Foreign Language Classroom Anxiety Scale (FLCAS)


FLCAS measures the level of foreign language anxiety in a classroom setting via a paper-based questionnaire completed by students. There is an English Language Questionnaire and a German one. The questions within the questionnaire can be used flexibly depending on your focus:

Category 1: Communication apprehension (items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, 32)

Category 2: Fear of feedback by peers and teachers (items 2, 7, 13, 19, 23, 31, 33)

Category 3: Fear of language tests (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, 28)

Suitable for

Ages 12 - higher education

As “before and after” tool to measure change during an intervention/programme (summative assessment)

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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<tr>
<td>Wide range of user groups from secondary school to higher education</td>
<td>Reasonable literacy level required</td>
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<tr>
<td>Good validation</td>
<td>May need thorough explaining</td>
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<td>Free</td>
<td>No official website, where users could download the questionnaire from</td>
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<td>Completing it is not time consuming</td>
<td>The inverse scoring of the negative statements might be confusing for the researcher</td>
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<td>Different facets of language learning anxiety are tested</td>
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DISCLAIMER
This project has been funded with support from the European Commission (Erasmus+). The document reflects the views only of the ACE-Wild team and the Commission cannot be held responsible for any use which may be made of the information contained therein.
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Hints and tips
Encourage your students to be honest when completing the form and explain why you are asking them to complete the questions. Inform your students on the scope of the pre- and post-testing.
Help your students as some of the questions might be difficult to understand.
Use an overall results spreadsheet for each category.
Compare category-wise the pre- and post-test results of each student; a line graph or marked scatter might suit this purpose.

FLCAS worked example
Scoring
Students who score 33 to 75 show a low level of anxiety in the language classroom, those with 76 to 119 display a medium and above 120 points reflects a high intensity anxiety.

The questionnaire is designed for individual analysis and less for group comparisons. Nevertheless we compared the group’s average before and after intervention (residential).
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At a group level there were noticeable changes related to participants’ fear to communicate in English (category 1). Having been among native speakers and having to communicate in English with them not only during the challenges made an impact on the participants. Therefore they seemed remarkably more confident to communicate to native speakers of English (Item 14).

Analysis and Presentation of individual results

Individual results can be represented as bar charts. A separate sheet in the spreadsheet should be created for each individual with and extra-empty space for comments and pedagogical observations.
The example above shows how a student’s level of anxiety decreased in each of the three categories, implicitly in the overall score.

Discussion

It is paramount that the individual results are discussed with the foreign language teacher of the student, so that adequate measures can be taken to support the positive changes and to observe if these changes in the self-perceived anxiety affect the student’s learning in the classroom setting.