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# Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS): The Anxiety of Female English Language Learners in Saudi Arabia

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With the increase in globalization, the study of English has become common in Saudi Arabia, but students' experiences of foreign language anxiety (FLA) have been underexamined. Saudi Arabia and other Arab countries are culturally distinct from the Western world, where the most popular assessments of FLA were developed. Through a qualitative and then quantitative study, the current research examined the suitability of the most popular existing FLA questionnaire, the Foreign Language Classroom Anxiety Scale (FLCAS), for use with students of English in Saudi Arabia. In Study 1, Arab women studying in an English preparatory program at an English medium college in Jeddah, Saudi Arabia, responded to a single-item, open-ended questionnaire prompting them to list the situations in which they experience anxiety while trying to learn English. A new questionnaire drawing on the women's responses and the FLCAS and incorporating new items pertinent to the context was then created. In Study 2, the AFLAQ questionnaire was administered to a new sample of Arab women studying in the English medium college, and their responses were analyzed to determine whether the situations described were actually common causes of anxiety, and to identify the most common causes of anxiety. The new questionnaire, called the Arabic Foreign Language Anxiety Questionnaire (AFLAQ), presents a modified version of the FLCAS that was designed to identify and understand specifically what the female Arab students studying in Saudi Arabia experience. A particular emphasis on concerns about self-presentation and embarrassment is fundamental to the AFLAQ due to the importance of honor and respect in Saudi Arabian culture, a concern that does not play as significant of a role in the FLCAS or in Western culture.

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## INTRODUCTION

Anxiety, apprehension, and nervousness are expected to impair cognitive functioning, disrupt memory, prompt avoidance behaviors, and have other deleterious effects (e.g., Eysenck, 1979; MacIntyre & Gardner, 1991). When students experience anxiety in the classroom, particularly if it is chronic, the anxiety may hinder learning. Questions surrounding anxiety in foreign language learning began garnering increased attention from researchers in the 1980s (e.g., Bailey, 1983; Horwitz, 1986; Lucas, 1984; Young, 1986). However, existing research has been limited in that anxiety in foreign language learning has been primarily studied through the lens of Western culture, i.e., Western researchers have examined the experiences of Western students in Western educational systems. Asia has been the focus of some recent research on foreign language anxiety (FLA) (e.g., Liu & Chen, 2013; Lu & Liu, 2011), but more research is needed in this field to determine whether the Western tools used are suitable for other educational and cultural contexts. Foreign language

learning is inherently unique in that students must attempt to express themselves in front of other people (such as teachers and other students) who are often expected to evaluate and possibly correct the students. Factors impacting classroom dynamics, like broader social and cultural contexts, must be considered in order to understand students' experiences as they strive to learn a new language. In the present study, the suitability of a popular FLA assessment tool, the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz, Horwitz, & Cope, 1986), is examined and then modified for use in assessing anxiety in female English language learners studying in Saudi Arabia.

## REVIEW OF LITERATURE

### Conceptualizations of Anxiety

FLA has been established as a distinct topic and an issue special to foreign language learning, but understanding FLA can be informed by an understanding of anxiety more generally. Anxiety is a fundamental concept in psychology and a universal experience. By the late 1980s, multiple perspectives regarding causes and types of anxiety had arisen. Three different characterizations of anxiety were identified: trait, state, and situation-specific anxiety (MacIntyre & Gardner, 1991). Trait anxiety is a stable individual difference in propensity to experience anxiety across situations and time (e.g., Spielberger & Vagg, 1995). Some individuals become anxious easily; others remain calm even in very intense situations. State anxiety is “a relatively temporary feeling of worry experienced in relation to some particular event or act” (Brown, 2007, p. 390). Other researchers define state anxiety as apprehension that some individuals experience at a specific moment and as a response to a particular situation, which suggests that state anxiety is a combination of trait and situation-specific anxiety. Situation-specific anxiety is triggered by a specific set of conditions or stimuli. In the context of education, common anxiety-provoking situations include public speaking, completing examinations, and speaking in class (Ellis, 2008). In each situation, some individuals experience more anxiety than others, and this variation likely reflects stable individual differences. The anxiety, however, is prompted explicitly by the context and is therefore tied to the situation. Situation-specific anxiety could also be characterized as a measurement of trait anxiety limited to a given context (e.g., stages, classrooms).

### Defining Foreign Language Anxiety

In the context of learning a new language, nervousness and heightened arousal have been termed, “foreign language anxiety,” or FLA by Horwitz, Horwitz, and Cope (1986). They defined FLA as, “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to language learning arising from the uniqueness of the (foreign) language learning process” (p. 128). FLA may include specific feelings or behavior towards the language learning process that facilitate learning by assisting the learner to be successful or that debilitate learning by impeding success in learning the new language (Al-Saraj, 2011, 2013). Individuals differ in their propensity to experience anxiety across situations and time (e.g., Spielberger & Vagg, 1995), but the process of learning a foreign language prompts anxiety in a wide range of students – not just those students most prone to anxiety (i.e., high in trait anxiety). Although it would be reasonable to expect a correlation between general propensity for anxiety and anxiety tied to foreign language learning, students with all ranges of trait

anxiety experience FLA, and thus FLA is more appropriately characterized as situation-specific rather than trait anxiety.

### **What Does FLA Look Like?**

FLA can manifest as observable behavioral changes, poor learning, or even physical ailments. A student disappointed in his or her performance might become anxious over the performance and develop a fear of failing (Ehrman, 1996). When some students become anxious, they tend to use disruptive behavior (e.g., excessive joking) as a defense mechanism so they are less emotionally-exposed and less vulnerable (Ehrman, 1996). Anxious students are also more likely than non-anxious students to be slow to learn the target language (Ortega, 2009). Other symptoms of FLA include general avoidance behaviors (e.g., missing class, arriving late), physical action or movements (e.g., fidgeting, being unable to reproduce the sounds of the target language even after repeated practice), physical ailments (e.g., headache, tension), and various culturally-nested signs and behaviors (Oxford, 2005). Anxious students are also likely to underestimate their competence in the language and to avoid engaging in behaviors that might be seen as risky, such as speaking in class or attempting to communicate complex ideas (MacIntyre & Gardner, 1994; MacIntyre, Noels, & Clement, 1997; Steinberg & Horwitz, 1986). If a student exhibits a cluster of these behaviors, the affected student may be or at least appear unwilling to participate in class and may not learn well. Symptoms driven by anxiety could be mistaken for lack of interest in class or lack of motivation to learn.

### **Measuring FLA**

The most commonly used tool for assessing FLA is the FLCAS, developed by Horwitz et al. (1986). The FLCAS is a 33-item, self-report questionnaire that uses a Likert scale to assess issues related to communication apprehension, test anxiety, and fear of negative evaluation. Development of the questionnaire drew from the experiences of foreign language students (mainly student learning Spanish as a foreign language) who had self-selected into language support groups at the University of Texas at Austin for reasons such as anxiety or difficulty learning their target language (Horwitz et al., 1986). The items on the FLCAS describe specific situations that might prompt anxiety for students, making the FLCAS an assessment of situation-specific anxiety.

