

Comparison of Two Models of Foreign Language Classroom Anxiety Scale

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Abstract

The present study compares the two models of foreign language classroom anxiety scale (FLCAS). According to Horwitz, Horwitz, and Cope (1986), foreign language anxiety is “as a distant complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process...also differs from general communication anxiety” (p.128). FLCAS was constructed where items reflect the characteristics of foreign language anxiety. There showed two models of FLCAS which are three factor model and four factor model. The three factor model has three domains which are communication apprehension, test anxiety, fear of negative evaluation. The four factor model has four domains which are communication apprehension, test anxiety, fear of negative evaluation, and fear of English classes. The FLCAS was administered to a sample (N=300) and the factors were confirmed using Confirmative Factor analysis (CFA). The results showed that the three factor model of FLCAS has the better fit fit ($\chi^2=2169.18$, RMSEA=.07, AIC=7.72, SBC=8.57, BCCVI=7.78).

Keywords: Foreign language classroom anxiety, communication apprehension, test anxiety, fear of negative evaluation

Introduction

Language anxiety, one of the most important affective elements in language learning, has been explored by many studies (e.g., Bailey, 1983; Horwitz, Horwitz, & Cope, 1986), especially in western countries, since the 1970s. The earlier studies were mainly concerned with the causes of language anxiety. For example, Bailey (1983), through the analysis of the diaries of eleven learners, examined the

relationship between the learners' competitiveness and self-esteem as a potential source of learner anxiety. She found that anxiety might be the consequences of the competitive nature of L2 learning, on the one hand, and language tests and learners' perceived relationship with their teachers, on the other. These aspects that Bailey identified were supported in subsequent studies, specifically, in Young's (1991) study. According to Young (1991), six potential causes of language anxiety are involved in students' language learning, which include personal and interpersonal, learner beliefs about language learning, instructor beliefs about language teaching, instructor-learner interactions, classroom procedures and language tests. As can be seen, Young (1991) identified the causes from three aspects which are the aspects of learners, teachers and instructional practice, to which Bailey's findings also complied.

The findings of Horwitz, Horwitz and Cope (1986) might be the most influential on this aspect. The researchers investigated 225 students in beginning language classes at the University of Texas and made a unique contribution to the identification of the scope of foreign language anxiety by designing a systematic instrument - Foreign Language Classroom Anxiety Scale (FLCAS) including 33 items. This scale integrating three related components, i.e. communication apprehension, test anxiety, and fear of negative evaluation, has been reliably used by researchers to measure foreign language learners' anxiety and examine the effect of anxiety on learning in different contexts. Furthermore, Krashen (1985) stated that high anxiety will prevent input that learners receive in the classroom from reaching the language acquisition device in his affective filter hypothesis. In addition, Horwitz (1986) asserted that language anxiety can cause students to postpone language study indefinitely or to change majors. MacIntyre and Gardner (1994) conducted a study on anxiety, involving 97 college students that learn French, concluded that compared with more relaxed learners, those with anxiety find it more difficult to express their own views and tend to underestimate their own abilities. Another finding in MacIntyre and Gardner's (1994) study is that anxiety and learning achievement are negatively correlated in the three stages of language acquisition - input, processing and output. Moreover, there were other studies which

have been conducted to find the negative correlation between anxiety and four macro aspects in language learning, specifically in speaking and listening. For example, MacIntyre and Gardner (1991) found that speaking is by far the main agent of anxiety-arousal, and that students with high anxiety perform worse than those with low anxiety. Up to now most studies have shown a negative relationship between anxiety and language achievement. In contrast, there were some other studies which found neutral and positive relationships between anxiety and second language achievement. For example, in Bailey's (1983) study of competitiveness and anxiety, it was found that facilitative anxiety was one of the keys to success, and closely related to competitiveness. As can be seen, the relationship between anxiety and achievement is probably not a simple linear one. It may be influenced by some other factors, such as learners' proficiency, gender, and other influencing factors.

Regarding the correlation of anxiety with gender, Rezazadeh and Tavakoli (2009) conducted a survey to look into the relationship among gender, academic achievement, years of study, and levels of test anxiety. One hundred and ten undergraduate students (65 females and 45 males) from the University of Isfahan were involved. Results showed that in contrast to male students, female students had a higher level of test anxiety as their mean scores of test anxiety reached higher. A statistically significant negative correlation was observed between test anxiety and academic achievement and there was no meaningful relationship between test anxiety and years of study. There have been some studies to explore the relationship between anxiety and English achievement (Lei, 2004; Tang, 2005; Wang, 2003; Xue, 2005) based on Chinese context in mainland China focusing on college students.

