



Foreign Language Classroom Anxiety Scale: Adaptation for the Czech University Setting

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- In my study, which constitutes a part of a study exploring students' attitude to classroom L2 communication, I focus on university students. For this purpose, I adapted one of the most used instruments measuring self-reported communication apprehension – the *Foreign Language Classroom Anxiety Scale* (Horwitz et al., 1986).
- The validated instrument will enable the international comparison of data and thus contribute to the international research and insight into the interesting matter.



Foreign Language Classroom Anxiety

- concepts describing the state of mind when entering foreign language communication with fear:
 - communication apprehension,
 - communication anxiety,
 - communication shyness, or
 - communication reticence.
- *Foreign language classroom anxiety* (Horwitz, Horwitz, and Cope, 1986)
- „...a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process. “(p 128)



- Foreign language classroom anxiety (FLCA) can in certain situations deeply influence communication Yashima (2002).
- Factors studied in relation to FLCA e.g.
 - the fear of making a mistake in front of classmates (Tum, 2015; Yan & Horwitz, 2008),
 - teaching style and teachers' talk (Ballester, 2015),
 - the classroom's dynamics (Yashima et al., 2016) or
 - learning styles and strategies (Yan & Horwitz, 2008).
 - self-evaluation of one's communicative competence (Lee, 2018; Marzec-Stawiarska, 2015; Matsuda & Gobel, 2004, Yashima, 2002)



Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986)

- 33 items on a 6-point Likert scale measures 3 components:
- communication apprehension (11 items),
- test anxiety (7 items), and
- fear of negative evaluation in the foreign language classroom (15 items).
- The Czech adaptation based on the recommendations of the European Federation of Psychologists' Association (2013) included re-designing the instrument for university students and for the Czech conditions.
- The adaptation included independent parallel translations, multiple cultural and linguistic adaptations, multiple expert reviews, and cognitive interviews with relevant respondents.



Testing the validity and reliability of FLCAS

- Confirmatory factor analysis (CFA) in JASP version 0.14.1, item analysis, estimation of scale reliability, and Exploratory factor analysis (EFA) in STATISTICA 13.3 .
- The convenience sampling was conducted twice in the academic year 2018/2019 in language courses at the university level (ISECD 6).
- The questionnaire was distributed in a paper form in the second half of the semester by four teachers (n=252). After the elimination of incomplete questionnaires, the total sample consisted of 238 respondents. The minimum of 5 respondents for each item tested for FA purposes was observed and therefore the total of 238 respondents was sufficient to identify individual factors (Bryman & Cramer, 1990 as cited in Cohen, Manion, & Morrison, 2007).