The situation-specific approach used by Horwitz et al. (1986) was also adopted in the present research for two primary reasons: (1) the situation-specific characterization of FLA is most consistent with the definition of FLA as anxiety that is prompted by the tasks and context unique to learning a foreign language, and (2) the situation-specific characterization affords numerous advantages for conceptualizing and assessing anxiety. One advantage of the situation-specific characterization is that it allows researchers to identify and assess statistically-independent types of anxiety. For example, MacIntyre and Gardner (1988) found no correlation between anxiety in two academic contexts using a measure of French Class Anxiety and Math Class Anxiety. In this situation, an assumption that FLA is closely related to other types of anxiety in other learning contexts would have been misleading. An additional advantage afforded by the situation-specific definition of FLA is the researchers' ability to examine participants' anxiety levels surrounding or associated with well-defined contexts. Results derived from limited, defined contexts allow researchers to make

discoveries that can translate into practical recommendations for reducing or managing anxiety. Thus, the situation-specific approach to assessing FLA is both consistent with the definition of FLA and advantageous for researchers, facilitating the isolation of FLA from other types of anxiety and allowing for the identification of limited anxiety prompts within the learning context.

## **FLA and Culture**

As Oxford (2005) noted, anxiety is always expressed within a context, and cultural norms are part of that context. In studies in the West, numerous researchers (e.g., Daly, 1991; Horwitz et al., 1986; Price, 1991; Young, 1990) have found that FLA manifests primarily in listening to and speaking in the foreign language. However, the questions of what specific situations prompt anxiety, what behavior is socially appropriate, and various other factors are empirical questions that can be addressed only through data collection and analysis; research findings cannot be assumed to generalize across cultures. Depending on broad cultural norms and classroom dynamics, students might be expected to speak or to be quiet in class. For example, not talking during class could indicate respect for the teacher or be anxiety related. Broader contextual factors, such as cultural norms regarding classroom situations and behavior, need to be taken into account to understand and identify normal versus anxiety-related behavior.

Despite the importance of examining these questions empirically, few studies have addressed the potential issues associated with studying FLA in non-Western countries in disparate educational settings. The few studies that have examined FLA in non-Western students have found evidence of regional and cultural differences. For example, the language learning experiences of a sample of 532 Chinese university students studying English as a foreign language (EFL) in Shanghai, China, indicated that even regional differences within a single country can be related to differences in experiences and behaviors (Yan & Horwitz, 2008). The authors noted that parental influence and students' feelings of superiority or inferiority based on the province or region from which they came surfaced as cultural differences related to FLA.

Unfamiliar or unexpected teaching methods and teacher behavior can cause students anxiety. For example, practices perceived by learners from one culture (or regional subculture) as normal or comfortable may provoke stress and anxiety for learners from another cultural group. Yan and Horwitz (2008) observed that foreign teachers sometimes shocked Chinese EFL students by deviating from the formal student-teacher relationship expected by the students. From the perspective of Chinese students' culture, some teachers acted inappropriately, using teaching methods that were inconsistent with the students' expectations. Other research has indicated that unfamiliar teaching methods can either prompt or alleviate students' anxiety (e.g., Brantmeier, 2005; Stevick, 1980). Yan and Horwitz (2008) recommended researchers examine the impact of personal and sociocultural factors (e.g., background, social norms, traditions) when studying language learning.

The causes of FLA and its relationship to performance were also examined in a study of 47 Asian international students (from China, Japan, and Korea) learning academic English at a university in Australia (Woodrow, 2006). Students in their final months of studying English were selected based on class groupings, ethnicity, sex, and perception of anxiety. The students participated in semi-structured interviews during which they were asked whether they experienced second language speaking anxiety and in what situations they felt anxious.

According to Woodrow, the tools that existed (such as the FLCAS) for assessing FLA did not suit the second language environment in which the population she studied was learning, and so a new questionnaire – the Second Language Speaking Anxiety Scale, or SLSAS – was constructed. Woodrow (2006) did not elaborate on the reasons the existing scales were not appropriate for use in the context of her study. However, the questionnaire she developed includes assessment of speakers in the target language (English) both in and out of the classroom – a set of situations that may be unique to students studying a language that is foreign to them in a country where the language is spoken (i.e., international students).

Research of FLA (e.g., Woodrow, 2006), culture-specific anxiety prompts (e.g., Yan & Horwitz, 2008), and anxiety-related behaviors (e.g., Oxford, 2005) indicate that cultural awareness and sensitivity are required to accurately identify, characterize, and assess anxiety (and specifically FLA). Adopting an existing scale without considering the context in which the scale will be used is not appropriate because culture-specific variations in anxiety-related experiences and behaviors will be overlooked. The existing and commonly used scale, the FLCAS, takes neither context nor students' experience with previous teaching methods into account. Given the diversity of educational systems and cultures around the world, there is a need for the development of FLA scales that are sensitive to such differences.

## **ENGLISH LANGUAGE EDUCATION IN SAUDI ARABIA**

Examining FLA in a variety of populations could shed light on universal versus unique causes and consequences of FLA. In Saudi Arabia, foreign language study is particularly important due to rapidly increasing pressure for Saudi Arabian students to learn English. Globalization has brought intense demands for English language skills to the Saudi marketplace and, to meet this demand, changes to the Saudi educational system. To train students in the skills necessary to compete in the global market, privately-funded colleges and universities where all classes (not just foreign language classes) are taught in English have been established.

Historically, English language instruction took a more minor role, and English was taught as a subject; unless studying abroad, past generations did not study other subjects in classes taught in English. As a result, today's students are navigating new situations and face new challenges. This poses a particular challenge in Saudi Arabia, because Saudi Arabian culture tends to be conservative and religious with strong traditions, making Saudi culture resistant to changing or adopting new ways of life despite the necessity of Saudi individuals learning new skills (such as English) to participate in the global market. The students' experiences in class— whether they are successful in learning English in these private colleges, and whether they are able to communicate with other non-native and native English speakers in the marketplace, are not yet fully known. The combination of factors – the importance of learning English, changes in the educational system, and conservative Saudi Arabian culture – creates a unique environment for studying anxiety related to studying EFL.

In transitioning from Saudi high schools to English medium colleges, students must adapt to unfamiliar, Western-influenced teaching methods; navigate new educational environments; and learn to use English proficiently. On the one hand, the Saudi high school system primarily utilizes rote methods of instruction and does not expect independent learning from students. Al-Misnad (1985) describes the traditional teaching philosophy in

Saudi Arabia and neighboring states as one in which the teachers are given lesson plans and material that they must simply present in the classrooms, and the students are required to memorize information but not to think deeply about it. Specifically, he says that teachers walk their students through the textbooks, page by page, and this approach continues through higher education. Thus, students are typically unaccustomed to being asked to pursue information on their own and expect their instructors to simply tell them information, which will memorize and then repeat on exams. In Saudi high schools, teachers are required to have an undergraduate degree but are not required to have teaching certifications.

