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| RESEARCH ARTICLE

The Analysis of Parenting Styles and Language Anxiety based on the Iceberg Metaphor: Focusing on Chinese EFL learners in Four Guangdong Universities

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| ABSTRACT
Many Chinese undergraduate students report feeling anxious in college, particularly in English classes. Parenting styles make a profound impact on students' learning behaviors and emotions due to many factors. Thus, the current study is about to what extent could parenting styles predict foreign language classroom anxiety (FLCA). The participants were 247 college students whose native language was Chinese. The FLCA levels among Chinese undergraduate students were moderately high, and there was no discernible difference in anxiety levels between males and girls. Parents of participants with varying levels of education did not show preferences for parenting styles. The results of the multiple regression model pointed out that parenting styles were significantly and positively correlated with linguistic anxiety in the classroom. According to the findings, warmth and monitoring, both have a positive and significant correlation to FLCA, and students who experienced rejecting-neglecting parenting were less likely to develop FLCA than children who experienced authoritative, authoritarian, or permissive parenting. Three monitoring measures were the next best predictors of FLCA after the acceptance variable of warmth variables. The Iceberg Metaphor indicates that the students' yearning for acceptance led to their expectation that they would only be accepted if they were perfect, which in turn exposed the students' sentiments of anxiety and their emotions in class. Future research should validate these findings and investigate the causes underlying students' language anxiety.

| KEYWORDS

Parenting styles, Foreign language classroom anxiety, Satir Iceberg Model, Chinese EFL learners, Positive psychology

| ARTICLE INFORMATION

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1. Introduction

University is an environment of crucial importance in relation to the learning of university students (Charbonneau et al., 2023). However, students often mention that it is the learning environment, the university itself, one of their leading sources of anxiety (Anniko et al., 2019; Charbonneau et al., 2023; De Anda et al., 2000). The research on the influencing factors of anxiety is helpful in finding effective ways to improve students' academic performance, among which the parent-child relationship is one of the most important factors (Chen, 2018). Parents, as role models, play a pivotal role in their children's growth and emotional or intellectual development. When students enter university, the amount of face-to-face time they spend with their parents drops dramatically. Many scholars have studied parenting styles, academic achievement, and the relationship between them from multiple perspectives (Chen, 2018). When students learn a foreign language in a strange university environment, their emotions will also change. Despite the external variables such as teachers' related variables and classmates', parenting styles may also affect the levels of English language anxiety in university classrooms. Focusing on this narrower area, recent research on learners' anxiety in foreign language classrooms (FLCA) (Boudreau et al., 2018; Saito et al., 2018). The sources of variation in Chinese students who are learning English as a foreign language (EFL)'s FLCA have been identified (Jiang & Dewaele, 2019). However, the focus was to understand how cultural factors such as teachers' influence on the education environment in China could affect the patterns of interactions between internal or external variables influencing students in classroom emotions (Li et al., 2018). Additionally,

previous research has demonstrated that family education or backgrounds strongly impact students' learning achievement (Zhao & Liu, 2021) and students' classroom management (Spittler, 2019).

In light of the fact that parenting styles make a profound impact on students' learning behaviors and emotions (Spera, 2005; Spittler, 2019; Zhao & Liu, 2021), the current study looked at the degree to which parenting styles could predict foreign language classroom anxiety (FLCA). In this study, the links between FLCA and parenting styles were examined. The focus is on participants' anxiety in English classes at four prestigious universities in Guangdong to control the influence of the educational environment and instructional levels (De Smet et al., 2018). In addition, participants were all from nuclear families before becoming adults in developed areas in China, which is to control the impact of different socioeconomic statuses and family structures (Zhao & Liu, 2021).

