Among Non-English Postgraduate Students

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Abstract

Examinations are one of the most important tools for measuring one's knowledge and ability. As a national test, the College English Test(CET) is an essential yardstick for measuring the English language proficiency of Chinese university students. Despite having passed the postgraduate entrance exam, some postgraduate students still wish to prove their English proficiency by taking the CET-6, which is designed primarily for undergraduates. Therefore, this may exacerbates the test anxiety of this particular group of postgraduate students. This paper aims to investigate the overall level of test anxiety among non-English major postgraduate students who have not passed the CET-6 and its different characteristics by grade and gender through a mixed research method, i.e. a quantitative research-based study and a qualitative research-supported study. The study found that the anxiety level of the senior postgraduate and female groups was significantly higher than that of the junior postgraduate and male groups; the level of postgraduate students' CET-6 test anxiety was highly negatively correlated with their previous test scores. In addition, postgraduate students' test anxiety about the CET-6 mostly came from the external environment and only partly from their own self-requirement. The result could clarify the current situation of anxiety of non-English major postgraduate students about CET-6, explore the factors that trigger anxiety and help to find ways to solve it. At the same time, it is hoped that this paper can draw the attention of university educators to the psychological health of postgraduate students.

Keywords

CET-6; Postgraduate students; Test Anxiety.

1. Introduction

Examination is not only a way to check and assess the performance and knowledge of students, it is also a primary way to measure the effectiveness of teaching[1].

For students, "to pass exams" is taken as the motivation to study for a large proportion of students. Although having already undergone various examinations, undergraduates and postgraduate students still have to face a series of examinations that are closely related to their future development, which will affect their academic assessment, graduation and even their job search and the CET-6 can be seen as one of these exams. As one of the large-scale national standardized tests, the CET-6 is able to provide feedback for language teaching and learning while providing an objective, fair and accurate assessment of college students' overall English proficiency[2]. The exam is now widely recognized by Chinese society as one of the criteria for hiring graduates and has had a positive social impact. At the same time, however, there has been a rise in the degree of test anxiety among undergraduates and postgraduate students who are aware of the importance of the CET-4 and Compared to undergraduates, postgraduate students are temporarily free from the pressure to improve their English language skills

brought about by the entrance examinations for further studies, but the in-depth study of professional knowledge at the postgraduate level also places higher demands on their English proficiency. With the expansion of postgraduate studies in universities across China, the size of the special group of postgraduate students who have not passed English Level 6 at undergraduate level should not be underestimated.

Therefore, this study investigates the overall level and characteristics of test anxiety and the relationship between the level of anxiety and the CET-6 performance of non-English major postgraduate students who have not passed it. The study aims to reveal the attitudes and the degree of attention that non-English majors attach to the CET-6, to help postgraduate students mediate their anxiety before the examination so that they can show their real proficiency in the examination, and also to draw the attention of educators to the psychological health of postgraduate students.

2. Literature Review

2.1. Previous Studies on the College English Test

Designed and developed independently by Chinese language testing scholars in the 1980s, the College English Test have been developed for over forty years and the topics of research by relevant scholars in the field have undergone a series of changes.

Earlier studies mainly focused on the reflection and reform of the form and content of the test and the examination of test reliability and validity [3]. In addition, as an important research object of language testing in China, the College English Test have an increasingly strong countervailing effect on teaching and learning[4]. Researchers have also conducted empirical studies focusing on factors affecting test performance[5]. With the development of computers and scientific technology, the CET-4 and CET-6 were piloted nationwide in 2008 as online tests, therefore some researchers have studied this new test format from the perspective of the backwash effect [6]. Furthermore, computer corpus technology has been employed to study question items in CET-4 and -6 as well as to analyse candidates' writing, translation and reading[7].

The above studies show that although some studies have investigated the factors influencing students' performance in CET-4 and -6, the purpose of the studies is mostly to verify the validity of the test. Few studies have focused on the influence of students' own affective factors on their test scores. Moreover, as the main target participants of the College English Test is undergraduates, few studies have been conducted on the performance of postgraduate students in this examination.

