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International Journal of Psychology and Educational Studies

English Language Anxiety: Development and Validation of a Brief Measure

Mustafa Ali Khalaf Ali

Department of Educational Psychology, College of Education, Minia University, Egypt

ARTICLE INFO

Article History:
Received: 07.09.2016
Received in revised form
10.02.2017
Accepted 15.04.2017
Available online
01.05.2017

ABSTRACT

In view of the lack of a short scale for the direct measurement of English language learning anxiety developed in the Egyptian context, this study aims to develop and validate a brief scale. Exploratory factor analysis (EFA) was employed using (362) EFL learners enrolled in first year at college of education, Minia University. Results of EFA proved that the scale consisted of four subscales: (speaking anxiety, (8) items, α=.84, writing anxiety (8) items, α=.84, reading anxiety (8) items, α=.84, listening anxiety, (8) items, α=.83). Confirmatory factor analysis (CFA) was conducted on 46 items to examine the structure validity. Results of confirmatory factor analysis showed that the four-factor model fitted well and results met the criteria for goodness of fit indices (>.90) and root mean score residual (RMR < .05) which means the (ELAS) has a four factor structure in the Egyptian university students sample. The brief scale has good reliability and adequate validity and results of the analysis supported the conclusion that it is a reliable and valid measurement instrument.

Keywords:
English Language, Language Anxiety, English Anxiety scale.

1. Introduction

Horwitz et al. (1986) stated that anxiety can be defined as the subjective feeling of tension, apprehension and worry associated with an arousal of the autonomic nervous system. Psychologists use the term specific anxiety reaction to differentiate people who are generally anxious in a variety of situations from those who are anxious only in specific situations. Many people claim to have a mental block against learning a foreign language although these same people may be good learners in other situations. In many cases, they may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class; they may find learning stressful.

[1]Corresponding author's address: Department of Educational Psychology, College of Education, Minia University, Egypt
Telephone: 01202098196
e-mail: drmak234@gmail.com
http://dx.doi.org/10.17220/ijpes.2017.02.005

© 2014 International Journal of Psychology and Educational Studies (IJPES) is supported by Educational Researches and Publications Association (ERPA)

1.1. Statement of the Problem

A trend of investigation suggests a pressing need to develop proper and standardized measurement instruments for researchers who are interested in the quantitative assessment of foreign language anxiety. Cheng added that the use of inadequate language anxiety measures led to reaching conflicting results regarding the relationship between foreign language anxiety and language achievement or performance (Cheng, 2004).

Research into language anxiety was first carried out largely with English-speaking learners of Indo-European languages (Kleinmann, 1977), and, later, Japanese (Aida, 1994) mainly in the United States with high achieving students (Aida, 1994; Saito, Horwitz, & Garza, 1999). Given that earlier studies were conducted in the American and European settings, it would seem worthwhile to consult studies of other groups of language learners in different learning contexts such as Egypt.

Western researchers are attaching considerable importance to anxiety in foreign language study. Little work has been done in Egypt, however; there is a pressing need in Egypt, as a developing country, to cater for English teaching and learning in order to have individuals capable of activating tourism and adopting modern technological advances; that is why Egyptian ministry of Education made English as a compulsory subject for all elementary schooling years (Mousa, 2009; Ali, 2010a).

For achieving the objective of this study, the following research question was addressed: What are the factors of the English language learning anxiety short scale developed in the Egyptian setting?

1.2. Rationale for the study

Park and French (2013) suggest that as the (FLCAS) scale developed by (Horwitz, Horwitz, & Cope, 1986) has been widely used around the world, psychometric evidence has been established. Most recently, Panayides and Walker (2013) showed through Rasch measurement, that the scale is unidimensional. Nonetheless, they brought into question the extremely high reliability (internal consistency) suggesting possible flaws in the scale.