2. Literature Review

2.1 Parenting Styles

The basis and framework of parenting styles theory put forward by Baumrind (1971) classifies parenting styles into authoritative, authoritarian, and permissive styles. This framework has since become a popular and useful foundation for both researchers and practitioners who study and advocate for positive parenting (Bench, 2019). Positive parenting has enormous constructive effects on the healthy development of children, making this effort extremely vital (Baumrind, 1971). Previous studies have shown that warmth and monitoring, which are derived from the parenting models (Baumrind, 1971; Maccoby & Martin, 1983), are the two elements that have the strongest effects on parent-child relationships (see Fig.1.). While there is no single cause for adolescent behavior, some studies have revealed connections between parenting styles and children's conduct when they grow up. Many studies (e.g., Chen, 2018; Choo & Shek, 2013; Zhao & Liu, 2021) have examined a series of influences of the relationship between parents and children on families (e.g., children's physical and mental condition, marital relationship quality and parental rearing behavior). Since teenagers are both physiologically and psychologically rebellious and in the conflict between self-unity and role confusion and in the contradiction between relying on parents and longing for freedom, according to Erikson's (1950) eight-stage personality theory, most of the studies on the parent-child relationship are exploring the influence of the relationship on teenagers (Chen, 2018).

To set a level of accountability for the child, monitoring is defined as parental awareness and supervision of the child, knowledge of the child's locations, friends, and activities, and surveillance of such dimensions (Essau & Hutchinson, 2008; Turrisi et al., 2013). Monitoring is intimately linked to offspring aberration (Lamborn et al., 1991). Since the primary goal is to keep control and create parental authority, parents who monitor their children excessively often have chilly and unfriendly connections with them (Bench, 2019). The model also states that warmth is often characterized by parental love, acceptance, and open communication (Miller et al., 2017). The youngster receives forgiveness, support, and an open line of contact from warm parents. However, when warmth is provided excessively to the extent that monitoring is almost absent, problems may occur (Bench, 2019). Children that receive sufficient warmth but scant monitoring refuse to develop a respect for authority, obey rules, or want to avoid being held accountable for their actions (Lamborn et al., 1991). If a child is raised under both low levels of monitoring and warmth, the child may lack internal motivation, intimacy with others, and a sense of belonging (Chen, 2018).

The well-rounded authoritative parent was initially described by Baumrind (1971), who also carried out studies confirming the higher efficacy of this parenting style. The authoritarian parent (high monitoring, low warmth), the permissive parent (low monitoring, high warmth), and the rejecting-neglecting parent (low monitoring, low warmth) constitute a substantial parenting ratio from the perspective of monitoring and warmth, as modified subsequently by Maccoby and Martin (1983).

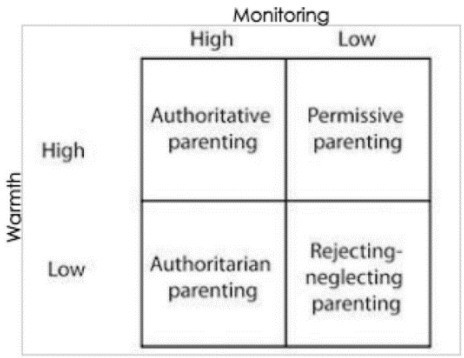

Figure 1: Parental styles categorized in the distribution of monitoring and warmth (Baumrind, 1971; Maccoby & Martin, 1983)

Applying this official parenting typology, researchers discovered a significant correlation between drinking behavior and parent typology among 1900 randomly chosen college students (Varvil-Weld et al., 2014). In 104 interviews with mothers and kids from violent and non-violent families in the neighborhood conducted by Rossman and Rea (2005), researchers collected information about the authoritative, authoritarian, permissive, and rejecting-neglecting parenting styles.

The effects of parenting styles on students' academic achievements have been investigated through achievement goal orientation and academic self-concept (Fang et al., 2003). Spera's (2005) research found that parenting styles regulate the relationship between parental behavior and students' achievements, and the most important influencing factors are parental monitoring. However, it is more important to examine monitoring and warmth separately, which could provide further comprehension of their influence (Bench, 2019). Focusing on the EFL classroom and whether students' classroom behaviors, including FLCA, are influenced by their parenting styles requires further examination.