2.2. Previous Studies on Test Anxiety

Test anxiety is one of the anxious emotions in psychology, yet in terms of its definition, scholars offered various explanation from different perspectives. For example, Alpert and Haber (1960) suggest that test anxiety is a negative emotional state that arises from different test situations and is an emotional response that has a negative impact on performance. Spielberger (1980) defines test anxiety as a tendency to react to the particular situation in which one finds oneself, mainly through high levels of stress and worry, and even psychological disorders. Combining the above definitions, in this paper I define test anxiety as an emotional state caused by the specific context of the test that can have some positive or negative impact on the participants' test performance.

In recent years, research on test anxiety has focused on the field of psychology as well as teaching and learning in various subjects. In the field of psychology, Gao (2021) have mainly verified the role and effectiveness of different intervention methods in alleviating students' test anxiety. In the field of teaching, Wang and Liu (2006) have combined test anxiety and self-

efficacy in their research, trying to explore the relationship between test anxiety and study skills and test-taking strategies in various subjects at various academic levels, and to find the influencing factors of test anxiety, so that they can take measures to help students alleviate test anxiety in the future teaching process.

However, given the significance of the college entrance examination in China, the research subjects for studies on the correlation between examination anxiety and examination performance are mainly high school students, and those studies mainly explore their examination anxiety in relation to various subjects. Occasional studies have dealt with undergraduate students' test anxiety in relation to the CET-4 and CET6, while fewer studies have dealt with postgraduate groups.

3. Research Question and Method

3.1. Research Question

This study intends to explore the following questions through the measurement and analysis of anxiety in the CET-6 exam for non-English postgraduate students:

Is there a significant difference in the level of anxiety on the CET-6 exam between non-English major postgraduate students of different grades?

Is there a significant difference in the level of anxiety on the CET-6 exam between non-English major graduate students of different genders?

Is there a correlation between the level of anxiety in the CET-6 for non-English postgraduate students and their previous CET-6 scores? If so, what is the correlation between the two?

For non-English postgraduate students, what are the main factors that cause anxiety?

3.2. Research Method

This study combined qualitative and quantitative approaches, with quantitative research as the main focus and qualitative research as a supplement. The quantitative data were mainly derived from the scores obtained from a questionnaire on students' test anxiety, which were inputted into SPSS for analysis; the qualitative data were mainly collected from semi-structured interviews, with the purpose of further analyzing the causes of CET-6 anxiety among non-English postgraduate students.

In this study, 65 questionnaires were distributed to first-year and second-year postgraduate students of China University of Petroleum (East China) who were non-English majors and had not passed the Grade 6 English examination, and 62 valid questionnaires were returned, with an effective rate of 95.38%. The basic information of the participants of the study is shown in Table 1.

Table 1. Distribution and information of the sample

Grade	Male	Female	Total
First-year postgraduate students	17	10	27
Second-year postgraduate students	20	15	35
Total	37	25	62
Percentage (%)	59.7	40.3	100.0

To measure postgraduate students' level of anxiety about the CET-6, the authors developed an test anxiety questionnaire. The questionnaire consists of two parts, the first part of which is used to collect basic information about the students, including gender, age and last grade 6

scores. The second part is based on the Test Anxiety Scale (TAS) developed by Sarason (1978). This scale was first translated and introduced into China by Wang (2001), and the Chinese version of the TAS has been proved to have high reliability, stability and homogeneity, and can be used in relevant research and diagnostic tasks. There are 37 items on the TAS and participants are only asked to consider yes or no depending on their situation, with “yes” being assigned 1 and “no” being assigned 0. However, it should be noted that 5 of the 37 items are scored reversely, namely questions 3, 15, 26, 27, 29 and 33. The scores for each item are added together to produce the total score that measures the level of anxiety.

After the questionnaires were called back, the data were collated and input into SPSS 25.0 for statistical description and analysis. The main processing methods included descriptive analysis, t-test and correlation analysis.

For the qualitative data, the author conducted semi-structured interviews with four randomly selected students who had high levels of anxiety about the CET-6 based on the quantitative data obtained from the questionnaire, aiming to analyse the factors influencing the anxiety about the CET-6 from students’ personal perspectives.

4. Result and Discussion

4.1. Overall CET-6 Test Anxiety Among Non-English Major Postgraduate Students

After obtaining the total anxiety scores from the questionnaire, the author graded the participants’ anxiety levels according to the anxiety classification criteria proposed by Newman (1996) and looked into the overall situation of their anxiety level for the CET-6. The statistical results are shown in Table 2.