Walker and Panayides (2013) stated that due to the fact that time and settings are not constant, there is a need to re-evaluate and perhaps refine even widely-accepted instruments such as the FLCAS. They conducted a study of the psychometric properties of the FLCAS. They verified that test anxiety was a component of FLA, which had previously been disputed. They found the reliability of the FLCAS to be very high. They suggested that such high reliability is undesirable in psychometric scales since it can lower their degree of validity. They revealed two reasons for such a high reliability. First, the items covered a rather narrow range on the construct continuum. Such under-representation of the construct threatens validity. Second, the scale includes many parallel items which may give a false sense of a high degree of reliability and decreases validity.

The Foreign Language Classroom Anxiety Scale (FLCAS) developed by (Horwitz et al., 1986) has been extensively used in studies over the past 27 years and has facilitated a tremendous development in the research into FL classroom anxiety. Notwithstanding, instruments should always be piloted for new settings and new populations as "existing validity evidence becomes enhanced (or contravened) by new findings" (Walker and Panayides, 2013). The construct validity of the FLCAS was determined through the use of Cronbach's alpha reliability estimates and principal components factor analysis (Matsuda & Gobel, 2004). The researchers suggested that relatively low alpha estimates of the FLCAS (0.78) might have affected the factor analysis results; however, it is more likely that its multidimensional nature was at least partly responsible for the failure of several items to load onto the hypothesized factors (Apple, 2011, p.60).

Studies so far have shown different factor structures for the FLCAS. Horwitz et al. (1986) designed a three factor structure. Tóth (2008) used the FLCAS on a Hungarian sample and verified the three components suggested in Horwitz et al. (1986) and claimed that the factors obtained were closely related thus confirming that FLCA is a unidimensional construct. On the other hand, Aida (1994) found four factors for the FLCAS. A few years later Cheng, Horwitz, and Schallert (1999) extracted two factors as did Matsuda and Gobel (2004). They labelled the first factor general English performance anxiety and the second low self-confidence in speaking English. If the FLACS is found to be multidimensional, this makes using one total score

questionable and it would be advisable for future researchers to try three separate scores for the three components (or two or four depending on the number of factors extracted) and investigate them separately (Walker and Panayides, 2013).

Apple (2011) stated that "Unfortunately the items of the FLCAS were never validated and the unidimensionality of the FLCAS was never examined, even though the originators admitted to deliberately including items from what they believed were three separate constructs" (p. 58). Bora and Jongmin (2011) reported that the FLCAS provides precise and reliable information for persons with low to medium levels of language anxiety whereas information becomes increasingly unreliable for individuals having high levels of anxiety.

All these aforementioned reasons besides the difference of the cultural setting in which the FLCAS was originated, and the lack of English language learning anxiety scales in Egypt encouraged the present researcher to prepare a new scale for measuring this construct in the Egyptian context. It is worthy noting that the items of the FLCAS and other scales were the core of the earlier version of the scale prepared in this study.

1.3. Foreign language learning anxiety

In the context of foreign language learning, learners may feel anxious due to problems related to communication apprehension (e.g., difficulty in understanding the teacher's instruction) negative evaluation (e.g., fear of correction and fear of making mistakes) and a general feeling of anxiety (e.g., fear of failing the class) (Horwtiz et al., 1986). Marwan, (2007) indicated that there are three factors which learners believe have contributed to their FL anxiety, namely lack of preparation, lack of confidence and fear of failing the class. Of these three factors, most participants agreed that lack of preparation was the main cause of their anxiety followed by lack of confidence. In addition to the above factors, teachers' inappropriate ways of teaching and their reluctance to develop rapport with their students can also contribute to learners' anxiety during learning a foreign language (Worde, 1998).

1.3.1. Listening Anxiety

One of the two productive skills in language learning, listening is a major threat for foreign language learners. Krashen (in Young, 1991) maintains that although speaking is often cited as the most anxiety provoking skill, listening comprehension may also lead to high levels of anxiety, particularly when the text is incomprehensible to the listener. Considering the process of communication, listening plays a crucial role in achieving mutual understanding because one cannot sustain a conversation without understanding what he/she is being said. Vogely (1998) posits that listening comprehension anxiety can undermine speech production because, in order to interact verbally, the listener must first understand what is being said.