The CFA did not completely comply with the original FLCAS

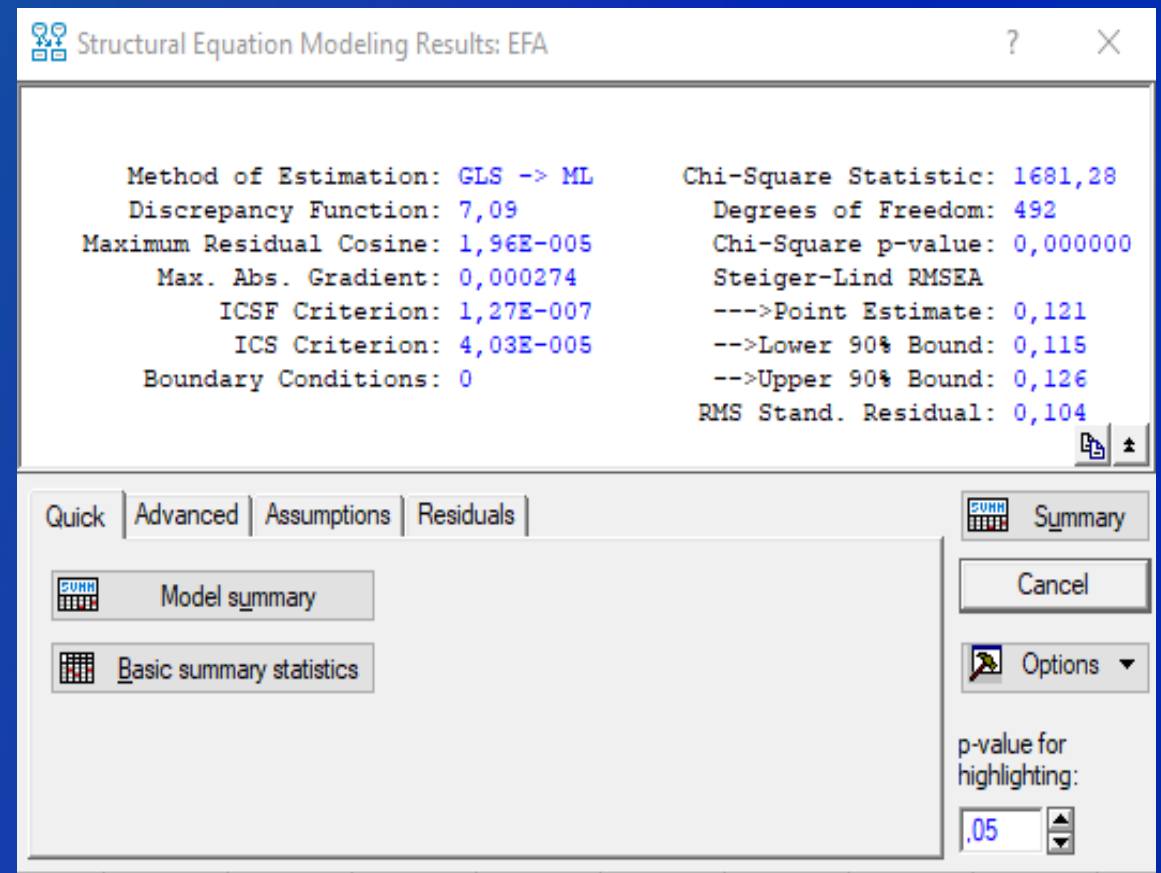
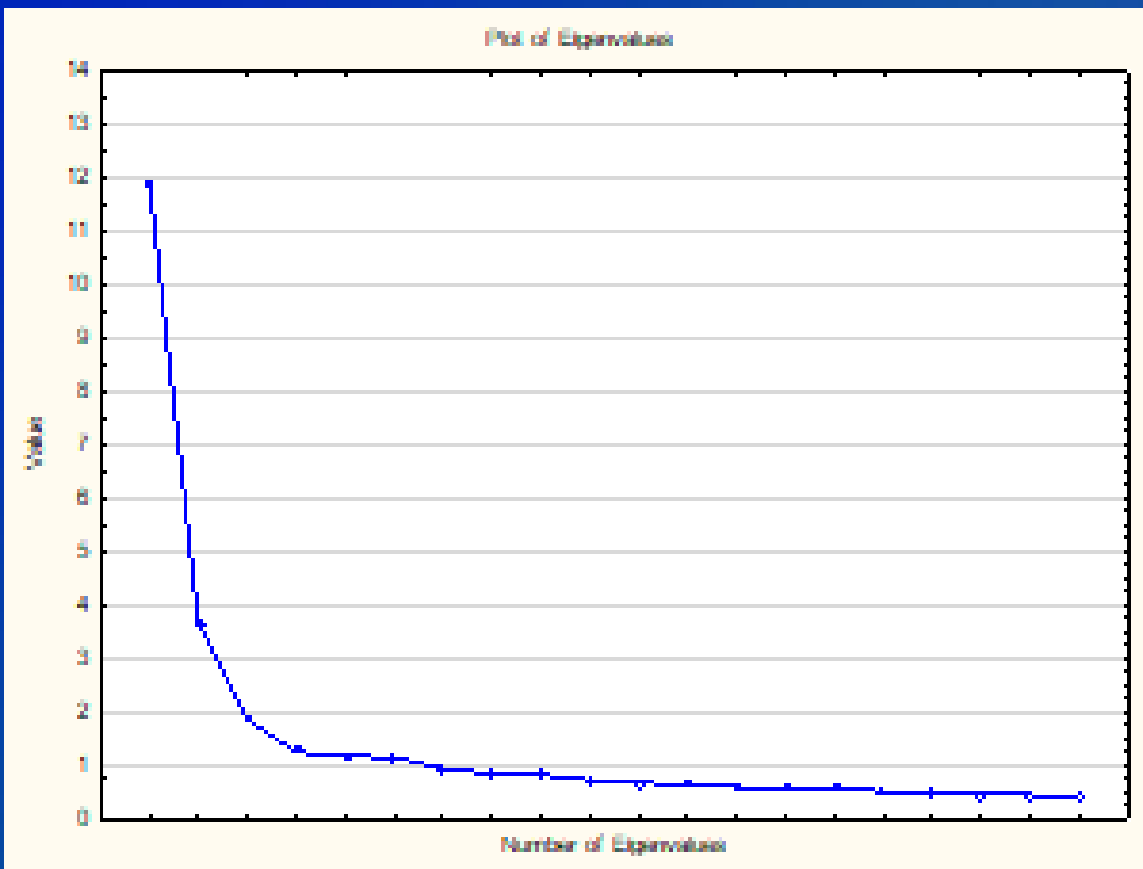
Chi-square test			
Model	χ^2	df	p
Baseline model	4804.099	528	
Factor model	1688.373	492	< .001