On the other hand, the new English medium colleges require language instructors to have a Masters degree related to teaching English or to be certified in foreign language instruction. This educational requirement means that the teachers in the English medium colleges have gone through more extensive and diverse instruction than teachers in Saudi high schools, and the diverse instruction techniques are also carried over into their EFL classrooms. Specifically, language instruction in the English medium colleges typically demands active participation and independent inquiry from students. The students are expected to ask and answer questions in class, give in-class presentations, and work together in groups. Some students have never engaged in these tasks before. Socially, the English medium colleges also often offer a new experience for students. Typically, the private colleges are also more like American colleges than they are like the typical, public college in Saudi Arabia in that the English medium college has a student government (something that does not exist in public universities in Saudi Arabia) and activities that are common in American colleges (e.g., sports clubs, debate teams).

To facilitate the transition from all-Arabic schools to the all-English colleges or universities for students whose English skills are not adequate for taking courses taught in English, EFL programs have been developed within the new, private higher education programs. The goal of these EFL programs is to help the students attain the level of English proficiency necessary to integrate into the mainstream college or university, where the classes are taught entirely in English. In EFL programs, the students study only the English language (e.g., grammar, reading), before transitioning to the actual university where they study other subjects (e.g., classes on Economics, Architecture, or other subjects taught in English).

## **THE PRESENT RESEARCH**

Two separate studies were conducted in sequence. All of the EFL students who participated in these studies were attending a private, all-female, English medium college in Jeddah, Saudi Arabia. It was necessary that the research be conducted in a women-only university or else in collaboration with a male researcher, because the primary researcher for the present research is female and individuals of the opposite sexes are not allowed to commingle in the Saudi Arabian education system. A man would not have been allowed in the women's colleges, and a woman would not have been allowed in a men's college.

The curriculum and structure of the college where the research was conducted is typical of other private, English medium colleges; programs for men and women are similar or the same in terms of English language curriculum.

The English medium college has an EFL program that is considered to be preparation for the main stream college and is called the College Preparatory Program (CPP). Students who have moderate English language skills but who are not yet proficient enough to take courses in the mainstream college study in the CPP. The CPP includes courses addressing the major components of language use: listening and speaking, reading and writing, and grammar. All three topics of study continue through four levels of English in the CPP, each level lasting one semester. The CPP's curriculum, which teaches only language skills and does not include education related to culture, was developed in the West and based on American curricula. The English language instructors come from a variety of backgrounds and include instructors from Saudi Arabia, Lebanon, and America as well as other regions.

Study 1 was conducted to determine whether the FLCAS addressed most or all of the topics and situations that the specific group of female students studying in Saudi Arabia identify as anxiety-provoking in the EFL classroom. The product of Study 1 was a new questionnaire, which can be considered an adapted form of the FLCAS customized for the social and cultural context of the English medium college in Saudi Arabia. This new questionnaire, called the Arabic Foreign Language Anxiety Questionnaire (AFLAQ), was developed drawing on the original FLCAS and on perspectives shared (via open-ended questionnaire) by female students learning English as a foreign language in Saudi Arabia. In Study 2, the AFLAQ was administered to a larger group of students and their responses were analyzed to determine whether the situations described in the questionnaire were, indeed, common prompts of anxiety for this population and to determine which situations were the most common causes of anxiety.

## STUDY 1

### Methods

#### *Participants*

A total of 48 of the 100 students registered in the EFL program in the CPP responded to and returned an open-ended questionnaire. The participants' ages were not collected, but students in the CPP generally range in age from 18 to 20 years. The students were studying in Saudi Arabia, and most were from Saudi Arabia; a minority came from Yemen, Egypt, Lebanon, and Syria. The students who participated in this study ranged from beginning students, Level 1, who had just entered the CPP (i.e., from high school), to Level 4 students who were in their last semester of the program and would soon transition to taking courses on other subjects taught in English, main stream college courses.

#### *Open-ended Questionnaire Prompt*

A single, open-ended question in written Arabic prompted students to discuss their experiences by listing and describing the anxiety-provoking situations and anxiety-related experiences they faced in EFL classes. Students were expected to be comfortable with written Arabic because it is the language of the country and used in schools throughout the Arab world. The prompt stated, "Some people feel anxious or nervous from time to time when learning a foreign language. When do you feel anxious (or nervous) in the English

language classroom? (Try to think of as many examples as you can.)” The open-ended format was used to allow students the opportunity to freely respond and discuss any issues, concerns, or anxiety without being guided (e.g., by questionnaire items or an interviewer).

### ***Procedure***

Students were invited to participate in Study 1 halfway through the semester and informed that their participation was entirely voluntary. Those students who chose to participate stayed after class ended to complete a pencil-and-paper copy of the questionnaire.

### **Analysis**

The participants’ responses to the open-ended question were analyzed with the goal of determining whether all issues raised by the CPP students were already included in Horwitz et al.’s (1986) FLCAS. If that were the case, then it might have been appropriate to translate the FLCAS with minimal modification. The CPP student responses were grouped by general topic (or “theme”, e.g., speaking in front of the class, grades) and the number of students whose responses corresponded to each theme was counted in order to determine if the anxiety-provoking situation was common. The themes were then compared to the items included in the FLCAS. The content of the responses was reviewed and analyzed in the original language, Arabic.

### **Results**

A total of 33 unique themes (see Table 1) were identified. Of the 33 themes, some were similar to topics addressed by the original FLCAS, but other themes were novel. For simplicity of comparing the themes with items on the FLCAS, when the themes discussed by the CPP students corresponded closely with items on the FLCAS, the English text of the FLCAS was adopted.

### ***Is the FLCAS Appropriate for Use with Arab Students?***

If the CPP students were assessed using a translated version of the FLCAS, potentially important experiences specific to their learning context would have not been addressed. A new questionnaire, which combines pertinent portions of the FLCAS with additional, novel items designed to address specific issues discussed by the CPP students, was developed.

### ***Development of an Adapted Questionnaire for Use with Arab Students***

The 33 themes (see Table 1) of the students’ responses were adopted as questionnaire items in the creation of the newly adapted questionnaire, the Arabic Foreign Language Anxiety Questionnaire (AFLAQ). (The Arabic form of the questionnaire is available in the Appendix.) The questionnaire instructions prompt students to respond to each item by rating their level of agreement on a five-point Likert scale ranging from “Strongly Disagree” (1) to “Strongly Agree” (5).

### *Comparison of AFLAQ and FLCAS Items*

The items included in the AFLAQ can be directly compared to the items in the original FLCAS (see Appendix A). Four of the original FLCAS items were retained, though translated to Arabic for the AFLAQ. Nine items on the AFLAQ were very similar to issues addressed in the FLCAS, but minor changes were required. Five FLCAS items are similar in content to AFLAQ items, but adaptation for the AFLAQ required more extensive rewording.

Fifteen AFLAQ items do not correspond to any specific items included on the FLCAS. The majority of these items address issues related to speaking in front of others, listening and comprehension, and fear of being negatively evaluated, all of which were of particular concern to the CPP students in Study 1. Issues of comprehension and listening were also added to the questionnaire, as they were mentioned by students in their responses to the open-ended questionnaire and are important to communication.