2.2 Foreign Language Classroom Anxiety (FLCA)

In the domain of SLA studies, anxiety is by far the emotion that is most frequently examined (MacIntyre, 2017). A different complex of self-perceptions, attitudes, feelings, and behaviors related to learning in the classroom that stems from the uniqueness of the language acquisition process is what Horwitz et al. (1986) referred to as foreign language classroom anxiety (FLCA). According to Horwitz (2017), when engaging in language learning and/or use, students suffering from FLCA who learn second languages have the attribute of feeling state anxiety. More generally, cognitive, emotional, and internal physiological processes all have an impact on linguistic anxiety; among criteria that are evaluated throughout several timelines include the demands of the circumstance, the presence of others, and other aspects, according to MacIntyre (2017). Anxiety contains both internal and external components, indicating that anxiety is affected by both learner's interior characteristics and the environment of language learning (MacIntyre, 2017). Recent research on students' negative emotions in foreign language classes has shown that they interact intricately and dynamically with students' internal and external factors and change throughout the short and long term (Boudreau et al., 2018; Saito et al., 2018). The reasons for the variations in the FLCA of Chinese EFL learners have been pinpointed by researchers (Jiang & Dewaele, 2019).

Previous studies on anxiety discovered that learner variables for both internal and external were both the causes of FLCA. Some of the personality traits that are related to learners include low trait emotional intelligence and high degrees of perfectionism (Dewaele, 2017), self-esteem (Young, 1991), language proficiency (Liu, 2006), motivation (Teimouri, 2017), and negative self-evaluation (Liu, 2006; Mak, 2011). Other factors include low levels of teachers' intolerance (Aida, 1994), unfriendly ways to correct students' errors (Mak, 2011), being chosen by the teacher to provide a presentation or respond to questions individually (Liu, 2006), insufficient waiting times, and the prohibition against speaking in one's native language are all factors that have an impact on how well teachers instruct their students (Mak, 2011). Peer reactions and the social repercussions of speech errors are other learner-external factors influencing FLCA (Dewaele & Dewaele, 2017). Utilizing humor to enhance students' sense of flow, autonomy, optimism, and hope was proposed by Oxford (2017) among several strategies instructors could use to lessen FLCA.

In previous classroom research, it was found that female participants' anxiety characteristics are different from that of males (Charbonneau et al., 2023). In looking closely at English classrooms, previous research suggests that females reported more FLCA than male participants (Dewaele & MacIntyre, 2014; Dewaele et al., 2018). However, previous research also reveals that no significant difference in FLCA could be found in male and female participants (Jiang & Dewaele, 2019; Liu, 2006). Therefore, this study sought to find out the gender differences in FLCA when all participants come from the nuclear family to see whether parenting style has an impact on their levels of anxiety in terms of gender.

2.3 Satir Iceberg Metaphor

To explain her ideologies, beliefs, ambitions, and procedures into a coherent whole by building on her key principles (Lum, 2002), the Satir Model (Satir et al., 1991) was created. The intrapsychic, the interaction, and the family-of-origin are the three main therapeutic intervention areas that are the emphasis of the Satir model (Banmen, 2002). According to the Iceberg Metaphor, the intrapsychic focus has been determined (Banmen, 2002). The iceberg metaphor and Satir's family therapy approach are closely related nowadays (Innes, 2002; Lum, 2002; Sayles, 2002). The personal iceberg is regarded as a device considering how people feel on the inside as part of the process of forming relationships in general (Satir et al., 1991; Sayles, 2002).

The elements of the interior experience are interacting and systematic, and alterations in one area frequently affect other areas as well (Banmen, 2002). The six levels of human experience listed by Satir are represented by the iceberg: behavior, coping, perceptions, feelings, unmet expectations, and longings (Innes, 2002). Figure 2 displays a thorough representation of the Iceberg Metaphor.