Table 2. Number and percentage of non-English major postgraduates with different levels of anxiety in the CET-6

	Low level of anxiety	Medium level of anxiety	High level of anxiety
Number	34	19	9
Percentage (%)	54.8	30.6	14.5

As can be seen from Table 2, more than half (54.8%) of the participants were currently showing a low level of anxiety about the CET-6, while less than one sixth (14.5%) were suffering from a high level of anxiety. In a detailed examination of the responses to the questionnaire, it can be seen that only 2 (3.3%), 10 (16.1%), 5 (8%), 12 (19.3%), 1 (1.6%) of the participants chose “yes” in the questions related to “anxiety causes physical discomfort” (item 6, 10, 13, 33, 34) respectively. Compared to high school students, who are more likely to be moderately anxious, the anxiety generated by exams is less likely to have too much impact on postgraduate students. The reasons for this phenomenon may include: firstly, students at the postgraduate level are already psychologically mature and have a higher ability to regulate their emotions so they can keep their anxiety at a lower level. Secondly, a postgraduate degree is already a proof of students’ academic ability, so postgraduate students may have a higher self-confidence compared to undergraduates, which can help alleviate anxiety. Thirdly, because all the participants in this study were non-English majors, some of them may place more emphasis on acquiring professional skills and knowledge and pay less attention to their English level, so their sense of anxiety is weaker.

4.2. Analysis of Grade and Gender Differences in CET-6 Test Anxiety Among Non-English Major Postgraduate Students

4.2.1. Grade Differences in CET-6 Test Anxiety Among Non-English Major Postgraduate Students

This section echoes research question (1), and after entering the data into SPSS, the data was described and collated according to age differences, producing the results in Table 3.

Table 3. Distribution of participants with different level of CET-6 test anxiety by grade

	Low level of anxiety		Medium level of anxiety		High level of anxiety	
	Number	Percentage (%)	Number	Percentage (%)	Number	Percentage (%)
First-year postgraduate students	18	66.7	6	22.2	3	11.1
Second-year postgraduate students	16	45.7	13	37.1	6	17.1

As shown in the table above, analyzed from the perspective of the grades, the number of students with low and medium levels of anxiety was larger and the number of students with high levels of anxiety was smaller in both the first and second grades, accounting for 11.1% and 17.1% respectively. Compared to the second year participants, the first year participants accounted for more students with low levels of anxiety (66.7%) and at the same time, they also accounted for fewer students with low levels of anxiety.

When analyzed in terms of different levels of test anxiety, for students with high and medium levels of test anxiety, the percentage of second-year postgraduate students was higher (17.1% and 31.7% respectively) than the percentage of first-year postgraduate students (11.1% and 22.2% respectively). While for students with low levels of test anxiety, the percentage of second-year postgraduate students was 45.7%, which was lower than the percentage of first-year postgraduate students.

Independent samples t-tests were conducted with grade as the independent variable and scores on the test anxiety scale(TAS) as the dependent variable, and the results of the tests are shown in Table 4:

Table 4. Comparison of scores on the CET-6 TAS among postgraduates in different academic years

	No.	Mean	Std. Deviation	Std. Error Mean	df	t	Sig. (2-tailed)
First-year postgraduate students	27	9.85	5.789	1.114	60	-2.497	.015
Second-year postgraduate students	35	13.80	6.453	1.091			

The results of the independent samples t-test showed that there was a significant difference in the level of test anxiety about the CET-6 among non-English major graduate students in different academic years ($t=-2.497$, $df=60$, $p<0.05$). The test anxiety for the CET-6 was significantly higher among the second-year postgraduate students than among the first-year

postgraduate students. This may be due to the fact that the first-year students had just passed their postgraduate entrance exams and had a higher level of self-confidence which could help alleviate anxiety. In addition, the situation that second-year postgraduate students are about to face an internship or employment highlights the importance of the CET-6 and, therefore, may reinforce students' test anxiety. In conclusion, the decrease in anxiety among the first-year postgraduate students and the rise in anxiety among the second-year postgraduate students may be responsible for the significant difference.

4.2.2. Gender Differences in CET-6 Test Anxiety Among Non-English Major Postgraduate Students

This section of the study addresses research question (2). After entering the data into SPSS, the data were described and collated according to age differences, producing the results shown in Table 5.

