CONSTRUCTION AND STANDARDIZATION OF LANGUAGE ANXIETY SCALE FOR SECONDARY LEVEL LANGUAGE TEACHERS

[1]K. Malini
[1]Doctoral Student,
Sri Sarada College of Education
(Autonomous),
Salem,
Tamilnadu.

[2]R. Rajkumar
[2]Doctoral Student,
Department of Education,
Periyar University,
Salem,
Tamilnadu.

ABSTRACT

The present paper explains in detail the process of construction as well as standardization of scale in language anxiety adapted by the investigator for secondary level language teachers in schools from six districts of Tamil Nadu. In the initial stage of development, the scale consisted of 80 items based on Likert's method of summated ratings of five responses on these items. After critically reviewing the studies done language anxiety, the five dimensions were selected for developing the scale. On the basis of suggestions of the experts, 64 items were selected for the pilot study and administered on 60 secondary level language teachers. The scale was subjected to item analysis with the help of t-test. A total of 50 items were selected in the final version of the scale. The reliability of the test and the Cronbach's alpha value is 0.87. The scale has face validity and content validity.

KEYWORDS: *language anxiety, secondary level language teachers, dimensions*

INTRODUCTION

One of the major aims of teaching English in secondary schools is to reduce language anxiety in English. Language is an important aspect of human behaviour. In written form, it is a long term of record of knowledge from one generation to the future whereas in spoken from it is a method of communication. It is a key aspect of human intelligence (Robert Henry Robin, 2013). English is used throughout the length and breadth of India as a 'library language', creating lots of passive bilinguals" (Maria Lisa Mathew, 2016). Teaching english become a proficient and educational field a half-century ago. Many types of research for teacher education and teacher training had been conducted in order to raise the english teachers' as well as the foreign language teachers' knowledge and capability in carrying out effective lessons in classrooms (Malini & Rajkumar, 2019). As an english language teacher, we could earn money to support our travel ambitions or forge a rewarding career. It doesn't matter what our ambitions are, all that matters is that we're enthusiastic, willing to learn and ready for a new adventure. There is no single way to learn english throughout the world, millions of students are learning english in many ways and in many alternative language contexts (Malini & Janakavalli, 2017). Some students see and listen to english every day outside school, so they begin to understand and use english almost fluently. Other students only see english in books at school and their teacher might not speak much english, so it is more difficult for them to learn to use english students also had different reasons for learning English (Malini, 2018).

THE NEED FOR THE TOOL

The tool used to collect data consisted of a foreign language classroom anxiety scale adapted from foreign language classroom anxiety scale developed by Horwitz et al. (1986) and a scale for fear of negative evaluation developed by Leary (1983). The first part of the questionnaire includes biodata questions. The items in both the foreign language classroom anxiety scale and the scale of fear of negative evaluation were answered within a scale ranging from one to five.

Foreign language classroom anxiety scale is based on the analysis of possible sources of anxiety in a language classroom. It includes three related anxieties as recommended by Horwitz et al. (1986). This scale includes 33 items, of which eight items are related to communication anxiety, nine items to fear of negative evaluation, and five items to test anxiety, and remaining eleven items are put in a group named anxiety of English class. Descriptive analysis was to calculate the mean and standard deviation of each item and every type of anxiety to acquire the general position of students` anxiety in the classroom. The foreign language classroom anxiety scale designed by Horwitz et al. (1986) was used to obtain data for this study. Horwitz (1986) and his colleagues made a unique contribution to the identification of the scope of foreign language anxiety by developing this systematic instrument. Horwitz (2002) conducted an interview study to investigate the relationship between foreign language anxiety and perfectionism. The findings showed that anxious and non-anxious subjects differed in their personal performance standards. On the other hand, language anxiety is specific to English only. This theory has been examined and used by several studies on language anxiety (Aida, 1994; Cheng, 1998; Liu, 2006; Saito, Garza & Horwitz, 1999).

After critically reviewing the literature available on language anxiety it was found that most of the tools developed, measure the language anxiety of students. It was also found that a few tools were developed to measure teachers language anxiety in the language classroom. Some studies using the hortwitz scale of language anxiety and analyzed them. Most of the studies used related to foreign language anxiety. However, the investigator could not find any tool which could measure language anxiety of secondary level language teachers in India. Hence, it was decided to construct and standardize a tool which could measure the language anxiety of secondary level language teachers.