Fit indices	
Index	Value
Comparative Fit Index (CFI)	.720
RMSEA 90% CI lower bound	.096
RMSEA 90% CI upper bound	.106
RMSEA p-value	.000
Standardized root mean square residual (SRMR)	.104



FLCAS: Factor loadings

Factor loadings							
					95% Confidence Interval		
Factor	Indicator	Estimate	Std. Error	p	Lower	Upper	Std. Est. (all)
CA	V24	1.000	0.000	-	1.000	1.000	0.603
-	V27	1.234	0.135	< .001	0.970	1.498	0.719
-	V32	1.497	0.148	< .001	1.207	1.788	0.829
-	V37+	0.423	0.127	< .001	0.173	0.672	0.225
-	V38	0.959	0.125	< .001	0.714	1.205	0.568
-	V41+	0.466	0.121	< .001	0.229	0.702	0.263
-	V47	-0.774	0.103	< .001	-0.975	-0.572	-0.556
-	V50	1.480	0.144	< .001	1.198	1.762	0.851
-	V52	1.214	0.135	< .001	0.949	1.479	0.700
-	V53	0.799	0.126	< .001	0.553	1.046	0.455
-	V55+	0.511	0.119	< .001	0.278	0.744	0.295
feedback	V25+	1.000	0.000	-	1.000	1.000	0.179
-	V30	3.190	1.194	0.008	0.850	5.531	0.641
-	V36	3.601	1.339	0.007	0.977	6.225	0.705
-	V42	2.124	0.825	0.010	0.507	3.741	0.454
-	V46	3.579	1.336	0.007	0.961	6.197	0.667
-	V54	3.929	1.457	0.007	1.073	6.785	0.735
-	V56	4.666	1.719	0.007	1.297	8.034	0.835
tests	V26	1.000	0.000	-	1.000	1.000	0.818
-	V28+	0.202	0.083	0.015	0.039	0.365	0.161
-	V29	0.157	0.069	0.023	0.022	0.293	0.150
-	V31	0.202	0.078	0.009	0.050	0.354	0.171
-	V33	0.893	0.072	< .001	0.752	1.034	0.712
-	V34+	0.038	0.072	0.601	-0.104	0.180	0.035
-	V35	0.903	0.066	< .001	0.774	1.032	0.767
-	V39	0.936	0.065	< .001	0.808	1.065	0.790
-	V40	0.671	0.074	< .001	0.526	0.817	0.553
-	V43	1.005	0.066	< .001	0.875	1.135	0.821
-	V44	0.580	0.068	< .001	0.447	0.712	0.528
-	V45+	0.266	0.073	< .001	0.123	0.410	0.237
-	V48	0.614	0.061	< .001	0.494	0.733	0.603
-	V49	0.954	0.065	< .001	0.826	1.082	0.801
-	V51+	0.345	0.074	< .001	0.200	0.489	0.302



EFA: one-factor model should be considered as was suggested also by Tóth (2008, s. 70), who states that a foreign language anxiety is:

„...a unidimensional construct, a unique combination of different performance anxieties arising in the process of L2 learning and communication“.



Conclusion

- Reduction of items (> .70)
- Different proportion of individual factors
- Internal consistency (.82) is comparable (Horwitz et al., 1986; Aida, 1994; Tóth, 2008).

Factors of FLCAS	Original scale	Adapted scale
Communication apprehension	11 (33 %)	3 (23 %)
Test anxiety	7 (21 %)	6 (46 %)
The fear of negative feedback	15(46 %)	4 (31 %)
	33	13



References

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