Table 5. Distribution of CET-6 test anxiety levels by gender

	Low level of anxiety		Medium level of anxiety		High level of anxiety	
	Number	Percentage (%)	Number	Percentage (%)	Number	Percentage (%)
Male	24	64.9	10	27.0	3	8.1
Female	10	40.0	9	36.0	6	24.0

As shown in Table 5, when analyzed from a gender-specific perspective, among boys, the number of those with low levels of test anxiety was found to be at a relatively high ratio of 64.9% of the total number of males. The percentage of people with high levels of test anxiety is much lower than the percentage of people with low and medium levels of anxiety, which is only 8.1%. Among females, the number of people with low and medium levels of anxiety is relatively high, at 40% and 36% respectively, which is quite close, and the number of people with high levels of test anxiety is a little lower, at 24%. Altogether, there was some commonality in the distribution of anxiety levels across gender, with the highest number of low level anxieties and the lowest number of high level anxieties.

When analyzed in terms of the level of test anxiety, the proportion of males (64.9%) was greater than the proportion of females (40%) at low levels of anxiety, while the proportion of males was less than that of females at medium and high levels of anxiety. There is a considerable difference in the proportion of male and female students with high levels of anxiety, with the proportion of female students (24%) being significantly greater than that of male students (8.1%).

Independent samples t-tests were conducted with gender as the independent variable and scores on the TAS as the dependent variable, and the results of the tests are shown in Table 6.

Table 6. Comparison of the differences in scores on the CET-6 TAS among postgraduate students by gender

	No.	Mean	Std. Deviation	Std. Error Mean	df	t	Sig.(2-tailed)
Male	37	10.38	5.894	.969	60	-2.658	.010
Female	25	14.60	6.481	1.296			

The results of the independent samples t-test showed that there was a significant difference in the level of anxiety about the CET-6 test among different genders of non-English major graduate students ($t=-2.658$, $df=60$, $p<0.05$). Among non-English major postgraduate students, male

students showed significantly lower levels of anxiety than female students. The high level of test anxiety among female students may be attributed to a combination of physical, psychological as well as social factors. Physiologically, men and women produce sex hormones differently and have different sensitive areas of the brain, which leads to women generally being more sensitive and susceptible to emotional turmoil. In terms of psychology, most female students are more demanding of themselves and want to be fully developed. This idea somehow puts pressure on them and leads to anxiety when they fail to achieve their goals. In addition, at a social level, gender discrimination in the workplace puts pressure on females when seeking jobs. They have to work harder than men to prove their competence by passing as much authoritative examinations as possible in order to be successful in getting a suitable job, which also increases their anxiety.

4.3. Correlation between CET-6 Test Anxiety Levels and Previous CET-6 Performance

In order to deal with question (3), we needed to understand the correlation between participants' CET-6 test anxiety and previous test performance. The authors entered the relevant data into SPSS for correlation analysis, the results of which are shown in Table 7.

Table 7. Correlation analysis of test anxiety and CET-6 performance

		Total score on the TAS	Previous CET-6 scores
Total score on the TAS	Pearson correlation	1	-.809**
	Sig.(2-tailed)		.000
	N	62	62
Previous CET-6 scores	Pearson correlation	-.809**	1
	Sig.(2-tailed)	.000	
	N	62	62

** . At 0.01 level (two-tailed), the correlation is significant.

From Table 7, the correlation coefficient between CET-6 test anxiety and previous CET-6 score is $r = -0.809$ and $p < 0.01$, which proves that there is a significant and high negative correlation between the two, and the previous CET-6 score would significantly affect the non-English major postgraduate' test anxiety level for CET-6. The better the learners performed in the last CET-6 test, the less anxious they will be about the next exam and vice versa.