As mentioned above, the students' responses to the open-ended questionnaire included a large number of unique themes related to concern over negative evaluation, self-image, or lack of self-confidence both inside of and outside of the language class. All of these issues are related to concern about how others might perceive the individual, whether in conversation in class, during an in-class presentation, or in another context. These issues are represented in items 25 and 26.

Some of the items included in the original FLCAS were not included in the AFLAQ either because the items from the original questionnaire addressed issues that were similar or related to other AFLAQ items, or because the original items covered topics that are not relevant. FLCAS item 26, "I feel more tense and nervous in my language class than in my other classes," was omitted because it is not relevant in English medium colleges (where students learning EFL are in EFL classes only).

Likert scale response options					Students	
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	N	%
1. I feel nervous when I can't write or express myself in the foreign language.					10	20.83%
2. I feel anxious when the teacher asks me a question that I have not prepared for.					5	10.42%
3. I feel nervous and confused when the language teacher is unsuccessful in explaining the lesson.					4	8.33%
4. I fear speaking or asking the teacher in my foreign language class.					3	6.25%
5. I feel anxious when listening to a passage in my listening/speaking class.					2	4.17%
6. I get nervous when there is a lot of vocabulary that I don't understand being used in my foreign language class.					2	4.17%

7. I feel nervous using the foreign language outside of the college or class.	2	4.17%
8. I am <i>not</i> nervous speaking the foreign language in front of my classmates. (R)	1	2.08%
9. I get nervous when I arrive late to class or the day following my absence.	1	2.08%
10. I get anxious when there are too many foreign language students registered in my class.	1	2.08%
11. I feel anxious when I see classmates better than me in my foreign language class.	1	2.08%
12. I feel comfortable in speaking with my foreign language teacher. (R)	1	2.08%
13. I feel anxious in reading/writing and grammar class	1	2.08%
14. I get upset due to the method of testing in the foreign language class	1	2.08%
15. I get anxious when I feel that I can't speak well in front of other language students not in my class	1	2.08%
16. I get nervous when looking at my grades.	1	2.08%
17. I get nervous and confused when I am speaking in my language class.	1	2.08%
18. During language class, I find myself thinking about things that have nothing to do with the course.	1	2.08%
19. I tremble when I know that I'm going to be called on in language class.	1	2.08%
20. I feel nervous when talking in the foreign language to someone I just met.	2	4.17%
21. I get nervous when the language teacher gives us a lot of things to do in so little time.	2	4.17%
22. I feel overwhelmed by the number of grammatical rules I have to learn in the foreign language.	2	4.17%
23. I fear pronouncing words incorrectly in my foreign language class.	2	4.17%
24. I fear failing my foreign language class.	2	4.17%
25. I feel low self-confidence about speaking the foreign language in front of the class.	2	4.17%
26. I feel anxious about speaking the foreign language in front of other students.	3	6.25%
27. I feel nervous when I am around more experienced foreign language users.	4	8.33%
28. I don't feel anxious when learning a foreign language. (R)	4	8.33%
29. In language class, I can get so nervous I forget things I know.	4	8.33%
30. I feel anxious when I don't understand what the teacher is saying in the foreign language.	5	10.42%

31. I feel anxious when I want to volunteer to say something but can't find the proper words to say it in my foreign language class.	7	14.58%
32. I feel nervous at English exam time.	10	20.83%
33. I feel nervous when standing to give a presentation in front of the class.	20	41.67%
<b>Themes excluded from AFLAQ</b>		
I felt anxious in the first class of my foreign language course.	1	2.08%
I get nervous when the language teacher asks me to write on the board.	1	2.08%
I get upset when the foreign language students in one class are not at the same level.	1	2.08%

*Table 1: Arabic Foreign Language Anxiety Questionnaire (AFLAQ): English Translation<sup>1</sup>*

*Note.* Items marked with a “(R)” are reverse-coded; the mean scores associated with each item and presented in this table are after reverse-coding. These scores should be considered to suggest anxiety level, not level of agreement with the item as stated.

## Discussion

In Study 1, it was determined that the FLCAS did not address all of the concerns raised by students in the CPP. Most notably, the FLCAS addresses speaking in class, but did not give respondents' the opportunity to rate their experience of giving classroom presentations as an anxiety-provoking activity. Giving classroom presentations was the most frequently discussed anxiety-provoking situation according to the open-ended questionnaire used in Study 1. Public speaking and speaking in one's target language are both frequently discussed as causes of anxiety in the classroom context (e.g., Horwitz et al., 1986). In this way, the students who responded to the open-ended questionnaire were not unlike participants in past research. However, their situation was unique because they come from an educational background that might lead to their experiencing an even more heightened level of anxiety in response to public speaking and presentations. The teaching methods typically used in Saudi Arabian school focus namely on listening, repeating, and memorizing information to perform well on exams; in-class presentations and speaking in class are not typical teaching practices in public education in Saudi Arabia. As a result, students graduating from Saudi Arabian high schools are hardly ever exposed to or required to give in-class presentations. For them, it is a new experience, a new method of learning in addition to being an activity done in a new language, which is at the same time, being studied.

The CPP was structured – as is typical of English language programs in Saudi Arabia and neighboring countries – such that listening and speaking, reading and writing, and grammar were addressed in separate classes. The newly developed AFLAQ allowed students to rate their anxiety associated with each of these subject areas separately, consistent with their program's design. Using this structure makes it possible to separate anxiety related to different aspects of language learning, such as oral language use (speaking and listening)

<sup>1</sup> The translation of students' responses from Arabic to English was conducted by the author, who speaks both English and Arabic and has both studied and taught English in Saudi Arabia.

versus written language (reading and writing), something that Horwitz et al.'s (1986) FLCAS did not do.

## STUDY 2

In Study 2, the AFLAQ was administered to a new group of students studying EFL in the CPP. The goal of this study was to examine how the questionnaire performs when administered to a group of students. The items most frequently rated as associated with high levels of anxiety were of particular interest.

### Methods

#### *Participants*

A total of 83 EFL students took part in Study 2. The students who took part were enrolled in Level 1 ( $n = 22$ ), Level 3 ( $n = 53$ ), and Level 4 ( $n = 8$ ) of the program. All students were female. Due to the fact that there was a six-month gap between the two studies and the fact that Study 1 was conducted anonymously, it is impossible to determine the number of participants who took part in both studies.

#### *Procedure*

Students participated in this study during the second week of the semester. All Level 1, 3, and 4 students were invited to a large classroom to hear a brief description of the goals of the current research. The main objective was to have new, continuing, as well as exiting EFL students participate in Study 2. The students were asked to participate by providing information about their experience learning English in the CPP. They were told they would be asked to complete a questionnaire in Arabic, their mother tongue or native educated language (in which their previous education was likely to have been conducted). It was made clear that participation in the study was voluntary and that any information students provided would be confidential and not shared with the students' teachers. Students were also told that they could leave the classroom if they were not interested in completing the questionnaire. The newly-developed, 33-item AFLAQ, described in Study 1 and presented in Table 1, was administered in paper-and-pencil form.

