

Development and Validation of a New Multidimensional Language Class Anxiety Scale

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Abstract

This study reports on the development and assessment of a new 30-item Multidimensional Language Class Anxiety Scale which is designed to assess foreign language learners' anxiety regarding four language skills (listening, reading, writing and speaking) and testing. The initial items were piloted with 323 students studying English as a Foreign Language at three different universities in Turkey. This informed a revised version of the questionnaire which was subsequently administered to 585 students at three different Turkish universities. Exploratory and confirmatory factor analyses revealed that all the items loaded onto their hypothesized factors. Also, when tested altogether a bifactor model with correlated residual variance yielded a better fit for the data in both studies than the other four models tested (a lower order factor model with correlated residuals, a higher order factor model with correlated residuals, a lower order factor model with three method factors a bifactor model without correlated residual variance). The overall results provided preliminary evidence for the reliability and validity of the data collected using the new scale. Directions for future research and implications for foreign language teaching and learning are discussed.

Key words: Foreign language learning, anxiety, skill-based approach, psychoeducational assessment