1.3.2. Speaking Anxiety

Speaking in class is probably the most frequently cited concern of anxious second language learners (Aida, 1994; Liu and Jackson, 2008; Mak and White, 1997). Compared to the bulk of research on anxiety associated with other skills, in particular speaking, the number of studies on FLLA is far from being satisfactory (Elkhafaifi, 2005). Woodrow (2006), posited that anxiety experienced in communication in English can be debilitating and can influence students' adaptation to the target environment and ultimately the achievement of their educational goals.

Foreign language learning speaking-in-class anxiety warrants attention because there are many factors contributing to foreign language learning speaking-in-class anxiety such as speech anxiety and fear of negative evaluation, uncomfortableness when speaking with native speakers, negative attitudes towards the English class, negative self-evaluation, fear of failing the class/consequences of personal failure, speaking in front of the class without preparation, being corrected when speaking, inadequate wait-time, not being allowed to use the first language in a second/foreign language class (Mak, 2011).

1.3.3. Reading Anxiety

Saito et al. (1999) were the first scholars who revealed that foreign language reading anxiety is a distinct phenomenon but related to foreign language anxiety in general. They pointed two aspects of foreign language reading that elicit anxiety; unfamiliar scripts and writing systems: According to them, foreign

language learners who are more familiar to the scripts of the target language would be less expected to experience anxiety in the act of reading. Unfamiliar culture: at some point of the reading process, the reader would not make sense of the whole text due to the incomplete knowledge of the cultural material underlying the text. They offered a scale to measure foreign language reading anxiety. They devised a five-point likert scale consisting of 20 items ranging from "strongly agree" to "strongly disagree" as a specific scale to measure foreign language reading anxiety. The foreign language reading anxiety measure reported good internal reliability with an internal consistency of .86 on Cronbach's alpha for the total number of participants. To determine the validity of the foreign language reading anxiety, they examined the concurrent validity using a Person Product-Moment correlation coefficient. The analysis revealed a relationship between the two scales (r =.64, p = .01, n = 383). That is, students who have a high level of foreign language anxiety tend to also have a high level of foreign language reading anxiety and vice versa.

Al-shboul, Ahmad, Nordin, & Rahman (2013) explored the underlying problems and factors that contribute to reading anxiety faced by EFL students at Yarmouk University, Jordan. It was a qualitative exploration of the sources of English language reading anxiety for which observation, semi-structured interviews and diaries were collected from six informants with different levels of English language proficiency. The findings of the study revealed that there were two aspects of foreign language reading anxiety: personal factor and text feature. Under the concept of personal factor there were also two main sources of foreign language reading anxiety, which are: afraid of making errors and worry about reading effects. On the other hand, there were three main sources of foreign language reading anxiety under the concept of text feature, which are: unknown vocabulary, unfamiliar topic, and unfamiliar culture.

1.3.4. Writing Anxiety

Writing anxiety is a critical factor in writing process. Students with writing anxiety find all the stages of writing process extremely demanding and challenging. In addition, they feel anxious about the perception of the outcome of writing process. Hence, such an anxiety appears to be the fear of negative evaluation (Madigan, Linton, & Johnson, 1996). Some factors, such as classroom, teacher exam, and personality traits, lead to anxiety (Young, 1991). As a result, anxiety adversely affects written text production. Many studies in the literature have also noted that. Therefore, anxiety is a critical and decisive notion in language learning process and writing process (Karakaya& Ülper, 2011).

2. Review of Literature

Aida (1994) tested Horwitz et al.'s construct of foreign language anxiety by validating and adapted FLCAS for students of Japanese. It was an exploratory study to discover the structure and reliability of the scale using Ninety-six students (fifty-six males and forty females). Results provided partial support for Horwitz et al.'s construct of foreign language anxiety. It has shown evidence that speech anxiety and fear of negative evaluation are indeed important components of foreign language anxiety. Yet the results didn't support Horwitz et al.'s claim that test anxiety is the third component of foreign language anxiety. No significant gender difference in foreign language anxiety was reported by this study.