The reason for this phenomenon can be explained by Krashen's (1985) emotional filtering hypothesis. In this hypothesis, he argues that the affective filter "is an emotional barrier that prevents the learner from fully absorbing the comprehensive information input he receives in his studies". In addition, he mentions four factors - motivation, attitude, anxiety and self-confidence - as the main causes of individual differences in foreign language learning and points out that foreign language learning anxiety is one of the most important emotional factors affecting language learning. During English language learning, different levels or forms of anxiety also have an impact on learning outcomes, and Krashen (1985) noted that anxiety about learning English in the classroom (e.g., fear of making mistakes, fear of losing face, fear of teacher criticism, etc.) is associated with learning failure. According to Dulay (1982), good and poor English learning can be distinguished by the level of anxiety. Anxiety is caused by personal factors or a disturbing learning environment and is divided into 'state anxiety' and 'ability anxiety'. The former refers to a general tendency for anxiety in learning, while the latter is anxiety that is expressed in specific English learning situations. Some psychological researchers of foreign language learning (Horwitz et al, 1991) believe that foreign language learners often

experience three types of anxiety: 1. communicative anxiety, i.e. anxiety about not being able to express themselves well in the target language; 2. negative social evaluation, that is, anxiety about losing face in learning or using the foreign language; 3. test anxiety, namely anxiety about taking tests. This is the anxiety that foreign language learners show when they take exams.

Applying this theory to the present study, the higher the learner's level of test anxiety, the higher the barrier to emotional filtering and the corresponding "psychological barrier", which in turn affects language input and output. This poor output again raises the learner's test anxiety level, creating a vicious cycle. Therefore, the previous CET-6 test score becomes a critical factor influencing the level of anxiety. For English learners with high grades and close to the qualified score, the previous test score can be a motivator for their learning, increasing their motivation and reducing test anxiety. However, for learners who do not perform well and are far from the passing score, the previous test may have a negative impact on their confidence in learning English and make them feel more anxious.

4.4. Interview Data and Analysis of the Causes of CET-6 Test Anxiety

In this study, the authors selected four participants, male, female, first-year and second-year students who were at high anxiety levels, for semi-structured interviews in an attempt to explore the causes of CET-6 exam anxiety and ways to alleviate it among postgraduate students. The interview questions and some of the students' responses are extracted below.

Question 1: When do you usually feel anxious about exams? What are the most obvious symptoms you experience when you feel anxious about an exam?

Student 1: I usually feel anxious on the day of the exam, I feel so nervous that I don't have much appetite for food. I feel the most anxious when I encounter a difficult problem during an exam, and my heart will race and I may even sweat a little.

Student 3: I get anxious when I start revising and I always worry that I won't do well or fail the exam and I always have trouble with sleeping when I feel nervous. I also feel anxious on the day of the exam, and even on the day before the results are released.

Question 2: Do you think your anxiety about the CET-6 exam is mainly due to personal factors or external factors? Can you elaborate on those situations that increase your anxiety about exams?

Student 1: I think my anxiety comes mainly from external sources. During exams, unclear listening material or a slowness in handing out papers can make me feel anxious. The rat race among my classmates also adds to the tension in the whole atmosphere, which tends to make people feel anxious. In addition, nowadays, the high requirements for English proficiency by employers in society makes me feel that I will not be able to find a suitable job if I do not pass CET-6, which exacerbates my anxiety.

Student 4: I think it's both. I probably care too much about my scores and I'm more likely to become anxious when I'm too demanding. From the perspective of the external world, my parents always think that "the more certificates the better" and always push me to get them, which I think also adds to my anxiety.

Question 3: Do you think test anxiety has had a significant impact on your performance?

Student 2: Anxiety affects my performance quite a lot because when I get nervous, I can't remember anything I used to be good at in the exam, and then it also affects my pace and mood for later questions, so I tend to get lower marks.

Student 3: As far as I am concerned, anxiety did not seem to have a great impact on my performance in the exam. This is because sometimes the proper degree of nervousness may allow me to concentrate more on the exam and thus enable me to finish the exam in time. However, the anxiety that arises when I expect too much of myself may have negative effects on my mood during the exam

Question 4: What do you think is the best way to relieve test anxiety?

Student 4: I think the most useful way is still to keep practising on a daily basis to improve your English. You can't expect to improvise as this will only increase anxiety. Also, you can practice more by simulating exam situations so that you are less anxious when it comes to the real exam.

Student 2: You can give yourself more positive self-talk and don't compare yourself to others too much. When you are taking an exam, you can tell yourself "I can do it", which should help to relieve your anxiety.