### Analysis

Reverse-coded items were re-coded and participants' average scores on the AFLAQ were calculated. Responses on the AFLAQ can range from a minimum of 33 (a 1 on every item) to 165 (a 5 on every item). Higher scores indicate higher levels of anxiety.

#### *Missing Data*

If a participant failed to respond to an item or items, that participant's AFLAQ score was calculated as the mean of the responses that were provided. For example, if a student answered 31 of the 33 items, that student's score was the mean of the 31 provided

responses. Responses were also examined to determine whether there were any specific items that participants frequently failed to answer. Twelve items were associated with no missing data. The data that were missing did not follow any predictable pattern and thus could have simply been oversights on the part of the participants, who completed the questionnaires using paper and pencil. The item that participants most frequently failed to answer was item 3, which three of 83 (3.6%) participants left blank. The number of responses to each item appear under the column heading “N” in Table 2. Items in the table are presented in order of descending mean score (after reverse-coded items were re-coded) such that the items at the top of the table describe the situations the participants most strongly agreed were anxiety-causing. (In case of equivalent means, items are ordered by standard deviation, with items associated with lower standard deviations, or greater agreement, listed first.)

Likert scale response options						
1	2	3	4	5		
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree		
					<b>Range</b>	
					N	
					Min. Max. Mean SD	
<hr/>						
21. I get nervous when the language teacher gives us a lot of things to do in so little time.					81	1 5 4.15 0.88
33. I feel nervous when standing or giving a presentation in front of the class.					83	1 5 3.98 1.05
16. I get nervous when looking at my grades.					83	1 5 3.94 0.97
6. I get nervous when there is a lot of vocabulary that I don't understand being used in my foreign language class.					82	1 5 3.84 0.97
2. I feel anxious when the teacher asks me a question that I have not prepared for.					81	1 5 3.83 1.01
1. I feel nervous when I can't write or express myself in the foreign language.					83	1 5 3.81 1.06
15. I get anxious when I feel that I can't speak well in front of other language students not in my class					82	1 5 3.72 1.15
27. I feel nervous when I am around more experienced foreign language users.					81	1 5 3.72 1.05
31. I feel anxious when I want to volunteer to say something but can't find the proper words to say it in my foreign language class.					83	1 5 3.71 1.07
32. I feel nervous at English exam time.					82	1 5 3.65 1.17
24. I fear failing my foreign language class.					82	1 5 3.65 1.33

30. I feel anxious when I don't understand what the teacher is saying in the foreign language.	83	1	5	3.55	1.03
11. I feel anxious when I see classmates better than me in my foreign language class.	81	1	5	3.54	1.17
3. I feel nervous and confused when the language teacher is unsuccessful in explaining the lesson.	80	1	5	3.46	1.21
22. I feel overwhelmed by the number of grammatical rules I have to learn in the foreign language.	82	2	5	3.39	1.00
18. During language class, I find myself thinking about things that have nothing to do with the course.	82	1	5	3.33	1.22
9. I get nervous when I arrive late to class or the day following my absence.	82	1	5	3.32	1.22
23. I fear pronouncing words incorrectly in my foreign language class.	82	1	5	3.28	1.19
26. I feel anxious about speaking the foreign language in front of other students.	83	1	5	3.16	1.28
14. I get upset due to the method of testing in the foreign language class	83	1	5	3.01	1.12
20. I feel nervous when talking in the foreign language to someone I just met.	82	1	5	2.98	1.22
29. In language class, I can get so nervous I forget things I know.	82	1	5	2.95	1.41
17. I get nervous and confused when I am speaking in my language class.	81	1	5	2.93	1.15
13. I feel anxious in reading/writing and grammar class	83	1	5	2.82	1.07
19. I tremble when I know that I'm going to be called on in language class.	81	1	5	2.80	1.16
5. I feel anxious when listening to a passage in my listening/speaking class.	81	1	5	2.77	1.21
7. I feel nervous using the foreign language outside of the college or class.	81	1	5	2.69	1.32
8. I am <i>not</i> nervous speaking the foreign language in front of my classmates. (R)	83	1	5	2.60	1.10
12. I feel comfortable in speaking with my foreign language teacher. (R)	81	1	5	2.60	1.01
10. I get anxious when there are too many foreign language students registered in my class.	83	1	5	2.57	1.08
25. I feel low self-confidence about speaking the foreign language in front of the class.	83	1	5	2.54	1.18
4. I fear speaking or asking the teacher in my foreign language class.	81	1	5	2.46	1.18
28. I don't feel anxious when learning a foreign language. (R)	83	1	5	2.24	1.35

*Table 2:2 Mean Ratings of Each Item on the AFLAQ*

*Note.* The mean scores associated with items 8, 12, and 28 were calculated after responses to the items were reverse-coded.

## Results

### *Range of Responses*

For each item to be useful in discriminating participants with higher and lower levels of anxiety, it must be the case that participants respond to the items differently. Responses to each item were scrutinized for ceiling (only high scores) or floor effects (only low scores). For 32 of the 33 items in the AFLAQ, the full range of response values from one to five were used. For item 22 (“I feel overwhelmed by the number of grammatical rules I have to learn in the foreign language”), no participants indicated they strongly disagreed (1), and thus responses ranged from two (minimum) to five (maximum; see Table 2).

### *Internal Consistency*

The internal consistency of the AFLAQ, including all 33 items but based only on the responses of participants who responded to all the items ( $n = 61$ ), is .89 (Cronbach's  $\alpha$ ). Based on the high internal consistency, it appeared that all of the items on the AFLAQ were assessing a single, shared, underlying construct (theoretically, foreign language classroom anxiety, FLCA).

### *Mean Scores*

Participants' average AFLAQ scores ranged from 1.80 to 4.30 ( $N = 83$ ;  $M = 3.24$ ;  $SD = .54$ ). The mean score across participants in Level 1 was 3.33 ( $n = 22$ ,  $SD = .49$ ), Level 3 was 3.25 ( $n = 53$ ,  $SD = .55$ ), and Level 4 was 2.95 ( $n = 8$ ,  $SD = .60$ ). The average scores for each item, across all participants who responded to that item, are presented in Table 2. The item associated with the most scores of “Agree” (4) and “Strongly Agree” (5) is item 21, “I get nervous when the language teacher gives us a lot of things to do in so little time,” which has a mean score of 4.15 ( $SD = .88$ ). Item 33, which was the most frequently mentioned anxiety-provoking situation in Study 1 (see Table 1), was associated with a slightly lower mean of 3.98 ( $SD = 1.05$ ).

## **Discussion**

Five of the 10 AFLAQ items associated with the highest levels of anxiety (the greatest means, Table 2) were related to difficulty expressing one's thoughts in the foreign language. This finding is consistent with previous research. Speaking and communicating in a foreign language can be fear-inducing and challenge adults' views of themselves as intelligent and skillful communicators (Guiora, 1983; Horwitz et al., 1986). When speaking one's native language, typical adults are not extensively challenged to express their ideas and understand others' ideas. When learning a new language, the otherwise mundane task of engaging in basic conversation becomes a challenge (Aveni, 2005). According to Aveni (2005), “The process of language study is like no other. To learn another language is to redefine yourself publicly, socially, and personally. No other topic of education so deeply affects the individual's own self-presentation in society” (p. 7).