Abu-ghararah (1998) adapted the foreign language classroom anxiety scale (FLCAS) developed by Horwitz et al. 1986. This scale was translated into Arabic and administered to Saudi college males (n =165) and female (n =153) at college of education, King Abdulaziz university. Validity and reliability of the translated version of the scale were verified. Results of factorial analysis resulted in four factors: (a) Non-facilitative negative feelings, (b) self-confidence. (c) Mastery of listening and conversation, (d) interactive approaches.

Kim (2002) established the validity and reliability of an associated classroom measure. Data were drawn from 446 Korean university students learning English as a Foreign Language. Quantitative data were factor analyzed to discover the underlying dimensionality of the construct and generated a 3-factor model (i.e., production, literacy, and aural and evaluative anxieties) of the FL anxiety. Construct and concurrent validity of the measure was assessed. Findings showed that the current measure is a highly reliable and valid measure of the FL anxiety construct. Internal consistency as estimated by alpha coefficient was .94 and test-

retest reliability, r = .77. Construct validity of the FLPAS using the correlation with the respective measures administered were .83 (FLPAS), STAI (.70), TAI (.31), and CAPS (.53).
Cheng, (2004) developed a scale for assessing English language writing anxiety using 421 EFL majors enrolled in seven different colleges in Taiwan. Results of Exploratory factor analysis suggested that the scale have good reliability and adequate validity.
Tóth (2008) adapted Horwitz, Horwitz, and Cope's (1986) Foreign Language Classroom Anxiety Scale (FLCAS) on 117 Hungarian English major students and 66 non-English major students. Results of exploratory factor analysis revealed that the scale is valid and retained the same factorial structure in the Hungarian context. Reliability of the scale was confirmed by internal consistency.

Bora & Jongmin (2011) examined the psychometric properties of the Korean version of the foreign language classroom anxiety scale (FLCAS). They investigated the empirical construct validity of the FLCAS by using the graded response model (GRM) in Item Response Theory (IRT) for estimating students' language anxieties more accurately. The results showed that the FLCAS is unidimensional and reliable. Furthermore, the results reveal that the FLCAS provides most precise and reliable information for individuals with low to medium levels of language anxiety, whereas it becomes increasingly unreliable for individuals having high levels of language anxiety.
Guntzviller, Jensen, King, & Davis (2011) developed and validated a foreign language anxiety in a medical office scale (FLAMOS), the participants were 100 of low income, primarily Spanish-speaking Latinos. The scale factored into a uni-dimensional construct and showed high reliability (α=.92). The scale also demonstrated convergent and divergent validity compared with other communication anxiety scales. FLAMOS was significantly correlated with communication apprehension (r=.40, p<.001), communication anxiety (r=.36, p<.001), and receiver apprehension (r=.30, p=.002). FLAMOS and comfort speaking=reading English were strongly negatively correlated (r=_.46, p<.001), while the negative correlation between FLAMOS and comfort speaking/reading Spanish only approached significance (r=_.18, p=.07). FLAMOS was a statistically significant indicator of the level of acculturation in terms of language preference (β=_.29, p=.02) and thus demonstrated predictive validity. These findings demonstrate that FLCA in a medical setting is distinct from FLCA in other settings. The Foreign Language Anxiety in a Medical Office Scale provides a validated measure for researchers and may help to explain Latino health care communication barriers
Walker & Panayides (2013) investigated the psychometric properties of the Foreign Language Classroom Anxiety Scale (FLCAS) for Cypriot senior high school EFL students (ages 16-18), through Rasch measurement.
The researchers clarified two discrepancies found in the literature: first the factor structure of the scale and second whether test anxiety is a component of FLCA. The Greek version of the FLCAS was administered to a sample of 304 senior high school EFL students. Results showed that after removing five items which poorly fitted the Rasch Rating Scale model, the remaining 28 items formed a unidimensional scale, one component of which is test anxiety. The degree of reliability was high. Semantic analysis of the items revealed that one of the reasons was the inclusion of many parallel items. The Rasch person-item map showed that a second reason was the narrow coverage of the construct by the items and the 5-point Likert scale was shown to be marginally optimal.