The FLCAS (Foreign Language Classroom Anxiety Scale) designed by Horwitz et al. (1986) was widely employed by the researchers (such as Horwitz et al., 1986; Bailey, 1983; Lei, 2004; Young, 1991; Zhao, 2007; Huang, 2008) to investigate foreign language classroom anxiety. Horwitz et al. (1986) treated FL anxiety as a special phenomenon related well-known relative performance anxieties within an academic context. They are "communication apprehension, test anxiety, and fear of negative evaluation" (Horwitz

et al., 1986, p.127). The FLCAS contains 33 items related to three main types of causes of foreign language classroom anxiety: communication apprehension, test anxiety, and fear of negative evaluation. However, there were two models which were employed by researchers (Horwitz et al., 1986; Bailey, 1983; Hizwari, 2008; Zhao, 2007; Huang, 2008) investigating foreign language classroom anxiety. For example, in Huang (2008), the first model (see Figure 1) was used in assessing students' anxiety in foreign language classroom. The model is presented as follows:

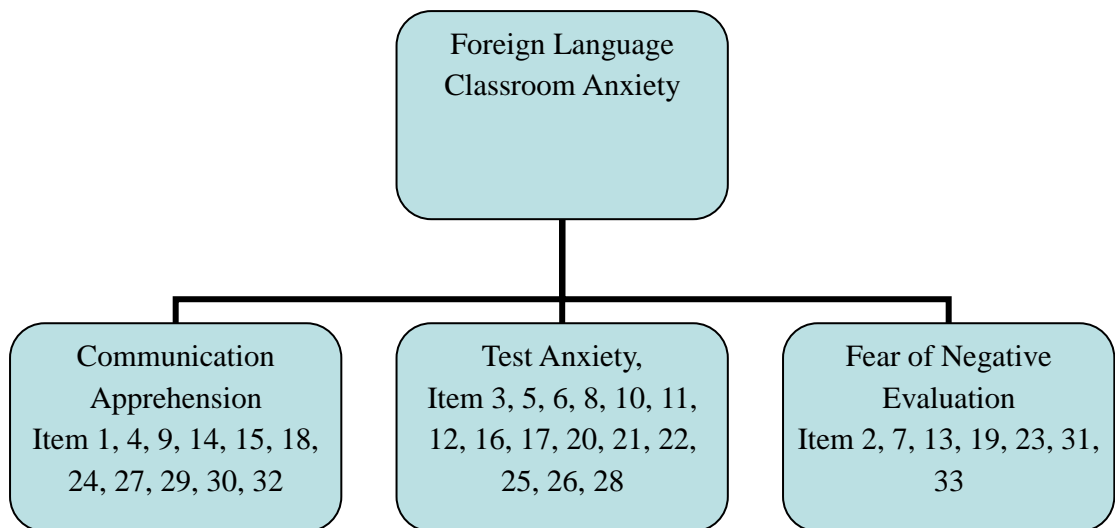


Figure 1. Model 1 of FLCAS

For example, in Huang's (2008) study, the three factor model was used. The 33 items in this model were constructed under three domains: communication apprehension, test anxiety, and fear of negative evaluation which are consistent with the model used in Horwitz (1986). The other model, the four factor model is also employed by some researchers such as Zhao (2007). The second model (see Figure 2) was used in Zhao's study in investigating High school students' foreign learning anxiety. The model 2 is presented below.