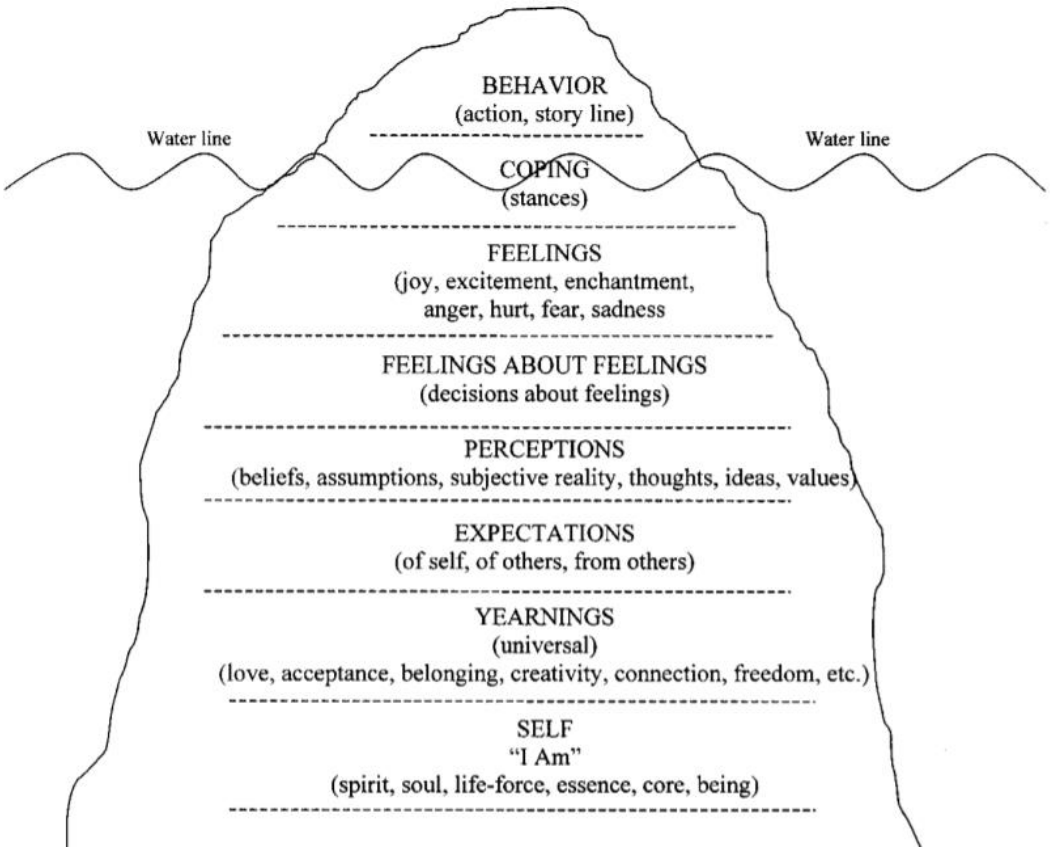

Figure 2: The Personal Iceberg Metaphor (Banmen, 2002)

According to Satir's (1991) theory, a person is inextricably linked with his or her family of origin, which may affect his or her whole life, which is also an inevitable connection between a person and one's experience and the root of our unhappiness may be the unfulfilled expectations of childhood. According to Kerr (1981), no one can understand other people's thoughts in isolation. Family is a system, and each member influences other people, especially parents' influence on children. In the critical period of growing up from teenagers to adults, parents play different roles in college students' learning process and have different influences on their language anxiety and performance in the classroom. Analysis of students' FLCA based on the Iceberg Metaphor is the main goal of this study. The research takes into account the following hypothesis: Participants from families with adequate monitoring and warmth will experience lower anxiety regarding language. The research questions are as follows:

1) What are the levels of language anxiety of Chinese undergraduate students in EFL classrooms?
2) Could different levels of language anxiety be witnessed between gender? If yes, why do they occur?
3) What are students' family education backgrounds? What is the relationship between parents' educational background and parenting styles?
4) To what extent do parenting styles predict language anxiety in EFL classrooms?

3. Methodology

3.1 Participants

Participants were 247 undergraduate English major students (114 males, 133 females) who were recruited from 4 comprehensive universities in Guangzhou. All the students come from the nuclear family, which is defined as a family unit including parents and their child or children living in the same place (Stone, 2016). Most participants' family annual income ranged from 100,000 yuan (CNY) to 2 million yuan (see Table 1). Participants' native languages were Chinese, including Putonghua and Cantonese. They have learned English since primary school, which was at least 6 to 9 years.