Although individuals differ in concern about making mistakes, in Saudi Arabian culture more generally, mistakes are not taken lightly and cause embarrassment and loss of face. Broadly speaking, in Saudi Arabian culture it is important to save face in order to avoid

embarrassment and shame, and in order to maintain honor and earn respect. The loss of face that an individual experiences upon making a mistake in speaking a new language may have longer and more broad-reaching impact than a brief moment of embarrassment because face is synonymous with or very closely linked to honor, and honor is to be maintained at all times. As a result, an individual might feel he or she is taking a huge risk by speaking in class, because the individual might answer a question incorrectly, mispronounce a word, or simply not speak fluidly in the new language. The students might prefer instead to avoid taking such risks. Errors might lead to being laughed at by classmates or, worse, looked down upon by the teacher. Indeed, in a separate study that used interviews and classroom observations to gain greater insight into the same population of CPP students' anxiety and language learning experiences, students disclosed that they were concerned about being looked down upon or being embarrassed in front of their teacher and their peers when they spoke English (Al-Saraj, 2013).

## CONCLUSIONS

### Limitations and Future Directions

The AFLAQ is the first questionnaire of its type developed for use with students in Saudi Arabia. Studies 1 and 2 are the preliminary studies in the development of the questionnaire, and their limitations must be acknowledged. The AFLAQ was developed based on a limited sample of students – all women studying within a single program. The results are most likely to generalize to other universities with similar – and, particularly, female – student populations. Of course, given the segregated nature of education in Saudi Arabia, there are multiple women-only programs and are likely to be more in the future as more private colleges and universities are opened. Although Saudi Arabia tends to be relatively homogenous both religiously and socially, there remains the potential for differences related to culture and students' backgrounds, and so generalization of research findings must be considered with caution. Future studies are necessary to review, fine-tune, and examine the validity and reliability of the AFLAQ in the Saudi Arabia and in the Arab world more broadly to determine whether results generalize.

Future research could administer the AFLAQ and include interviews of larger samples of students from Arab countries with known cultural differences in order to identify similarities and differences across Arab countries. In the current research, only a handful of countries were represented and only a single or a few students came from each country other than Saudi Arabia. The sample was too small to determine whether differences might be culturally specific or simply due to individual idiosyncrasies.

To determine whether these studies' results generalize and whether other, culturally-nested anxiety prompts were overlooked due to sampling limitations, Study 1 should be repeated with diverse Arab participant samples. Thus far, the AFLAQ has been used only with female respondents. It cannot be assumed that men's experience of FLA is similar to women's. The social dynamics (e.g., competitiveness) in an all-male classroom might differ from that in an all-female classroom. Future research could determine whether men experience anxiety-provoking situations that were not discussed by the women whose responses formed the basis of the AFLAQ. For cultural reasons, such research must be conducted in collaboration with a male researcher who can interview male students and enter men's colleges as the education system is segregated in Saudi Arabia.

In addition to examining the experiences of men in comparable programs, future studies could examine other women's programs in Saudi Arabia and both sexes' experiences in neighboring countries. To determine whether the issues identified in the college-level English programs are related to students' navigating changes from high school to college, Study 1 could also be repeated with students studying EFL in high school or earlier. By having students from these populations respond to an open-ended prompt and list situations that provoke their anxiety instead of completing a questionnaire that lists situations they may or may not encounter, it would be possible to determine whether situations have been left out or if situations may be irrelevant to certain groups.

### **FLA in Arab EFL Students**

The research presented here was exploratory to address the issue of using Western scales with another population. Ultimately, it was found that if the FLCAS were to assess FLA in the CPP students who took part in this study without modifying the FLCAS to address issues unique to the population or of extreme importance to the population would have led to an inaccurate or incomplete characterization of FLA in this group. The importance of oral presentations, for example, would have been overlooked.

The findings of these studies help build a greater understanding of the impact of FLA on language learners in Saudi Arabia and help elucidate their experiences. In contrast to Horwitz and colleagues' (1986) participants who said speaking extemporaneously was anxiety-provoking but giving prepared presentations was relatively comfortable, the participants in these studies indicated that both speaking tasks make them anxious. Indeed, the participants studying in Saudi Arabia indicated that giving rehearsed speeches was so anxiety provoking that they would often record the speech ahead of time and play the speech from an audiotape instead of delivering the speech live in class (Al-Saraj, 2013). The CPP students were extremely concerned about issues like making mistakes and negative evaluation. Their heightened anxiety associated with giving rehearsed speeches may be due to the fact that classroom presentations and speaking in front of others are uncommon in public high schools, even in language classes, in the region. The CPP students were unlikely to have had much, if any, experience with public speaking, let alone public speaking in a new target language. Although extemporaneous speaking is still an anxiety provoking challenge for students from the West, particularly in a target language (e.g., Daly, 1991; Price, 1991; Young, 1990), Western students at least have the advantage of having dealt with this stressor before in their native language if not also in a foreign language.

At the high school level and earlier, English language instruction in Saudi Arabia is primarily teacher-centered. As described by Al-Misnad (1985), in the traditional instruction in Saudi Arabia, the teacher explains material to students and guides them through each page of textbooks, and the students passively listen and memorize information. In contrast, in the English CPP (and in Western contexts), education is more student-centered. Students are expected to take a more active role in their own education – asking and answering questions, independently pursuing information, and so on. The shift from the passive, memorization-based method of education to this more active approach is a substantial change for students and may be related to the specific situations that prompt anxiety in the CPP students. Novel situations, such as speaking in front of audiences and asking questions, may prompt students' anxiety.

The novel educational methods introduced in the CPP and the English medium colleges might be an early indicator of things to come for the Saudi Arabian educational system, and the Gulf countries' educational systems more generally. According to Al-Sulayti (1999), education in the Gulf countries is under pressure both to improve so that students receive better educations, but also to adapt so that students are educated in skills necessary to compete in the more global environment. Some concern has been expressed regarding the adequacy with which the educational systems supply students with skills relevant to the economies in countries that still rely heavily on an expatriate labor force. However, education in Gulf countries has been met with criticism by authorities within and outside of the region for its emphasis on rote learning and memorization and for its high attrition rate. Very recently, educational reform in the Arab Gulf states and specifically in Saudi Arabia has begun a modification of educational curricula and pedagogy; this reform includes a decrease in the focus on rote learning (Donn & Al Manthri, 2010).

As the world becomes increasingly interconnected and as there is increasing pressure to learn languages in order to interact and compete in the international market, understanding the factors involved with learning foreign languages is increasingly important. The findings of these studies suggest a variety of changes teachers and educational institutions could implement to reduce students' FLA, thus improving students' language learning. Effort should be made to understand students' experiences. Teachers can ask them to share their views, and researchers can design questionnaires suitable for use in various cultures and contexts. Teachers and educators could improve their understanding of students' experiences, be better able to identify anxious students, identify likely anxiety prompts in the classroom, and adapt teaching strategies to reduce anxiety.