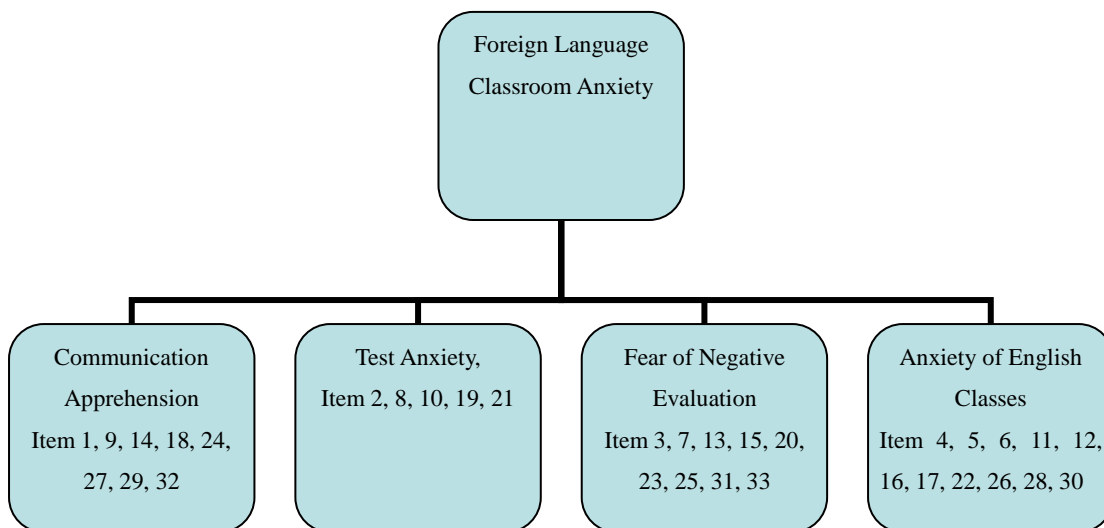


Figure 2. Model 1 of FLCAS

In the four factor model, the 33 items were reconstructed under four domains: communication apprehension, test anxiety, fear of negative evaluation, and anxiety of English classes. A new domain (anxiety of English classes) was constructed in the four factor model compared in the three factor. The above two models were both employed in the previous researches. However, the fitness of the two models is still not clear. Thus, this study aims to find out which model of FLCAS has better fitness.

Method

Subjects

A sample of 300 Chinese individuals was used, 204 males and 96 females. Their ages range from 18 to 23. At the time of this investigation, all of the subjects were college students studying engineering, information technology, economy and trade in China mainland. Students' first language is Chinese Mandarin and foreign language is English. English is the obligatory subjects for all college students in their school from the first year to the second of college.

Instruments

A questionnaire was used in this study including two parts which are background information and the Foreign Language Classroom Anxiety Scale (FLCAS) developed by (Horwitz et al., 1986). The background information includes students' name (optional), programme, gender, and age. This instrument is composed of thirty-three items, each of which is answered on the five-point Likert scale, range from strongly disagree to strongly agree with values 1-5 assigned to them respectively. The higher the score, the more anxiety the students have. Since the item 2, 5, 8, 11, 14, 18, 22, 28, 32 were negative the score was reversely computed. The scale has demonstrated internal reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item-total scale correlations. Test-retest reliability yielded an $r=.83$ ($p<.001$) (Horwitz et al., 1986). Minor modifications were made to the instrument. For example, "foreign language" was changed to "English language". For each individual a score was derived. The Chinese version of FLCAS was distributed to students which was adapted from Huang (2008). The Chinese version of FLCAS used in Huang (2008) showed no differences between the English and the Chinese version of the questionnaires by using the paired-samples t-test.

Procedure

The research first made arrange and asked permission to the school for the administration the FLCAS. The students involved range from the first year of college to fourth year college students' ages 18 to 23 years old. Most importantly, the participants should agree to participant in the study because this study was done in a voluntary basis. Before distributing the questionnaire the students were given instructions and were asked to faithfully answer the questionnaire. After completing the questionnaire, the researchers thanked the participant for their time.

Data Analysis

The reliability was tested by using Cronbach's alpha. Confirmatory Factor Analysis (CFA) consists of comparing several alternative models (as in any structural equation modeling technique - SEM) which represent alternative factor-structures of a measure. The comparison is carried out in terms of goodness-of-fit statistics and size of the factor loadings. Goodness-of-fit statistics designate a set of indices which measure the extent to which the covariance matrix predicted by the model corresponds to the observed covariance matrix in the data. There are several fit indices, each of them reflecting this correspondence from different considerations. Usually only three or four of them are reported in a goodness-of-fit statistics summary. In the present study, the factors structure was tested using CFA. The CFA can show whether each factor is significant for the measured construct. The overall fit of the measurement model was also tested. The better fitting model was determined by comparing the fit indices of the models produced using change in chi-square (χ^2), Root Mean Square Error Approximation (RMSEA), Akaike Information Criterion (AIC), Schwartz Bayesian Criterion (SBC), Browne-Cudeck Cross Validation Index (BCCVI).