Table 1: Participants' background information

Parameters	Type	Frequency	Proportion
Gender	Male	114	46.15%
	Female	133	53.85%
Native language	Putonghua	103	48.58%
	Cantonese	87	35.22%
	Bi/multilingual	57	23.08%
Family annual income	Less than 100,000 yuan	20	8.09%
	100,000 to 400,000 yuan	103	41.70%
	400,000 to 1 million yuan	85	34.41%
	1 to 2 million yuan	26	10.53%
	More than 2 million yuan	13	5.26%

3.2 Data Collection

3.2.1 Context and Data Collection Procedure

The questionnaire was piloted twice with 10 participants prior to the official data collection, which resulted in the restructuring and rephrasing of some items. Data were collected through an online survey, which allows researchers to contact huge numbers of people since location is not a barrier and research participants can be reached from anywhere using only an electronic device, being time and cost-effective (Bryman, 2012). Before participation in the research, participants were required to read an informed consent form in which the objectives, content, and risks of the research were stated. It took five to ten minutes for them to complete the questionnaires. Participants completed the survey anonymously, and their parents and their names were not recorded. 258 copies of the questionnaires in all were collected, and 1 case with missing values and 10 cases that participants were from non-nuclear families were deleted, which left 247 effective samples in the database.

3.2.2 Instrument

Biographical information and parenting-style-related items. The first section of the questionnaire requested participants' biographical details such as family type (nuclear family or non-nuclear family), gender, family annual income, parents' educational background, and native languages.

The second part of the questionnaire includes 15 items with four-point Likert scales, whose internal reliability (Cronbach alpha = .935, n = 6) and construct validity (KMO = .897, Bartlett's test of sphericity, p< .000) was good. This part requires participants to indicate their parents' parenting styles and among which 10 items with four-point Likert scales asked participants' perceptions on parents' attitudes toward their English learning ranging from "not at all" to "very much so", such as how free they could express opinions to parents (Mean = 2.60, SD = 1.01), how much their parents attach importance to their English learning (Mean = 2.58 SD = 1.02), how much money do their parents spend on their English learning (Mean = 2.62, SD = 1.05), how willing are parents to encourage them to speak English aloud (Mean = 2.53, SD = 1.01), how willing the parents create atmosphere for English learning (Mean = 2.54, SD = 1.02), how intentionally do parents urge them to learn multiple languages (Mean = 2.36, SD = 1.03), how much the parents joked on their accent (Mean = 2.30, SD = 1.07), how much the parents praised them for their progress in English learning (Mean = 2.45, SD = 1.05), how positive will parents' comments on the participants influence their confidence in speaking English (Mean = 2.49, SD = 1.04), and how willing the participants to express their feelings about learning English (Mean = 2.49, SD = 1.06). Participants also filled out the following measure in addition to the biographical and parenting-style-related questions.

Foreign language classroom anxiety scale. Necessary amendments to the language classroom anxiety scale revised by Jiang and Dewaele (2019) and originated from the FLCAS (Horwitz et al., 1986) are included in the questionnaire's third section. The items were phrased to suggest high levels of anxiety for the convenience of data analysis. Internal reliability (Cronbach alpha = .956, n = 9) and construct validity (KMO = .967, Bartlett's test of sphericity, p< .000) were good.

3.3 Data Analysis

The statistics were analyzed descriptively and inferentially. Descriptive statistics were used to analyze the factors influencing parenting styles. The correlations between the FLCA and parenting practices were identified using statistical analysis, especially looking at monitoring and warmth individually to further examine their influence on FLCA (Bench, 2019). According to the definition of monitoring (Essau & Hutchinson, 2008; Turrisi et al., 2013), monitoring can be divided into three aspects: (1) parental awareness and supervision of the child, (2) knowledge of the child's locations, friends, and activities, and (3) surveillance of such dimensions. The model also states that warmth can be divided into three aspects: (1) parental love, (2) acceptance, and (3) open communication (Miller et al., 2017).

4. Results

4.1 Levels of FLCA

For FLCA, average means on a 4-point scale were calculated (Mean = 2.51, SD = 1.03). Table 2 shows the detailed descriptive analysis of the FLCA.

Table 2: Descriptive analysis of FLCA

Items	Mean	SD
I worry about the English class even though I am fully prepared for it.	2.53	0.99
I always reckon that other classmates speak English better than I do.	2.57	1.06
When I'm asked to answer questions or do public speaking in English class, I get nervous.	2.49	1.05
I am concerned that I will make mistakes in English class.	2.51	1.03
When speaking English in English class, I do not feel confident.	2.45	1.04
When I have to speak in my English class, I get nervous and confused.	2.50	1.04
When I have to speak in English class without preparation, I start to panic.	2.55	1.03
It embarrasses me to volunteer answers in my English class.	2.45	1.00

The above table shows that all means are above 2.45, indicating that students are suffering from FLCA in English classrooms. Peer pressure (Mean = 2.57) seems to be a significant factor that may influence the FLCA. When students are forced to speak without preparation (Mean = 2.55), and even if they are well prepared (Mean = 2.53), students still feel anxious in the English classrooms.

