



Preliminary Results of a Presenting in a Foreign Language Anxiety Scale

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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

2nd 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

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

2 Language related Items (independent)

12 Negatively Loaded Items

12 Positively Loaded Items

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

13. Getting feedback from my classmates helps me to improve my presentations.

Negative

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
5	4	3	2	1

12 Positively Loaded Items Scored:

Strongly Agree	Somewhat Agree	Undecided	Somewhat Disagree	Strongly Disagree
1	2	3	4	5

Measured Anxiety Level...

First

Second

70.2

68.9

-1.3

Notable Findings...

Item 11: I prefer giving a presentation in my first language (Japanese).

First

3.31

Second

3.21

Item 18: I feel less nervous presenting in my second language (English).

First

2.59

Second

2.94

Notable Findings...

Item 15: **A relaxed classroom atmosphere lowers my anxiety.**

First

1.86

Second

1.73

Item 26: **A strict classroom atmosphere makes me feel nervous.**

First

4.34

Second

4.20

Notable Findings...

Item 21: Knowing the proper structure of a presentation helps me feel more confident.

First

1.83

Second

1.33

Item 7: Not knowing how to structure my presentation makes me feel nervous.

First

4.09

Second

4.11

Notable Findings...

Item 5: Understanding what skills make a presentation effective helps me do a better job.

First

1.83

Second

1.83

Item 2: ~~I do not need to learn presentation skills.~~

First

1.47

Second

1.55

Not knowing what presentation skills are important lowers my confidence.



Biggest Changes...

Item 18: I feel less nervous presenting in my second language (English).

First	Second
2.59	2.94
+ 0.35	

Biggest Changes...

Item 24: **If I make a mistake while presenting, I am not able to focus.**

First

3.63

Second

3.33

- 0.30

References:

Horowitz, E.K., Horowitz, M.B., & Cope, Jo Ann. (1986). Foreign Language classroom anxiety. *The Modern Language Journal*, 70 (2), 125-132.

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