It could be argued that the necessity of overcoming the anxiety associated with learning a foreign language will weed out the best of students, or at least those most able to successfully grapple with stressful situations and different cultures, but this devalues the variety of skills that students high in FLA might bring to the English-speaking context. However, it is true that English is associated with a global culture of individual initiative and competitiveness. But while reducing students' FLA will facilitate their going-on to be successful in the global market and improve international relations, it can also help them to use their uniquely Saudi culture to shape the English-speaking global context.

### **The AFLAQ, Saudi Society, and the Global Stage**

The AFLAQ was developed to serve as a contextually-appropriate questionnaire drawing on the original FLCAS but adapted for use in the CPP in a Saudi Arabian English medium college. It can be used to identify students most likely to experience anxiety in a variety of classroom contexts, a use for which Sparks and Ganschow (1996) recognized the utility of the FLCAS. The AFLAQ can also serve to introduce the issue of FLA. Teachers can administer it at the beginning of the school year or at the beginning of the academic program to assess anxiety in students and bring up the issue of anxiety for discussion. Talking about anxiety in learning and speaking the target language could help students to realize that the teacher is understanding and supportive and to see anxiety as normal. Also, the exploration of FLA could help the teacher to learn more about the students' perspectives and to identify students who might be in need of additional support. The teacher could administer the AFLAQ again in the middle of the semester and compare scores to assess students' progress and see if initial feelings of anxiety have decreased. Depending on the specific causes of

anxiety identified in the AFLAQ and through classroom discussion, the teacher might modify his or her behavior or teaching strategies (e.g., be more encouraging in class, give more feedback to students, make grading policies as clear as possible) to help reduce students' anxiety.

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## Appendix A: Comparison of AFLAQ and FLCAS Items

Source	Item #	Text
<i>Identical/retained items</i>		
AFLAQ	17	I get nervous and confused when I am speaking in my language class.
FLCAS	27	I get nervous and confused when I am speaking in my language class.
AFLAQ	18	During language class, I find myself thinking about things that have nothing to do with the course.
FLCAS	6	During language class, I find myself thinking about things that have nothing to do with the course.
AFLAQ	19	I tremble when I know that I'm going to be called on in language class.
FLCAS	3	I tremble when I know I'm going to be called on in language class.
AFLAQ	29	In language class, I can get so nervous I forget things I know.
FLCAS	12	In language class, I can get so nervous I forget things I know.
<i>Items requiring minor changes/adaptations</i>		
AFLAQ	2	I feel anxious when the teacher asks me a question that I have not prepared for.
FLCAS	33	I get nervous when the language teacher asks questions which I haven't prepared in advance.
AFLAQ	8 (R)	I am <i>not</i> nervous speaking the foreign language in front of my classmates.
FLCAS	18	I feel confident when I speak in foreign language class.
AFLAQ	22	I feel overwhelmed by the number of grammatical rules I have to learn in the foreign language.
FLCAS	30	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

AFLAQ	24	I fear failing my foreign language class.
FLCAS	10	I worry about the consequences of failing my foreign language class.
AFLAQ	25	I feel low self-confidence about speaking the foreign language in front of the class.
FLCAS	24	I feel very self-conscious about speaking the foreign language in front of other students.
AFLAQ	30	I feel anxious when I don't understand what the teacher is saying in the foreign language.
FLCAS	4	It frightens me when I don't understand what the teacher is saying in the foreign language.
AFLAQ	32	I feel nervous at English exam time.
FLCAS	8	I am usually at ease during tests in my language class.
AFLAQ	27	I feel nervous when I am around more experienced foreign language users.
AFLAQ	7	I feel nervous using the foreign language outside of the college or class.
FLCAS	14	I would <i>not</i> be nervous speaking the foreign language with native speakers.

*Similar content, but required extensive rewording (in Arabic)*

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AFLAQ	1	I feel nervous when I can't write or express myself in the foreign language.
FLCAS	1	I never feel quite sure of myself when I am speaking in my foreign language class.
AFLAQ	3	I feel nervous and confused when the language teacher is unsuccessful in explaining the lesson.
FLCAS	29	I get nervous when I don't understand every word the language teacher says.

AFLAQ	4	I fear speaking or asking the teacher in my foreign language class.
FLCAS	9	I start to panic when I have to speak without preparation in language class.
AFLAQ	11	I feel anxious when I see classmates better than me in my foreign language class.
FLCAS	7	I keep thinking that the other students are better at languages than I am.
FLCAS	23	I always feel that other students speak the foreign language better than I do.
AFLAQ	31	I feel anxious when I want to volunteer to say something but can't find the proper words to say it in my foreign language class.
FLCAS	13	It embarrasses me to volunteer answers in my language class.

*Items created for the AFLAQ*

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AFLAQ	5	I feel anxious when listening to a passage in my listening/speaking class.
AFLAQ	6	I get nervous when there is a lot of vocabulary that I don't understand being used in my foreign language class.
AFLAQ	9	I get nervous when I arrive late to class or the day following my absence.
AFLAQ	10	I get anxious when there are too many foreign language students registered in my class.
AFLAQ	12	I feel comfortable in speaking with my foreign language teacher.
AFLAQ	13	I feel anxious in reading/writing and grammar class.
AFLAQ	14	I get upset due to the method of testing in the foreign language class.
AFLAQ	15	I get anxious when I feel that I can't speak well in front of other language students not in my class.
AFLAQ	16	I get nervous when looking at my grades.
AFLAQ	20	I feel nervous when talking in the foreign language to someone I just met.
AFLAQ	21	I get nervous when the language teacher gives us a lot of things to do in so little time.
AFLAQ	23	I fear pronouncing words incorrectly in my foreign language class.
AFLAQ	26	I feel anxious about speaking the foreign language in front of other students.

- AFLAQ 28 I don't feel anxious when learning a foreign language
- AFLAQ 33 I feel nervous when standing or giving a presentation in front of the class.

*FLCAS items that were not retained in the AFLAQ*

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- FLCAS 2 I *don't* worry about making mistakes in language class.
- FLCAS 5 It wouldn't bother me at all to take more foreign language classes.
- FLCAS 11 I don't understand why some people get so upset over foreign language classes.
- FLCAS 15 I get upset when I don't understand what the teacher is correcting.
- FLCAS 16 Even if I am well prepared for language class, I feel anxious about it.
- FLCAS 17 I often feel like not going to my language class.
- FLCAS 19 I am afraid that my language teacher is ready to correct every mistake I make.
- FLCAS 20 I can feel my heart pounding when I'm going to be called on in language class.
- FLCAS 21 The more I study for a language test, the more confused I get.
- FLCAS 22 I *don't* feel pressure to prepare very well for language class.
- FLCAS 25 Language class moves so quickly I worry about getting left behind.
- FLCAS 26 I feel more tense and nervous in my language class than in my other classes.
- FLCAS 28 When I'm on my way to language class, I feel very sure and relaxed.
- FLCAS 31 I am afraid that the other students will laugh at me when I speak the foreign language.
- FLCAS 32 I would probably feel comfortable around native speakers of the foreign language.

