

# Developing a Scale to Measure Foreign Language Presentation Anxiety



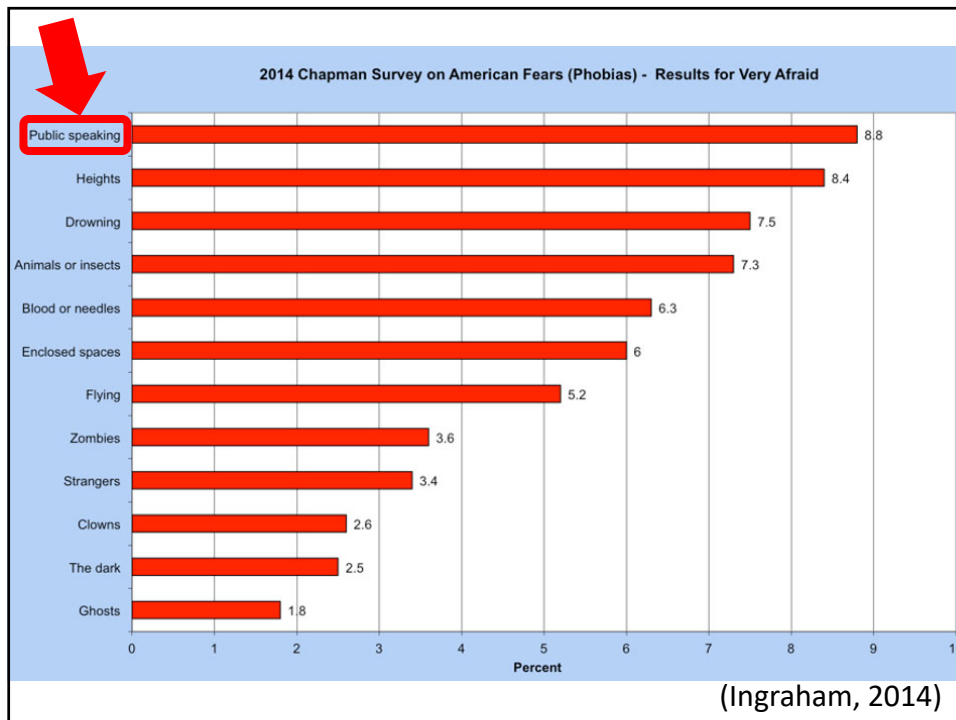
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## **Types of Anxiety:**

**Trait Anxiety      State Anxiety  
(Situational)**

## **In the Classroom:**

**Cognitive      Affective  
Tension      Tension**

## **In the FL Classroom:**

**Anxiety Transfer      Unique Anxiety Approach**

(Horwitz and Young, 1991)

## **In the FL Classroom:**

Foreign language anxiety (FLA) is...  
“a distinct complex construct of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.”

(Horwitz, Horwitz and Cope, 1986: 128)

## **In the FL Classroom:**

Receiver Anxiety

Communication Anxiety

Peer Evaluation Anxiety

Testing Anxiety

## **The class...**

Discussion & presentation skills

2<sup>nd</sup> year university students

English majors

Compulsory

2 90-minute classes / week

5 classes / 3 teachers

Peer support / feedback

Average TOEIC Score: 405

## **What we want to measure...**

Presentation Skills  
Planning / Structure  
Preparation  
Peer Support / Assessment  
Providing Models  
Classroom Atmosphere

## **What we want to measure...**

cognitive, behavioral and  
physiological dimensions of  
fear related responses.

The **PFLAS** consists of 26 items using a 5-point Likert scale, which ranges from “strongly agree” to “strongly disagree.”

**12** Negatively Loaded Items

**12** Positively Loaded Items

**2** Language related Items (independent)

	1. Being evaluated by my classmates makes me nervous.
	2. I do not need to learn presentation skills.
	3. Feedback from my teacher makes me more anxious.
	4. I enjoy talking with new people.
	5. Understanding what skills make a presentation effective helps me do a better job.
	6. I feel relaxed while making a presentation.
	7. Not knowing how to structure my presentation makes me feel nervous.
	8. I have no problem making eye contact with the audience.
	9. I enjoy preparing for a presentation.
	10. It is not useful getting feedback from other students.
Positive	11. I prefer giving a presentation in my first language (Japanese).
	12. I feel nervous when I meet new people
Negative	13. Getting feedback from my classmates helps me to improve my presentations.
	14. My heart beats fast when I start my presentation.
	15. A relaxed classroom atmosphere lowers my anxiety.
Independent	16. I feel nervous when I don't have enough time to practice my presentation in class.
	17. I avoid presenting when possible.
	18. I feel less nervous presenting in my second language (English).
	19. I feel confident when I make a presentation.
	20. Teacher feedback helps me be more successful when presenting.
	21. Knowing the proper structure of a presentation helps me feel more confident.
	22. I do not like preparing for presentations.
	23. Practicing my presentation in class makes me feel more confident.
	24. If I make a mistake while presenting, I am not able to focus.
	25. I feel comfortable when my classmates assess my presentations.
	26. A strict classroom atmosphere makes me feel nervous.

**12** Negatively Loaded Items Scored:

Strongly Agree	Somewhat Agree	Undecided	Somewhat Disagree	Strongly Disagree
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**12** Positively Loaded Items Scored:

Strongly Agree	Somewhat Agree	Undecided	Somewhat Disagree	Strongly Disagree
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

**20%**

**Very High Anxiety**

**20%**

**High Anxiety**

**20%**

**Average Anxiety**

**20%**

**Low Anxiety**

**20%**

**Very Low Anxiety**

## Procedures

- Multiple translators (Brislin, 1980)
- Questions in both Japanese and English
- Group administration (Dörnyei, 2003)
- Clear and explicit explanation about purpose (research, improved pedagogy), not connected with evaluation/grades, assurance of confidentiality, possible interviews in the future

**70 of 71 surveys fully completed!**

### アンケート調査ご協力をお願い

We are doing some research to hopefully improve class content.  
授業内容改善を目的とし、研究しています。

This survey has nothing to do with class grades or evaluation.  
このアンケートは授業の成績・評価とは一切関係ありません。

Information gathered through this survey will only be used  
for research purposes.  
アンケートの結果は研究目的のためだけに使われます。個人情報はすべて  
削除されます。

We may ask a small group of students to allow us to interview  
them at a later date.  
後ほど、何人かの学生にインタビューをさせていただくこともあります。  
その際もご協力よろしくお願いいたします。

Thank you very much for your cooperation.  
ご協力本当にありがとうございます。

Student number (学籍番号): \_\_\_\_\_ Date (年月日): \_\_\_\_\_



## The Future

- **Internal Consistency (Cronbach's Alpha)**
- **Construct Validity (Principal Component Analysis (PCA))**
- **Scoring, specific elements/skills/factors**
- **Interviews**
- **Experimental changes/pedagogic changes**

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