4.2 Gender Differences in FLCA

To ascertain whether participant gender differences in FLCA exist, an independent t-test was utilized, and the results displayed that gender differences were not significant for FLCA, as shown in Table 3.

Table 3: Independent t-test of FLCA in terms of gender difference

Gender	Mean	*T*	*P*
Male	19.38	-1.360	.175
Female	20.62		

4.3 FLCA and Parenting Styles

4.3.1 Parents' Educational Background and Parenting Styles

The educational quality and conditions of parents themselves have the most direct and important influence on the way of education (Guan & Liu, 1994). When educating children, parents of different educational backgrounds will treat their children with different attitudes. Parents' educational backgrounds are divided into seven groups according to primary school, secondary school, high school, undergraduate and/or above. See Table 4 for the proportion of parenting styles adopted by these 4 groups, where the authoritative style is coded as A, the permissive style as B, the authoritarian style as C, and the rejecting-neglecting style as D.

Table 4: Proportion of parenting style adopted by parents with different educational backgrounds

Educational backgrounds	Father				Mother			
	A	B	C	D	A	B	C	D
Primary school	28%	20%	24%	28%	20.83%	29.17%	33.33%	16.67%
Secondary school	24.6%	24.6%	27.7%	13.8%	25.93%	18.52%	33.33%	22.22%
High school	46.67%	20%	24.44%	8.89%	28.57%	31.43%	22.86%	17.14%
Undergraduate and above	25.51%	32.65%	22.44%	19.4%	30.61%	24.49%	24.49%	20.41%

According to Table 4, there is not much difference in parenting style among each cultural level, but the characteristics of their selection of parenting styles are unique at each level. The group with the lowest education level adopts the authoritarian style and the rejecting-neglecting style in the highest proportion, and the total number of the types is 52% for fathers and 50% for mothers. The proportion of fathers and mothers adopting a permissive style is the highest in junior high school, with 27.7% and 33.33%, respectively. Interestingly, fathers with high school education adopt the authoritative style most, accounting for 46.67, while mothers take the authoritarian style most, accounting for 34.43%. The most educated group had the highest proportion of fathers who adopted an authoritarian style, while the mothers had the most authoritative style.

4.3.2 The Links Between FLCA and Parenting Styles

According to Bench (2019), investigating monitoring and warmth as separate variables could provide further details on their effects on FLCA. Therefore, the predictor variables were divided into six aspects according to the definition of monitoring and warmth (Essau & Hutchinson, 2008; Miller et al., 2017; Turrisi et al., 2013), which are parental awareness and supervision of the child, knowledge of the child's locations and activities, surveillance of child's friends making, parental love, acceptance, and open communication.

First, to investigate the connections between the independent factors and FLCA, Pearson correlation analysis was carried out. The findings presented in Table 5 demonstrated that parenting styles are significantly correlated with FLCA.

Table 5: Correlations between parenting styles and FLCA

	Correlation with FLCA	
	r	*p*
Parenting styles	.904**	< 0.001

The results in Table 6 show that parental awareness and supervision of the child, knowledge of the child's locations and activities, surveillance of the child's friends-making, parental love, acceptance, and open communication were significantly positively correlated with FLCA.

Table 6: Relationships between FLCA and parenting styles (independent variables)

Parenting styles	Correlation with FLCA	
Monitoring	*r*	*p*
Parental awareness and supervision of the child	.792**	< 0.001
Knowledge of the child's locations and activities	.782**	< 0.001
Surveillance of child's friends making	.792**	< 0.001
Warmth	*r*	*p*
Parental love	.780**	< 0.001
Acceptance	.796**	< 0.001
Open communication	.778**	< 0.001

Second, ANOVA analysis was used to discuss whether the model was successfully established (Bryman, 2012). From Table 6, it could be found in this case that ($F = 183.472$, $P<0.001$) at least one independent variable explained a part of the variation of the dependent variable, so that the regression variation increased, the residual variation decreased, and the model was successfully established.