Language anxiety

Language anxiety is the fear of the nervousness occurring when a learner is expected to perform in the second or foreign language or the worry and negative emotional reaction when learning or using a second language (Gardner & Maclntyre, 1993; Samaneh Serraj & Noreen bt. Noordin, 2013). Etymologically speaking, the word "anxiety" may be a noun created of an adjective "anxious". Anxiety is like any other effective factors such as tiredness, boredom, anger, and emotional disorders. It is entirely associated with the psychology of the individual. It does not happen as a single concern; it could rather acquire forms of expression and could be considered as: state and trait

anxiety, situation-specific anxiety, and facilitate versus debilitate anxiety. Horwitz and Cope (1986) defined anxiety as "the subjective feelings of tension, nervousness, apprehension and worry related with stimulation of the autonomic nervous system" (Sujeong Choi, 2013; Malini & Janakavalli 2018). In some cases, language anxiety has essentially been cited as possibly the effective problem that the most pervasively obstructs the educational process a negative power that affects the brain, more specifically, our short-term memory and hence our capacity to hold words and thoughts long enough on this innovative table so as to speak in order to pattern them into properly communicative sentences. In some cases, we freeze and are unable to find the words. One of its effects is to listen our ability to construct and therefore, create linguistically (Ala' Hsssein Oda & Ali Hasan Khammat, 2013).

Anxiety in performance

Anxiety in performance is the anxiety, panic or persistent phobia which may be aroused in an individual by the necessity to perform in front of an audience, whether essentially or potentially.

Self perception

Self-perception is an account of attitude. It asserts that people develop their attitudes by observing their own behaviour.

Self improvement

Self-improvement is the improvement of one's knowledge, position or personality by one's own efforts. It is the pursuit to make ourselves improved in any and every facet of life.

Group membership and interaction

Group membership and interaction is "the process by which three or more members of a group exchange verbal and verbal communication in an attempt to influence one another" (Tubbs, 1995). Teachers discuss group membership and interaction for classroom teaching methods.

Fear of negative evaluation

Fear of negative evaluation is that the "apprehension regarding others evaluations, avoidance of evaluative situations and therefore the expectations that others would assess one negatively" (Devardhi Getachew, 2014).

Planning stage

In the planning stage of the scale, it was decided that:
- ❖ Language anxiety will be meant for language teaching in secondary schools in government,
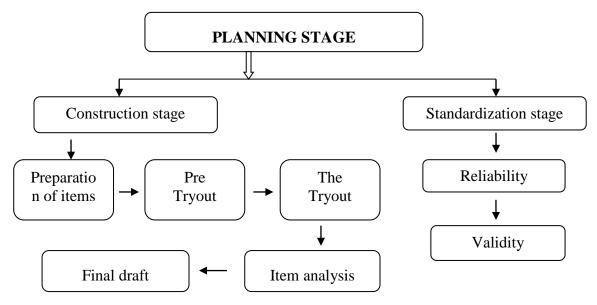
government aided and private schools of Salem district, TamilNadu, India.

❖ The scale will consist of five-point judgments that strongly agree, agree, undecided, disagree and strongly disagree.

❖ Scale aimed at assessing the anxiety in performance, self perception, self improvement, group membership and interaction, fear of negative evaluation.

Construction stage

The method followed in the construction of these tools is described under different heads:

A) Preparation of items

❖ Items were prepared by keeping in mind the following things:

❖ Items must be in clear and simple language as well as free from meaning sentences.

❖ Items described oneself

❖ Each dimension contains some positive and negative items.

A total of 80 items were prepared in the first draft of the scale. All the items were based on Likert method of summated ratings answered in terms of five alternatives strongly agree, agree, undecided, disagree and strongly disagree weighting 5,4,3,2,1 respectively for positive items and 1,2,3,4,5, for negative items respectively.