Results

The FLCAS contains 33 items related to three main factors of causes of foreign language classroom anxiety: communication apprehension, test anxiety, and fear of negative evaluation. In three factor model of FLCAS, the 33 items were classified under each of the new factor solution based on communication apprehension, test anxiety, and fear or negative evaluation. The first factor contains items reflecting the communication and it was labeled as communication apprehension (Horwitz et al., 1986) with 11 items which are item 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32 (e. g., "I never feel quite sure of myself when I am speaking in my English class"). The second factor contains items indicating anxiety relating to test and is labeled as test anxiety (Horwitz et al., 1986) with 15 items which are

item 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28 (e. g., “I worry about the consequences of failing my English class”). The third factor contains items that show students’ fear relating to the evaluation in the foreign language classroom and is labeled as fear of negative evaluation (Horwitz et al., 1986) with 7 items which are item 2, 7, 13, 19, 23, 31, 33 (e. g., “I don’t worry about making mistakes in English class”). In the four factor model of FLCAS, the 33 items were classified under each of the new factor based on communication apprehension, test anxiety, fear or negative evaluation and anxiety of English classes. The first factor is labeled communication apprehension (Horwitz et al., 1986) containing item 1, 9, 14, 18, 24, 27, 29, and 32. The second factor is labeled as test anxiety (Horwitz et al., 1986) containing item 2, 8, 10, 19, and 21. The third factor is labeled as fear of negative evaluation (Horwitz et al., 1986) containing item 3, 7, 13, 15, 20, 23, 25, 31, and 33. The fourth factor is labeled as anxiety of English classes (Zhao, 2007) containing item 4, 5, 6, 11, 12, 16, 17, 22, 26, 28, 30.

In the three factor model, the factor structure showed that all the 33 items that were used as indicators for each factor were significant, $p > .001$. The correlations of the three latent constructs ranged from .91 to 1.00. The significant correlations with a positive direction indicate convergence of the three factors of foreign language classroom anxiety. The reliability of the items of FLCAS using Cronbach’s alpha had a .95 value indicating the responses in the 33 items have high internal consistency. In the three factor model, when the Cronbach’s alpha were determined for each factor, the responses to the items still yielded high internal consistencies .91, .89, and .88 for communication apprehension, test anxiety, and fear of negative evaluation respectively (see Figure 3).

In the four factor model, the factor structure also showed that all the 33 items that were used as indicators for each factor were significant, $p > .001$. The correlations of the four latent constructs ranged from .97 to 1.00. The significant correlations with a positive direction also indicate convergence of the four factors of foreign language classroom anxiety (see Figure 4).