Walker & Panayides, (2014) constructed a new scale for measuring foreign language classroom anxiety (FLCA). They began their study with the creation of an extended item pool generated by qualitative methods in which 52 teachers of English participated. Subsequent Rasch and semantic analyses led to the final 18-item Foreign Language Classroom Anxiety Inventory (FLCAI) using a sample consisting of 212 high school students. In comparison with the Foreign Language Classroom Anxiety Scale (FLCAS), the FLCAI demonstrated more convincing evidence of uni-dimensionality and the optimal 5-point Likert scale functioned better. The findings proved that FLCAI is more practical for classroom practitioners to administer and analyze. It maintains its psychometric properties and covers a wider range on the construct continuum thus improving the degree of validity of the instrument.

Mella & Zapata (2015**)** conducted confirmatory Factorial Analysis of the Foreign Language Classroom Anxiety Scale (FLCAS) in high school Chilean students. Factorial models proposals by Pérez-Paredes and

Martínez-Sánchez (2001) [Model 1] and by Arnaiz and Guillén (2012) [Model 2] were analyzed. 971 high school students from Temuco, Chile, participated in the study. The ages fluctuated between 13 and 19 years old (M = 15.3; SD = 1.2); 58.7% were boys and 41.3% girls. Model adjustment was tested, as well as the instrument's reliability and the temporal stability. Results indicated an adequate adjustment for Model 1 (X 2= 1209.292; df = 246; CFI = .937; TLI = .930; $RMSEA$ = .064); an adequate internal consistency, shows metric invariance between men and women, and presents stability in the test-retest. The instrument allows knowing the global level of anxiety in foreign language students, being a valid and reliable tool for teachers to support English learning.

Ali (2016) developed and evaluated a self-report scale of English learning anxiety that conforms to the four language skills using (221) EFL learners enrolled in second year at college of education, Minia University. Results of EFA proved that the scale consisted of four subscales: (speaking anxiety, (15) items, α=.93, listening anxiety, (14) items, α=.85, writing anxiety (9) items, α=.88, and reading anxiety (8) items, α=.85). Confirmatory factor analysis (CFA) was conducted on 56 items to examine the structure validity. Results of confirmatory factor analysis showed that the four-factor model fitted well and results meet the criteria for goodness of fit indices (>.90) and root mean score residual (RMR < .05) which means the brief measure has a four factor structure in the Egyptian university students sample. Results indicated that language achievement was negatively correlated to language anxiety and ELLA doesn't differ according to gender of student.

3. Method

3.1. Participants

The present study involved a total of 362 randomly selected EFL students 162 males and 200 females (ages 18-19) enrolled in the second year at college of education, Minia, Egypt. The students have all been studying English for a minimum of 8 years. All subjects were voluntary recruited as a validation sample for computing validity and reliability of the scale. They were enrolled at a public university in North Upper Egypt.

3.2. Instrument

The brief measure of English language anxiety was developed and validated in this study. The initial version consisted of 46 items. The final version of the scale consisted of 32 items measuring four factors of English language learning anxiety.

3.3. Scale development and validation procedures

The preparation of the new scale underwent the following steps:

3.3.1. Review of the relevant literature
The process of reviewing the related literature resulted in preparing a pool of 20 items cited from the previous studies e.g. (Horwitz et al., 1986; Saito et al., 1999; Matsuda & Gobel, 2004; Çubukcu, 2008; Bozavli & Gulmez, 2012; Serraj & Noordin, 2013; Zhang, 2013; Capan & Karaca, 2013). 26 newly created items were added to the pool. Thus, the total number of the first version of the scale was 46 items.

3.3.2. Informal interviews and discussions were held with experienced teachers of English, professors and lecturers of TEFL (teaching English as a foreign language), professors of educational psychology, and students who are enrolled in English department. They were asked to write down their ideas and beliefs about English language learning anxiety due to their long experience and being concerned with teaching and learning English. Their discussions, thoughts, causes, results of language anxiety and proposed items were carefully taken into consideration during the phrasing of the 26 newly created items.