Table 7: ANOVA analysis

Model	Quadratic sum	*F*	*P*
Regression	10323.76	183.472	< 0.001
Residual	2250.754	/	/
Total	12574.51	/	/

a. Dependent variable: FLCA

b. Predictor variables: parental awareness and supervision of the child, knowledge of the child's locations and activities, surveillance of child's friends making, parental love, acceptance, and open communication

Multiple stepwise linear regression analyses were adopted to determine the most effective predictors of participants' FLCA. Since the dependent variables and all independent ones were significantly (p .05) correlated except for parental love (p = .105), it was excluded from the table, and the multicollinearity problems were avoided (Jiang & Dewaele, 2019), and the rest of independent variables were contained in the model. Therefore, the regression model for FLCA (the predicted variable) included 5 variables that had significant correlations with FLCA, which are presented in Table 8.

Table 8: Results of significant multiple regression analysis with five variables as FLCA predictors

Predictors *Monitoring*	Adjusted *R2*	*R2* change	*F*	*P*
Parental awareness and supervision of the child	.609	.002	381.681	< 0.001
Knowledge of the child's locations and activities	.611	.001	385.092	0.011
Surveillance of child's friends making	.626	.002	413.062	< 0.001
Warmth	Adjusted *R2*	*R2* change	*F*	*P*
Acceptance	.632	.001	423.096	< 0.001
Open communication	.604	.002	376.918	< 0.001

Regression analysis revealed a significant equation (F = 183.472, p < .0001, with a R2 of 0.821, R2 Adjusted = .817) in the model, almost without autocorrelation (DW = 2.07). Regression models described in Table 8 show that the strongest predictor of FLCA was acceptance (warmth), followed by surveillance of the child's friends making (monitoring), knowledge of the child's locations and activities (monitoring), parental awareness and supervision of the child (monitoring), and open communication (warmth) without any irrefutable indication of multicollinearity (i.e., all variance inflation factors [VIF] < 3.565).

5. Discussion

5.1 Factors Influencing FLCA

The first research question focused on how anxious Chinese undergraduate students are in EFL classes. Feelings of anxiety were prevalent among the participants. For external attributes, the emphasis on maintaining one's image in Chinese culture (Liu, 2006), the traditions of language teaching (particularly emphasizing written English), and the exam-oriented culture of education in Chinese schooling institutions prevent EFL learners from receiving sufficient opportunities to practice English orally (Shi, 2006), disparities in participants' levels of language proficiency, the impact of the teacher, and the institutional setting, or peer pressure (Jiang & Dewaele, 2019) would also increase Chinese students' anxiety. This study also echoes that peer pressure will make students anxious in English classes. Feeling anxious in the classroom is feeling under the water line (Banmen, 2002) in the Iceberg Metaphor. In general, students' performance in English class is seen only as the tip of the iceberg. However, underneath are emotions, feelings, expectations, and desires, which are the manifestation of external behavior. Their feelings about feelings, or decisions about feelings, were that even if they were well prepared before the English class, they still feel not confident to speak aloud and continued to panic. Under these feelings and feelings about feelings were the perceptions, such as beliefs, assumptions, or values (Banmen, 2002). The students were not confident because they did not believe that they could do well in English class. They thought that when volunteering in English class would be embarrassing, so they decided to keep silent.

The role of gender on FLCA was the topic of discussion of the second research question. In FLCA, no discernible gender differences were discovered. Although this result was different from other studies, which found that females reported higher FLCA compared to male equivalents (Dewaele & MacIntyre, 2014; Dewaele et al., 2018), it supports the findings of earlier studies on Chinese EFL students (e.g., Jiang & Dewaele, 2019; Liu, 2006).

5.2 Parents' Education Background and Parenting Styles

The third question of this research focused on students' family education backgrounds and the relationship between parents' educational backgrounds and parenting styles. Interestingly, the result differed from the previous research (Guan & Liu, 1994) that the educational level of the parents is the most important factor influencing their parenting styles. No significant difference in parenting style among each educational level, but the characteristics of their selection of parenting styles are unique at each level. This may relate to the social development in China, the socio-economic status of each family (Zhao & Liu, 2021), or many other factors.