Figure 3. Three Factor Model of FLCAS

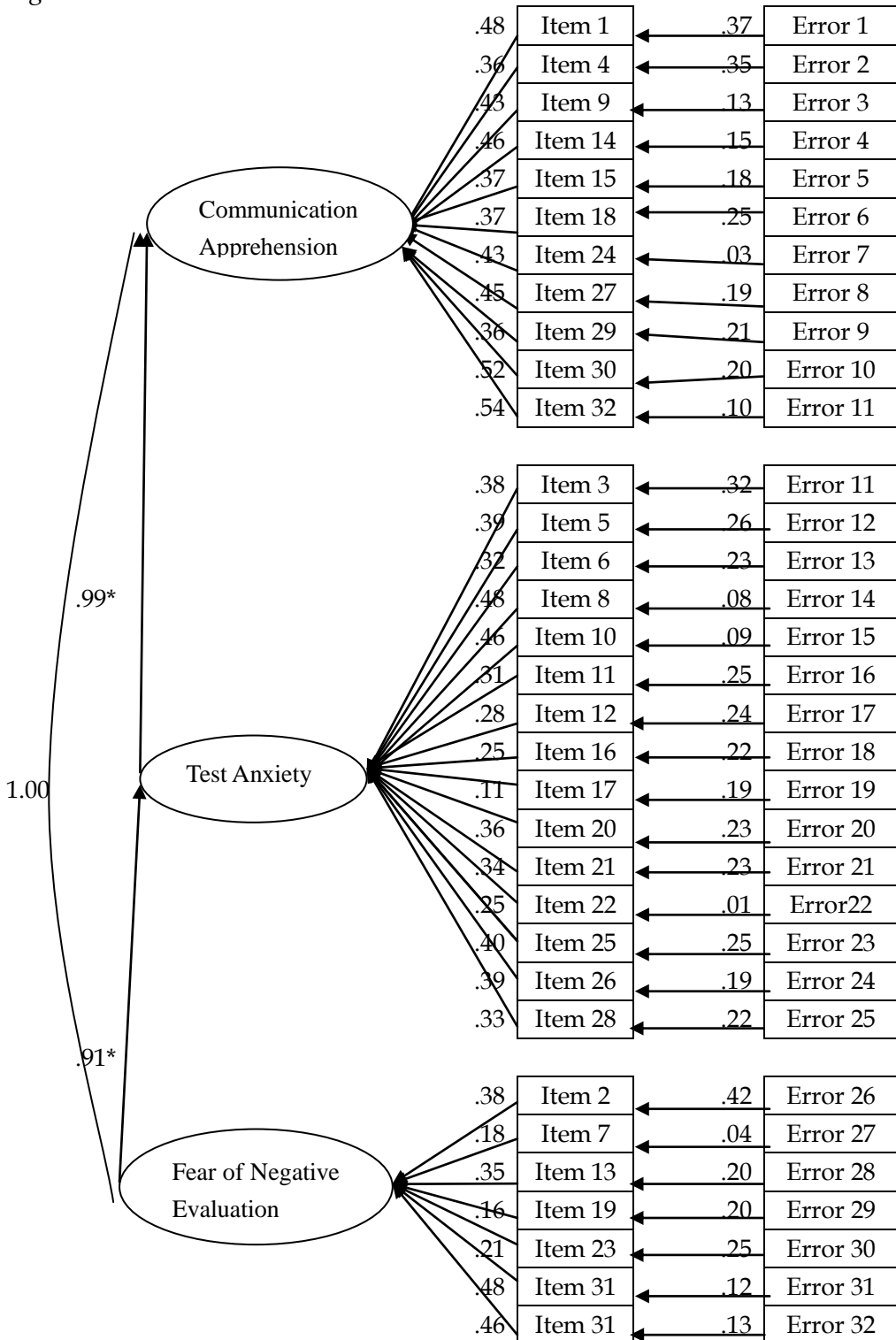
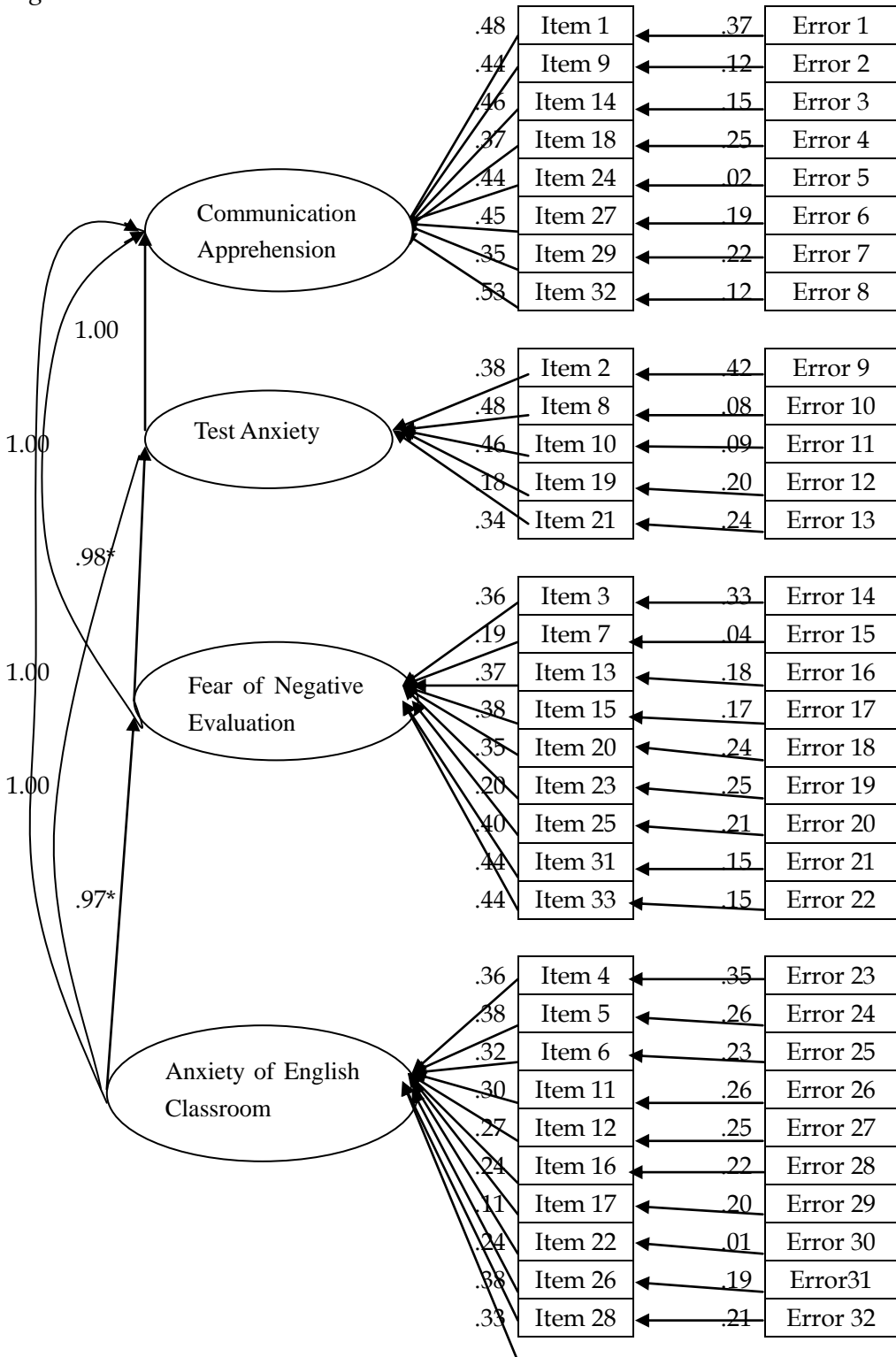