3.3.3. The first version of the scale was given to a panel of jury to take their views with regard to the appropriateness, accuracy and relevance of items. They corrected some items and reformed other ones. Four

items were omitted by the experts because they were ambiguous, irrelevant to the construct of the scale and repetitive or similar in meaning to other items. The resulting number of items was 46 which were administered in the pilot study and were subject to exploratory factor analysis.

3.3.4. The items cited from the published papers were written in English while those resulted from interviews and discussions were written in Arabic as it is the native language of the participants. The cited items were translated into Arabic by a bilingual Egyptian researcher. To ensure language equivalence back translation technique was used as a method of reducing errors and biases in translation. The items translated into Arabic were given to another bilingual expert. He was unfamiliar with the original version of the scale and was requested to translate Arabic version of the scale into English as much as accurate translation as possible conveying the maximum similar meanings. Then, the judges were asked to evaluate whether each item from Arabic version was capable of conveying the same meanings as in the English version. On the basis of their evaluation, the best possible translation conveying the meanings closest to the original has been retained.

3.3.5. The scale has been administered on 362 participants studying English as a foreign language in the first year at college of education, Minia University. It is a 5-point lickert scale ranging from strongly agree (scale point I) to strongly disagree (scale point 5) the middle point being neutral (scale point 3).

4. Results

4.1. Exploratory factor analysis

An exploratory factor analysis with principal components was conducted to identify a viable factor structure of 46 items.. The resulting factors were rotated to a simple structure using Promax rotation. The number of factors retained was determined by using the following criteria: (1) Kaiser's rule of retaining factors with eigenvalues greater than 1, (2) factor explains at least 10% of the total variance extracted, and (3) each factor had to have at least three items. Inclusion criterion for items on the retained factor was that they had loadings of at least .3 on that factor. The analysis yielded four factors (see table 2): (speaking anxiety, (8) items, α=.84, writing anxiety (8) items, α=.84, reading anxiety (8) items, α=.84, listening anxiety, (8) items, α=.83, Alpha for total score was α=0.90). 14 items were omitted because they didn't meet the aforementioned criteria.

Table 1. *Descriptive statistics of the scale and its sub-scales (n=362)*

	M	median	mode	SD	skewness	kurtosis
speaking anxiety	25.58	26.50	28.00	6.23	-.145	-.724
writing anxiety	22.65	23.00	23.00	5.36	-.046	-.241
reading anxiety	20.38	21.00	24.00	5.86	.169	-.542
listening anxiety	28.26	28.50	30.00	5.05	-.316	-.126
total score	96.88	97.00	91.00	17.01	-.040	-.412

Table 1 shows that the score of mean is equal to median and approaches mode besides the value of skewness is near zero. Taken together, those data demonstrate that the sample distribution is semi-normal.

Table 2. *Eigenvalues and Extraction Sums of Squared Loadings (N=362)*

Factors	Total	(%) Variance	Cumulative(%)
1	4.14	12.95	12.95
2	3.93	12.30	25.24
3	3.92	12.24	37.48
4	3.78	11.81	49.28

Table 3. *Factor loadings for the scale*

Items	Factor 1	Factor 2	Factor 3	Factor 4
1.I worry when asked to speak in English during lecture	0.712			
2.I worry when asked to deliver a presentation in English	0.706			
3.I feel perplexed during oral exams of English	0.706			
4.I feel perplexed during speaking in English in front of classmates	0.696			
5.I feel ashamed when I reply in English to teacher questions	0.664			
6.I lack self-confidence when I speak in English to others	0.653			
7.I fear to be ridiculed by classmates if I speak English	0.606			
8.I fear to communicate in English	0.569			
9.I worry when asked to write an essay in English		0.739		
10.I find difficulty in writing correct essay		0.735		
11.I worry when asked to write a paragraph in English		0.683		
12.I feel mindless when I begin to write in English		0.670		
13.I find difficulties in written expression		0.643		
14.I get low grades in writing syllabus		0.617		
15.I feel upset during the class of writing		0.615		
16.It takes a long time to organize my ideas during writing		0.559		
17.I lack self-confidence during reading			0.754	
18.Reading in English causes worry for me			0.741	
19.I feel upset when asked to read English			0.725	
20.I feel bored when I read in English			0.617	
21.I feel perplexed if I read a full page in English			0.609	
22.I feel dissatisfied with my level in reading in English			0.587	
23.Learning to read in English is a difficult task			0.581	
24.I feel upset when I asked to read unfamiliar topic			0.539	
25.I worry when I listen to fluent speakers of English				0.735
26.I find difficulty in comprehending fast speakers of English				0.678
27.I find difficulty in understanding lectures, news, speeches and dialogues delivered in English				0.667