5.3 Parenting Styles and FLCA

The final research question examined the degree to which parenting-style factors predicted FLCA variance. Monitoring and warmth were both positively connected with FLCA, according to correlation analyses. In other words, if parents adopted authoritative (high monitoring, high warmth), authoritarian (high monitoring, low warmth), and permissive (low monitoring, high warmth) parenting styles, the student would feel more anxious in English class than those whose parents adopted rejecting-neglecting (low monitoring, low warmth) parenting style. This is in line with previous findings that parenting styles influence student's learning behaviors and emotions (Spera, 2005; Spittler, 2019; Zhao & Liu, 2021) and that rejecting-neglecting parenting styles lead to students' lack of learning motivation and the fact that students do not care about their learning (Chen, 2018). The results of the multiple regression analyses indicated that one warmth variable (acceptance from parents) was the strongest predictor of FLCA,

and the followed strongest predictors of FLCA are from all monitoring variables, echoing Spera's (2005) findings that the strongest influencing factors on students' learning behaviors and emotions (including negative emotions such as anxiety) are monitoring.

The finding reflects the Iceberg Metaphor that the students' expectations (Banmen, 2002; Innes, 2002) of themselves are that they should be praised and accepted by others unless they do not make any mistakes. This reveals students' yearnings (Banmen, 2002; Innes, 2002) for acceptance or a sense of belonging. Thus, the results are interestingly different from the hypothesis of the study that students who receive adequate monitoring and warmth will experience lower levels of FLCA but revealed the fact that students raised through rejecting-neglecting parenting styles experience lower levels of FLCA. The problem is that there is a gap between the warmth or acceptance given by the family and the warmth outside the family, which also leads to the fall through of learners' expectations. This could be linked to how the teacher and students interact and behave (Dewaele et al., 2018; (Jiang & Dewaele, 2019).

6. Conclusion

It is necessary to consider the limitations of this study. Starting with the sampling strategy. Participants are undergraduate students at four prestigious Chinese universities in Guangdong. As participants are from nuclear families, the conclusions presented here cannot be applied to all Chinese students who are learning English at a tertiary level. Future studies could look at a sample of individuals from wider geographic locations and non-nuclear families. Secondly, compared to longitudinal studies, this cross-sectional research cannot establish causality (Bryman, 2012). Third, since the questionnaire was distributed online, considering the prevalent worry about fraud and hackers, research participants might feel worried about the confidentiality of their responses (Bryman, 2012). Also, it cannot avoid self-selection bias compared with the paper-and-pencil way (Dewaele et al., 2018).

The study investigated the connection between parenting styles and FLCA. The purpose of the current research was to determine how parenting styles could predict FLCA and what, according to the Iceberg Metaphor, lies beneath the emotion of anxiety in Chinese EFL learners. The results show that parenting style is significantly and positively correlated to students' anxiety in English classrooms. FLCA levels in English classes were moderately high, according to participants. No gender differences were witnessed in classroom language anxiety. Parents with different educational levels do not seem to have preferences in choices of parenting styles. Students do appear to experience FLCA, which may be related to their yearnings for acceptance, the strongest independent variable. Students raised under rejecting-neglecting parenting style seem to suffer the least from FLCA.

In conclusion, the research points to a strong correlation between parenting styles and FLCA. Both monitoring and warmth are positively related to FLCA, among which acceptance is the most powerful predictor of FLCA, indicating that rejecting-neglecting parenting style would cause the least FLCA in students. However, reducing FLCA does not mean parents should neglect their children's needs or feelings nor pay no attention to their behaviors. It could be seen from the Iceberg Metaphor that students' attitudes or behaviors were just the tip of their 'iceberg'; the emotions, and decisions about their feelings, expectations, yearnings, and true 'self' is under the water and needs to be further discussed. The students' beliefs are that only if they do not make any mistakes can they be accepted. It reveals students' yearnings for more acceptance. Hence, more research should be conducted to develop strategies for helping students under the circumstance of the combination of classroom instruction and family education to reduce their language anxiety.

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