Note: For the original FLCAS, refer to Horwitz et al. (1986).

## Appendix B: The AFLAQ Translated to English

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### Likert scale response options

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Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
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1. I feel nervous when I can't write or express myself in the foreign language.
  2. I feel anxious when the teacher asks me a question that I have not prepared for.
  3. I feel nervous and confused when the language teacher is unsuccessful in explaining the lesson.
  4. I fear speaking or asking the teacher in my foreign language class.
  5. I feel anxious when listening to a passage in my listening/speaking class.
  6. I get nervous when there is a lot of vocabulary that I don't understand being used in my foreign language class.
  7. I feel nervous using the foreign language outside of the college or class.
  8. I am *not* nervous speaking the foreign language in front of my classmates.
  9. I get nervous when I arrive late to class or the day following my absence.
  10. I get anxious when there are too many foreign language students registered in my class.
  11. I feel anxious when I see classmates better than me in my foreign language class.
  12. I feel comfortable in speaking with my foreign language teacher.
  13. I feel anxious in reading/writing and grammar class
  14. I get upset due to the method of testing in the foreign language class
  15. I get anxious when I feel that I can't speak well in front of other language students not in my class
  16. I get nervous when looking at my grades.
  17. I get nervous and confused when I am speaking in my language class.
  18. During language class, I find myself thinking about things that have nothing to do with the course.
  19. I tremble when I know that I'm going to be called on in language class.
  20. I feel nervous when talking in the foreign language to someone I just met.
  21. I get nervous when the language teacher gives us a lot of things to do in so little time.
  22. I feel overwhelmed by the number of grammatical rules I have to learn in the foreign language.
  23. I fear pronouncing words incorrectly in my foreign language class.
  24. I fear failing my foreign language class.
  25. I feel low self-confidence about speaking the foreign language in front of the class.
  26. I feel anxious about speaking the foreign language in front of other students.
  27. I feel nervous when I am around more experienced foreign language users.
  28. I don't feel anxious when learning a foreign language
  29. In language class, I can get so nervous I forget things I know.
  30. I feel anxious when I don't understand what the teacher is saying in the foreign language.
  31. I feel anxious when I want to volunteer to say something but can't find the proper words to say it in my foreign language class.
  32. I feel nervous at English exam time.
  33. I feel nervous when standing or giving a presentation in front of the class.
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## Appendix C: The AFLAQ

## Arabic Foreign Language Anxiety Questionnaire (AFLAQ)

## استبيان

فضلاً اختر افضل اجابة للعبارات التالية:

لا أوافق بشدة	لا أوافق	لا أوافق ولا يختلف	أوافق	أوافق بشدة	العبارات
					1 أشعر بالتوتر عندما لا أستطيع أن أكتب أو أعبر عن نفسي باللغة الإنجليزية
					2 أشعر بالقلق عندما يسألني المدرس أي سؤال لم اكن مستعداً له.
					3 أشعر بالتوتر و التشوش الفكري عندما يفشل مدرس اللغة الإنجليزية في شرح الدرس.
					4 أخاف التكلّم أو سؤال المدرس في حصص اللغة الإنجليزية.
					5 أشعر بالقلق عندما أستمع إلى قطعة في حصة الاستماع / التحدث باللغة الإنجليزية.
					6 أصبح متوتراً عندما يكون هناك الكثير من المفردات التي لا أفهمها مستخدمة في فصول اللغة الإنجليزية.
					7 أشعر بالتوتر عند استخدام اللغة الإنجليزية خارج الكأية أو الفصل.
					8 أنا غير متوتر عندما أتحدّث باللغة الإنجليزية أمام زملائي.
					9 أصبح متوتراً عندما أصل متأخراً للصف أو في اليوم التالي بعد غيابي.
					10 أصبح قلقاً عندما يكون هناك كثير من طلبة اللغة الإنجليزية مسجلين في صفّي.
					11 أشعر بالقلق عندما أرى زملائي أفضل مني في فصول اللغة الإنجليزية.
					12 أشعر بالارتياح بالتحدث مع مدرس اللغة الإنجليزية.
					13 أشعر بالقلق في حصة القراءة / الكتابة و القواعد باللغة الإنجليزية.
					14 أصبح منزعاً بسبب طريقة الاختبار في اللغة الإنجليزية.

لا وافق بشدة	لا وافق	لا وافق ولا يختلف	وافق	وافق بشدة	العبارات
					15 أصبح قلقًا عندما أشعر أنني لا أتحدث جيّدًا باللغة الإنجليزية أمام طلبة اللغة الآخرين الذين ليسوا في صفّي.
					16 أصبح متوترًا عندما انظر إلى درجاتي.
					17 أصبح متوترًا و مشوش الفكر عندما أتحدّث في حصص اللغة الإنجليزية.
					18 أثناء فصول اللّغة الإنجليزية، أجد نفسي في بعض الأحيان أفكر في أشياء لا تمتّ للمنهج بصلّة.
					19 أرعش عندما أعرف أنني ساستدعي للإجابة على سؤال في حصص اللّغة الإنجليزية.
					20 أشعر بالتوتر عندما أتحدث باللّغة الإنجليزية إلى شخص ما قابلته تَوًا.
					21 أصبح متوترًا عندما يعطينا مدرّس اللّغة الإنجليزية الكثير من الأعمال في وقت قصير جدًا.
					22 أشعر أنني مغمورٌ بعدد القواعد النّحوية التي يجب عليّ أن أتعلّمها في اللّغة الإنجليزية.
					23 أخاف نطق الكلمات بصورة غير صحيحة في حصص اللّغة الإنجليزية.
					24 أخاف من الفشل في مواد اللّغة الإنجليزية.
					25 أشعر بانخفاض الثّقة بالنّفس عند التحدّث باللّغة الإنجليزية أمام زملائي في الصف.
					26 أشعر بقلق بشأن التحدّث باللّغة الإنجليزية أمام الطّلبة الآخرين.
					27 أشعر بالتوتر عندما أكون موجودًا في حضور اشخاص أكثر خبرة مني في استخدام اللّغة الإنجليزية.
					28 لا أشعر بالقلق عند تعلّم اللّغة الإنجليزية.
					29 في فصل اللّغة الإنجليزية، يمكن أن أصبح متوترًا جدًا لدرجة أنني أنسى الأشياء التي أعرفها.
					30 أشعر بالقلق عندما لا أفهم ما يقوله مدرّس اللّغة الإنجليزية.
					31 أشعر بالقلق عندما أريد التّطوّع بقول شيء ما ولكن لا أستطيع أن أجد الكلمات المناسبة لقوله في حصص اللّغة الإنجليزية.
					32 أشعر بالتوتر في وقت امتحانات اللّغة الإنجليزية.
					33 أشعر بالتوتر عند الوقوف أو تقديم عرض أو إلقاء كلمة أمام زملائي في فصول اللّغة الإنجليزية.