B) Pre-try out

The first draft was distributed to the experts in the field of education for their opinions and suggestions 16 items were deleted after the comment of the experts and the revised draft of the scale consisted of 64 items. Dimension wise list of the items is shown in table no.1

Table – 1: Dimension – wise List of items

S.No	Dimensions of Language anxiety	No. of Items	No of items in the scale
1	Anxiety in Performance	13	1,2,3,4,5,6,7,8,9,10, 11,12,13
2	Self-Perception	13	14,15,16,17,18,19,20,21,22,23,24, 25,26
3	Self Improvement	14	27,28,29,30,31,32,33,34,35,36,37, 38,39,40
4	Group Membership and Interaction	11	41,42,43,44,45,46,47,48,49,50,51
5	Fear of Negative Evaluation	13	52,53,54,55,56,57,58,59,60,61,62, 63,64

C) The tryout

At this stage, the revised draft was administrated on a sample of 60 language teachers of secondary level. The data were collected from government, government aided and private schools of Salem district, Tamil Nadu, India. The time limit was liberal for the teachers.

Scoring of the Answer Sheets

After the collection of the data, answer sheets were scored.

D) Item analysis

After scoring, the answer sheets were subjected to item analysis. It is the process where valid items are selected and invalid items are discarded from the scale. For this 60 answer sheets of the sample were taken. Their scores were arranged in ascending order. Upper and lower 27% of the groups were taken. They were given t- test treatment.

For calculating t value the following formula was used

$$t = \frac{M_1 - M_2}{\sqrt{\dfrac{SD_1^2}{N_1} + \dfrac{SD_2^2}{N_2}}}$$

Where,
M_1 is Mean of the upper group
M_2 is Mean of the lower group
SD_1 is Standard Deviation of the upper group
SD_2 is Standard Deviation of the lower group
N_1 is Total number of teachers in upper group
N_2 is Total number of teachers in lower group
The items having t values less than the table value of t i.e. 2.02 were discarded and the items having t value more than 2.02 were taken. The t value has been computed for each item and has been shown in **Table 2.**
Table 2 shows that 50 items having t value greater than 2.02 were selected for final draft.14 items having t value less than 2.02 were excluded from the final draft.

Table – 2: t values for Item Analysis showing the Selected and Rejected Items for Language Anxiety Scale

Item No.	t value	Accepted (A) / Rejected (R)	Item No.	t value	Accepted (A) / Rejected (R)
1	3.94	A	33	2.96	A
2	3.12	A	34	3.56	A
3	1.76	R	35	1.75	R
4	1.98	R	36	4.32	A
5	3.51	A	37	4.16	A
6	-0.48	R	38	2.35	A
7	3.54	A	39	0.69	R
8	1.22	R	40	2.89	A
9	4.93	A	41	3.05	A
10	3.61	A	42	0.92	R
11	2.09	A	43	2.28	A
12	2.87	A	44	3.58	A
13	1.68	R	45	3.61	A
14	3.25	A	46	2.27	A
15	4.01	A	47	2.89	A
16	4.65	A	48	3.80	A
17	3.95	A	49	3.86	A
18	2.58	A	50	1.64	R
19	2.33	A	51	3.33	A
20	1.62	R	52	2.64	A
21	3.05	A	53	2.59	A
22	3.55	A	54	3.56	A
23	1.23	R	55	3.47	A
24	2.19	A	56	4.68	A
25	4.75	A	57	4.52	A
26	5.18	A	58	3.65	A
27	2.21	A	59	1.23	R
28	1.98	R	60	3.86	A
29	3.96	A	61	2.96	A
30	0.89	R	62	3.58	A
31	3.26	A	63	4.01	A
32	3.89	A	64	3.67	A

E) Final draft

After the item analysis of the revised draft, the final draft of 50 accepted items was prepared by the investigator. The breakup of the items for the final draft (dimension wise) has been presented in Table 3.

Table- 3: Dimension wise List of Items in the Final Draft

S.No	Dimensions of Language anxiety	No. of items	No of items in the final draft
1	Anxiety in Performance	10	1,2,3,4,5,6,7,8,9,10
2	Self-Perception	10	11,12,13,14,15,16,17,18,19,20
3	Self Improvement	10	21,22,23,24,25,26,27,28,29,30
4	Group Membership and Interaction	10	31,32,33,34,35,36,37,38,39,40
5	Fear of Negative Evaluation	10	41,42,43,44,45,46,47,48,49,50

Standardization stage

Standardization of any tool is related to its reliability and validity. In order to establish the reliability, the tool was administrated on a sample of 60 secondary level language teachers.

A) Reliability

Cronbach's alpha : It is also one of the methods of establishing the internal consistency of a test. Cronbach' s alpha value of the scale was found to be 0.87 by using SPSS, version 25.