28. I find difficulty in answering listening tasks	0.666
29.I find difficulty in discriminating information that I listen English	0.636
30.I doubt my ability to properly speak English	0.605
31.I find difficulty to discriminate homophones	0.550
32.I worry that I do not understand what the lecturer say in English	0.531

4.2. Structure Validity

Confirmatory factor analysis (CFA) was conducted on 32 items to examine the structure validity. Results of confirmatory factor analysis are presented in Table 4. The four-factor model fit well and results meet the criteria for goodness of fit indices (>.90) and root mean score residual (RMR < .05) (see McDonald & Marsh, 1990) which means the brief measure has a four-factor structure in the Egyptian university students sample. The names allocated to the four factors are those created by the researcher.

Table 4. *CFA results of the four-factor model (*N= 362)

Model	χ^2	RMSEA	GFI	AGFI	CFI	RMR
Four factor	1.816	.048	.875	.856	.911	.05

Table 4 shows that the results of confirmatory factor analysis meet the criteria of goodness of fit indices and the four-factor model fitted well which means that the English language anxiety brief scale has four factors in the Egyptian University context.

4.3. Reliability

To ensure reliability of the scale Alpha cronbach was computed and its results are shown in table 5.

Table 5. Reliabilty of sub-scales

	Cronbach Alpha
speaking anxiety	0.84
writing anxiety	0.84
reading anxiety	0.84
listening anxiety	0.83
total score	0.90

Table 5 shows that the sub-scales and the total scale have adequate reliability.