Through the collation and analysis of the interview questions and the participants' responses, the author has summarized the following points:

Firstly, non-English postgraduate students with high anxiety levels are most anxious about the CET-6 exam when they are in the process of taking the exam. Due to their high anxiety levels, most of these students will suffer from some physiological discomfort and therefore their anxiety at this time will not only have a negative impact on their performance during the exam, but may also cause some physical damage. Secondly, the factors that cause anxiety in CET-6 examinations include both internal and external factors. The internal factors are mainly related to the learners' own English proficiency and their ability to adjust their emotions, while the external factors are more diverse, including the examination environment, peer competition, social factors and family factors. This may be due to the fact that postgraduate students themselves are mature enough to self-regulate so external factors become more influential at this point. This suggests to us that alleviating students' examination anxiety is not only a task for the students themselves, but also requires the joint efforts of the family, the university and the society. Thirdly, most postgraduate students at high anxiety levels believe that their anxiety has a strong impact on their grades and that if they are able to adjust their emotions, they will get the desired marks. From this, we can also realize the importance of relieving anxiety. Fourthly, in terms of anxiety relief, the participants mostly looked for ways to change their anxiety in their own hands, including practising to improve their English skills as well as using positive self-suggestions and systematic desensitisation to alleviate their anxiety.

In conclusion, compared to younger students, postgraduate students are more clearly aware of their anxiety, and can analyse the sources of their anxiety, as well as acquire some means to alleviate it, reflecting the maturity of cognition and mental capacity expected at this age.

5. Summary

This paper applies a mixed method to explore the test anxiety of non-English major postgraduate students in the CET6 examination. Firstly, the author analyses the overall anxiety of the subject group by looking at two different perspectives, namely gender and age; thereafter, the correlation between the anxiety level of the participants and their performance in CET-6 is examined. There are four main findings in the study, (1) Overall, it seems that more participants were at low levels of anxiety, followed by moderate levels of anxiety, and the least number of participants were at high levels of anxiety. This indicates that most postgraduate students are already mature enough to regulate their anxiety and maintain it at an appropriate level. (2) From the perspective of different grades, the level of CET-6 test anxiety was significantly higher in the second-year participants than in the first-year participants, which may be related to the pressure they are facing for further studies. From the perspective of different genders, the level of CET-6 test anxiety was significantly higher among female students than male students, which might be caused by the variation in physiological factors, the high self-demand of the females, as well as the prejudice and discrimination against them in the workplace. (3) Participants' anxiety level in the CET-6 test was closely related to their previous CET-6 test scores. The closer their previous scores are to the qualified score, the lower their anxiety level would be; the worse their scores are, the higher their anxiety level would be. (4) The test anxiety of the

postgraduate students in this study comes from both internal and external factors. Internal factors mainly include the learner's English proficiency and their ability to adjust their emotions; while external factors are more diverse, including the test environment, family influence, social competition and prejudice. Although the postgraduate group already has some self-regulation ability, the modification of the external environment is also an indispensable part in helping the postgraduate students to alleviate CET-6 test anxiety.

In addition, the current study has brought to light three aspects. Firstly, from the perspective of postgraduate students, although they are already adults and are capable of regulating their emotions, some of them still suffer from excessive anxiety when facing exams. Therefore, it is important for postgraduates to pay attention to their own mental health and find ways to alleviate their anxiety so that they can cope with future exams in a better way. Only in this way can they continue to make progress. Second, from the perspective of educators, university teachers as well as administrators should be concerned with postgraduate students' test anxiety as well as their mental health, and help postgraduate students who are suffering from test anxiety to identify the underlying factors that cause those anxieties. In the classroom, teachers should provide systematic exercises to alleviate students' anxiety. When evaluating the results of mock exams or daily practice, teachers should adopt a tolerant attitude towards the language mistakes made by students in examinations, as this will help to reduce the psychological pressure of students' fear of making mistakes when using English and increase their self-confidence. Of course, at the same time, teachers should not ignore students' mistakes and should use methods that suit different students' personalities, such as group error correction and individual error correction in class, in order to reduce students' anxiety during examinations and help them to be more calm in the examinations. In addition, they can also make use of the backwash effect of the CET-6 to teach their students in a more targeted manner; university administrators should also provide students with more abundant employment information to reduce the anxiety caused by social factors. Finally, from the perspective of the family, this study also enlightens parents on the importance of the environment at home. As parents, they should encourage their children more, rather than always demanding them with the highest standards.

The limitations of this study are that it did not involve a broad enough range of participants and the interviews were insufficiently in-depth. Future studies could call on postgraduate students from different majors and schools as participants and conduct in-depth information on their family backgrounds and other information before the interviews.

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