B) Validity

Validity refers to the degree to which a test measures the same for which it is made. Anastasi (1968) said, "The validity of a test concerns what the test measures and how well it does so". Language anxiety scale has face validity. The test items were modified according to the suggestions given by the subject experts and the content validity shows that adequacy of the content of a test tool used in the current study possessed by content validity.

CONCLUSION

The purpose of the study was to construct and standardize a language anxiety scale for secondary level language teachers of Salem district. The scale was constructed with proper planning and selection of the dimensions of language anxiety required for the study. After that, the tool was subjected to item analysis by using t-test. The tool was standardized by computing its reliability and validity. The reliability of the scale determined through the Cronbach's alpha method was found to be 0.87 respectively. The scale has face validity and content validity.

REFERENCES

1. Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety:The case of students of Japanese. The modern language journal, 78(2), 155-168.
2. Ala' Hsssein Oda., & Ali Hasan Khammat. (2013). Investigating the factors that cause language anxiety in Iraqi EFL learners. Journal of Basrah Researches(HumanitiesSeries),38(2),25-53.Retrievedfrom https://www.researchgate.net/publication/282652064
3. Anastasi, A., Erspamer, V., & Exdean, R. (1968). Isolation and amino acid sequence of caerulein, the active decapeptide of the skin of Hyla caerulea. Archives of biochemistry and biophysics, 125(1), 57-68.
4. Choi, S. (2013). Language anxiety in second language writing: Is it really a stumbling block?. University of Hawai'I Second Langauge Studies Paper 31 (2).
5. Devardhi, J., & Getachew, D. (2014). Assessing the Cause and Effect of Language Anxiety in Male and Female Students 'foreign Language Classroom Participation: The Case of Ano Preparatory School at Eastern Wollega Zone in Oromia Regional State (Doctoral dissertation Haramaya University).
6. Diehl, J. A., Cheng, M., Roussel, M. F., & Sherr, C. J. (1998). Glycogen synthase kinase-3β regulates cyclin D1 proteolysis and subcellular localization. Genes & development, 12(22), 3499-3511.
7. Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. Language Learning, 43, 157-194. http://dx.doi.org/10.1111/j.1467-1770.1992.tb00714.x
8. Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious
9. Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. The Modernlanguage journal, 70(2), 125-132.
10. Jindal, N., & Liu, B. (2006). Mining comparative sentences and relations. In AAAI (22, (13311336), 9.
11. Leary, M. R. (1983). A brief version of the Fear of Negative Evaluation Scale. Personality and Social Psychology Bulletin, 9(3), 371-375.
12. Malini, K. (2018). Relationship between language anxiety and teacher behaviour of secondary level language teachers. Scholarly Research Journal for Interdisciplinary Studies, 7(36), 183-191.
13. Malini, K. & Janakavalli, C. (2017). English language teachers anxiety in the language classes at secondary level. Roots- International Journal of Multidisciplinary Researches, 4(2), 81- 87.
14. Malini, K. & Janakavalli, C. (2018). A study on language anxiety and fear of negative evaluation among secondary level language teachers. i-Manager's Journal on English Language Teaching, 8(3), 43.
15. Malini, K. & Rajkumar, R. (2019). Understanding the factors which cause the language anxiety among the secondary school level teachers in language classroom and suggesting the ways of mitigation. Journal of Analysis and Computation (JAC), 1-16.
16. Mathew, M. L. (2016). English Language Reading Anxiety the Effect of Semantic Mapping Strategyon Secondary School ESL Learners of Puducherry. (Doctoral dissertation). Puducherry university.
17. Robert Henry Robin. (2013). Language definition, characteristics & change. Encyclopedia Britannica.
18. Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. The modern language journal, 83(2), 202-218.
19. Samaneh Serraj, & Noreen bt. Noordin. (2013). Relationship among iranian EFL students' foreign language anxiety, foreign language listening anxiety and their listening comprehension. English Language Teaching, 6(5), 1-12. doi:10.5539/elt.
20. Wang, Q., Redovan, C., Tubbs, R., Olencki, T., Klein, E., Kudoh, S., & Bukowski, R. M. (1995). Selective cytokine gene expression in renal cell carcinoma tumor cells and tumor-infiltrating lymphocytes. International journal of cancer, 61(6), 780-785.