Figure 4. Four Factor Model of FLCAS



.49 Item 30 ← .23 Error 33

To prove which model of FLCAS (three factor model or four factor model of FLCAS) is better fit, the better fit model should show better fit by comparing fit indices. Table 1 shows the fit indices of the three factor model and four factor model.

Table 1
Comparison of Fit of the Two Models of FLCAS

Model	χ^2	RMSEA	AIC	SBC	BCCVI
Three-factor Model	2169.18	.07	7.72	8.57	7.78
Four-factor Model	2211.19	.07	7.88	8.77	7.93

**P<.01

The best fitting model is determined by comparing the fit indices of the models produced using change in chi-square (χ^2), Root Mean Square Error Approximation (RMSEA), Akaike Information Criterion (AIC), Schwartz Bayesian Criterion (SBC), Browne-Cudeck Cross Validation Index (BCCVI). These indices should show values to that indicated better fit. In comparing the two models using their fit indices, the three factor model has the best fit ($\chi^2=2169.18$, RMSEA=.07, AIC=7.72, SBC=8.57, BCCVI=7.78). The analysis of the three factor structure showed that the derived three-factor structure of FLCAS was confirmed. The adequate fit means that the solution tested fits the observations in the study. The factor structure also showed that all the 33 items that were used as indicators for each factor were significant, $p>.001$.

Discussion

The study was able to confirm three factor model of foreign language classroom anxiety scale (FLCAS) is composed of three domains: Communication Apprehension, Test Anxiety, Fear of Negative Evaluation. These three domains are empirically derived through factor analysis and further confirmed having the best fit for

the observations.

Having confirmed the four domains explains foreign language classroom anxiety better with its exclusive characteristics. Previous studies (i.e. Zhao, 2007) investigated foreign language classroom anxiety by using the four factor model of FLCAS. However, in the present study showed that the three factor model has the better fit by comparing the fit indices of the models produced using change in chi-square (χ^2), Root Mean Square Error Approximation (RMSEA), Akaike Information Criterion (AIC), Schwartz Bayesian Criterion (SBC), Browne-Cudeck Cross Validation Index (BCCVI). As can be seen, the three factor model could be considered as the better model in investigating foreign language classroom anxiety.

In the three factor model, the three domains are communication apprehension, test anxiety, fear of negative evaluation which was initially derived by Horwitz et al. (1986) and further supported by present study using CFA. Communication apprehension was termed by Horwitz et al. (1986). Communication apprehension in language learning is characterized by a reluctance to talk or shyness in communicating and is "a distinct complex of self-perception, beliefs, feelings, and behaviors...arising from the uniqueness of the language learning process" (Horwitz, et al., 1986, p.128). To cite Aida's (2004) point, the typical behavior of communicatively apprehensive people tends to avoid and withdraw from communication. Moreover, these people are also reluctant to participant in conversations or get involved in interactions with others. In some special, or extream cases, "students may think of cutting class to avoid anxiety situations, causing them to be left behind" (Aida, 1994). Oral communication skill mainly consists of two major components: listening and speaking, however, speaking is the most anxiety-provoking part in an foreign language learning context as stated by MacIntyre and Gardner (1991a). As Young (1990) and Daly (1991) stated, students were extremely anxious when they had to speak in a foreign language in front of their class. Examples of statement for communication apprehension are "I never feel quite sure of myself when I am speaking in my English class" or "it frightens me when I don't understand what the teacher is saying in English". In the three factor model, the communication apprehension domain includes item 1, 4, 9, 14, 15, 18, 24, 27, 29, 30,

and 32. While in four factor model (e.g. Zhao, 2007), communication apprehension domain includes item 1, 9, 14, 18, 24, 27, 29, and 32. The item 4, 15, and 30 were removed to the other domain in four factor model. For example, item 4 "It frightens me when I don't understand what the teacher is saying in English" and item 30 "I feel overwhelmed by the number of rules you have to learn to speak English" were moved to the fourth domain in four factor model, namely, Anxiety of English Classes. However, it seems that the item 4 does not belong to the domain four anxieties of English classes in the four factor model based on the definition by Horwitz et al., (1986).