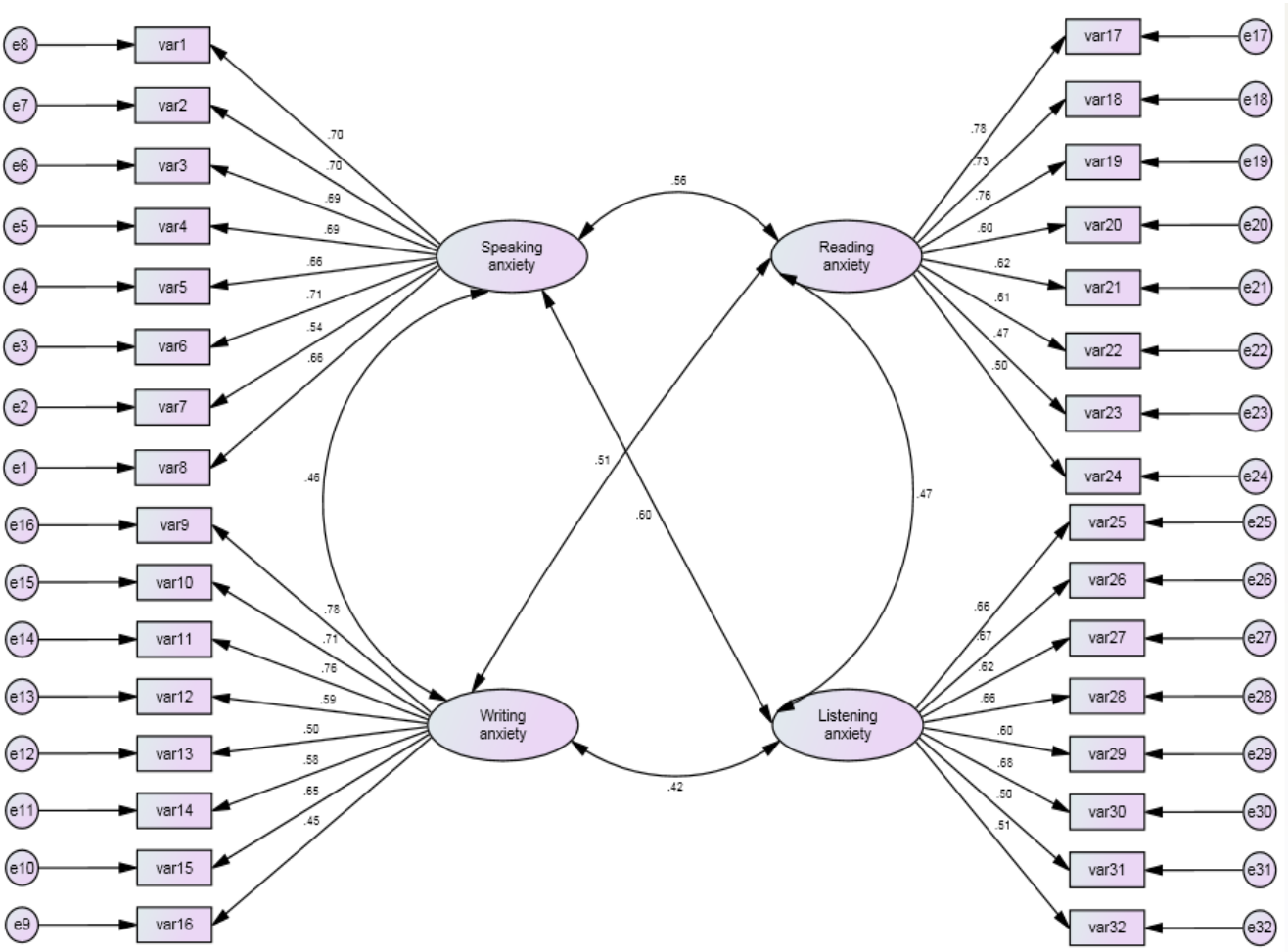

Figure 1: Confirmatory Factor Analysis of English Language Learning Anxiety Brief Measure

5. Discussion & Conclusions

The main aim of this paper is to develop and validate a scale for the measurement of English language learning anxiety experienced by Egyptian college students. Results of exploratory factor analysis yielded four factors: speaking anxiety, listening anxiety, writing anxiety and reading anxiety respectively (See table 3).

Results of confirmatory factor analysis showed that the scale retained the same factorial structure and the four-factor model fitted well and met the criteria for goodness of fit indices (>.90) and (RMR>.05) (See table 4). Reliability coefficient obtained by Cronbach alpha formula for the total score of the scale was 0.90 indicating that the internal consistency of the developed scale is satisfactorily reliable. As a result, reliability and validity of the developed measurement tool were ensured and can be regarded as adequate.

Recognizing the effect of anxiety on learning English; it was necessary to develop a valid and reliable instrument which is needed for the direct measurement of that anxiety in Egyptian college students. This study presents the tool that may help practitioners, teachers, and lecturers in identifying the sources and solutions to English learning anxiety as reported by their students and discuss the pedagogical implications that relate to the results.

Recognizing the effect of anxiety on learning English as a foreign language in Egypt; it was necessary to develop a valid and reliable instrument which is needed for the direct assessment of that anxiety in Egyptian college students. In this study, the researcher developed the instrument that may of great use for practitioners, teachers, and lecturers in identifying the sources and solutions to English learning anxiety. The present scale provides a psychometrically sound measure that may be used to further explore English

language learning anxiety in Egyptian populations. It may be used in future research to assist in filling research gaps pertaining to assessment and intervention of English language learning anxiety. By presenting this scale, the present study constitutes a step forward in the assessment of English language learning anxiety and opens up some interesting paths for further investigation.

6. Limitations & Future Research

Despite the theoretical and practical importance of the present findings, there is a limitation concerning the sample, It was restricted to just Minia university, any generalization of the results should be treated with caution. More studies should be conducted to find out how the cultural background and other demographic variables affect English language learning anxiety. The construct validity of this short scale needs to be reconsidered and investigated using larger sample in further research.

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