Sarason (1984, in Oxford, 1999) defines test anxiety as "the tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation" (p.54). Test-anxious learners habitually put impractical demands on themselves and "feel that anything less than a perfect test performance is a failure" (Horwitz et al, 1986, p.128). Young (1991b) claimed that test anxiety could affect foreign language learners with low levels of oral proficiency more than those with high levels of oral proficiency. On the other hand, it is believed that test anxiety would occur when learners had poor performances in the previous tests or evaluation situations. From those unhappy experiences, students would develop a negative stereotype about tests or quizzes and then have irrational perceptions in evaluation situations. Test-anxious learners habitually put impractical demands on themselves and "feel that anything less than a perfect test performance is a failure" (Horwitz et al., 1986, p.128). Examples of statement for test anxiety are "I tremble when I know what I'm going to be called on in English class" or "I am usually at ease during tests in my English class". In the three factor model, the test anxiety domain includes item 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28, while in four factor model, this domain includes item 2, 8, 10, 19, and 21. The item 3, 5, 6, 8, 11, 12, 16, 17, 20, 22, 25, 26, and 28 were moved to other domains in the four factor model. Take the item 3 for example, it is more reasonable to include item 3 in the domain of test anxiety based on the above discussion. In addition, confirmative factor analysis results showed that the rearrangement of the items make the less fitness of the model to foreign language classroom anxiety and the original arrangement of items in the domain has better fit.

The construct of fear of negative of negative evaluation is defined as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that other would evaluate oneself negatively” (Horwitz et al., 1986, p.128). In other words, fear of negative evaluation is likely to be manifested by a student’s over concern with others’ criticism or judgments about his or her performance in foreign language classroom. Horwitz et al. (1986) suggested that the students’ fear of negative evaluation could be triggered in any social evaluative contexts, especially in a foreign language classroom where students’ performances were continually evaluated by the teacher. Many study have proposed that students were worried about speaking in public because they feared being negatively evaluated. For example, Young (1990) mentioned that most Spanish learners in her survey study emphasized that they would be more willing to participate in the speaking proctice in the foreign learning classroom if they were not afraid of making mistakes and being evaluated by their peers. The same as communicatively apprehensive people, learners who fear to be negatively evaluated rarely initiate conversations and interactions actively in an foreign language classroom since they may doubt their ability to make proper impression in front of others (Gregersen et al., 2002). Examples of statement for fear of negative evaluation are “I don’t worry about making mistakes in English class” or “I keep thinking that the other students are better at languages than I am”. In the three factor model of FLCAS, items 2, 7, 13, 19, 23, 31, and 33 are included in the domain of fear of negative evaluation. Different from the three factor model, in the four factor model, different items are included in the domain of fear of negative evaluation. They are item 3, 7, 13, 15, 20, 23, 25, 31, and 33. For example, item 2 are included in the domain of fear of negative evaluation “I don’t worry about making mistakes in English class” in the three factor model, while it is included in the test anxiety domain in the four factor model. However, based on the definition by Horwitz et al., (1986), it might be more reasonable to include it in the domain of fear of negative evaluation.

The three domains confirmed in the study form the foreign language classroom anxiety. In the present study, foreign language classroom anxiety is composed of three domains which are communication apprehension, test anxiety and fear of negative

evaluation. Furthermore, three factor model has better fit by comparing fit indices. Having confirmed the construct of foreign language classroom anxiety allows other researchers to use and further test the construct to strengthen its generalizability.

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Appendix A

Questionnaire for Chinese Students (English Version)

Dear students:

The purpose of this study is to understand the language anxiety of Chinese EFL learners. Kindly offer your precious experience and your answers are considered to be highly valuable. Your answers will also be kept confidential to others. Please honestly answer the questions according to your own situation. Thank you for filling out the questionnaire and may you have a nice day.

Graduate:

Cao Yuan

Name (optional): _____ Age: _____

Programme: _____

Gender: _____

Your grade in your English course:

For the following statements, please indicate the extent to which you feel that best fits (using a mark “√”). (SD = strongly disagree; D = disagree; N = neither agree nor dis-agree; A = agree; SA = strongly agree;)

Items	SD	D	N	A	SA
1. I never feel quite sure of myself when I am speaking in my English class.					
2. I don't worry about making mistakes in English class.					
3. I tremble when I know that I'm going to be called on in English class.					
4. It frightens me when I don't understand what the teacher is saying in English.					
5. It wouldn't bother me at all to take more English classes.					
6. During English class, I find myself thinking about things that have nothing to do with the course.					

7. I keep thinking that the other students are better at languages than I am.				
8. I am usually at ease during tests in my English class.				
9. I start to panic when I have to speak without preparation in English class.				
10. I worry about the consequences of failing my English class.				
11. I don't understand why some people get so upset over English classes.				
12. In English class, I can get so nervous I forget things I know.				
13. It embarrasses me to volunteer answers in my English class.				
14. I would not be nervous speaking English with native speakers.				
15. I get upset when I don't understand what the teacher is correcting.				
16. Even if I am well prepared for English class, I feel anxious about it.				
17. I often feel like not going to my English class.				
18. I feel confident when I speak in English class.				
19. I am afraid that my English teacher is ready to correct every mistake I make.				
20. I can feel my heart pounding when I'm going to be called on in English class.				
21. The more I study for a English test, the more con-fused I get.				
22. I don't feel pressure to prepare very well for English class.				
23. I always feel that the other students speak English better than I do.				
24. I feel very self-conscious about speaking English in front of other students.				
25. English class moves so quickly I worry about getting left behind.				
26. I feel more tense and nervous in my English class				

than in my other classes.					
27. I get nervous and confused when I am speaking in my English class.					
28. When I'm on my way to English class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the English teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak English.					
31. I am afraid that the other students will laugh at me when I speak English.					
32. I would probably feel comfortable around native speakers of English.					
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.					

The questionnaire was adapted from Horwitz et al. (1986).

Appendix B 背景资料调查问卷

亲爱的同学：

本研究的目的是调查在中国英语学习者的语言焦虑情况，并将结果作为英语教学和学习上的参考。此问卷调查纯粹作为研究之用，希望您能提的答案也将会被保密。为使本研究能顺利发展，并得到客观的结果，请您在回答问题时，务必按照真实的情况回答。此次调查问卷共有二部分，第一为学生背景资料，第二为外语焦虑量表共有 33 题，烦请详细回答，感谢您填写这份问卷。

姓名 (可选填): _____ 年龄: _____
 性别: _____
 专业: _____

选项	非常不同意	不同意	中间看法	同意	非常同意
1.上英语课时，我对讲英语没把握。					
2.上英语课时，我不担心犯错。					
3.上英语课时，我知道将被老师叫到时，我会发抖。					
4.当我听不懂英语老师在说些什么时，我会感到害怕。					
5.再多上几节英语课，我也不会觉得困扰。					
6.上英语课时，我会想着和课程无关的事。					

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| <p>7.我一直认为其它同学的英语比我好。</p> <p>8.考英语时，我通常感到轻松自在。</p> <p>9.上英语时，如果没有准备而要我讲英语我会开始惊慌。</p> <p>10.我担心英语不及格。</p> <p>11.我无法理解为什么有些人很烦恼上英语。</p> <p>12.上英语时，我会太紧张以至于忘记我所知道的东西。</p> <p>13.要我上英语课时自愿回答问题，我会觉得困窘不安。</p> <p>14.我和外国人讲英语不会感到紧张。</p> <p>15.当我不了解老师所订正的英语时，我会感到烦恼。</p> <p>16.即使我充分准备好英语，我仍感到焦虑。</p> <p>17.我常常不想上英语课。</p> <p>18.我对讲英语有自信。</p> <p>19.我很害怕英语老师纠正我的每一个错误。</p> <p>20.当我快被老师叫到时，我觉得我听到我的心跳声。</p> <p>21.我读愈多英语，我愈感到困惑。</p> <p>22.如果有充分准备，英语课时我就不会感到压力。</p> <p>23.我总觉得其它同学的英语都讲的比我好。</p> <p>24.在同学面前讲英语,我觉得非常不自在。</p> <p>25.英语课进度太快，我会担心落后。</p> <p>26.我上英语比上其它科目还要紧张不安。</p> <p>27.当我上课讲英语时，我会感到紧张和困惑。</p> <p>28.当我快上英语课时，我觉得有信心并感轻松。</p> <p>29.当我听不懂英语老师所说的每一个字时，我会紧张。</p> <p>30.学英语必须学那么多的文法，压着我使我喘不过气。</p> <p>31.我害怕讲英语时，其它同学会笑我。</p> <p>32.在说英语的外国人旁边，我觉得轻松自在。</p> <p>33.当英语老师问到我那些没有事先准备好的问题时，我会感到紧张。</p> | | | | | |
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