Learner Anxiety in Latin Class: A Study

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1 Introduction

Compared to anxiety research concerning language learners in native-English-speaking countries, much less has been reported on anxiety in the field of English as a foreign language (EFL) learners in non-native-English-speaking countries. Studies dealing with such situations in countries like Japan, China and Taiwan began to be reported in the mid-90s. However, little has been reported on anxiety in the field of foreign language learning other than English in non-native-English-speaking countries. To the best of our knowledge, very little research has been conducted on anxiety in relation to ancient language learning at the university level in Japan. In order to fill this gap, we conducted a study in the field. This previous study revealed that learners in three different ancient language classrooms (Ancient Greek, Hittite, and Ancient Egyptian languages), experienced high levels of general anxiety. The levels were approximately the same as (and higher amongst the Greek learners than) those of EFL learners in Japan who showed a considerably higher degree of anxiety than learners in other foreign language learning settings. The degrees of the ancient language learners' reading apprehension were also high.

The present study deals with another foreign ancient language learning setting: the Latin language. Our aims are to investigate anxiety related to learning this language and to compare the results with those from our previous study. Our focus is, again, on anxiety pertaining to reading, for the reason that, for Japanese university students in a medium-sized city, the Latin language cannot be a communication tool or means for writing. In the classroom, one of the main goals to attain is to be able to read the language, or more likely, translate texts into Japanese.

As a variable which may be related to anxiety, motivational strength for learning the language is examined. In our previous study, motivation was moderate among the Greek and Egyptian learners and rather low among the Hittite learners. Motivational strength was associated with general anxiety, reading anxiety and students' achievement in the Greek classes. This may be the case with the Latin language learners. In relation to debilitating anxiety and strength of motivation, facilitating anxiety is also examined, on the grounds that some level of anxiety can actually help students learn.

Before going into our research details, we will give a very brief explanation of the Latin language for this may be helpful for readers not familiar with it. The Latin

language was the official language of the Western Roman Empire (the 8th century BC to 476 AD). After the Empire collapsed, it was used in the academic, legal, and religious fields until the 19th century AD. It is a descendant of the ancient Proto-Indo-European language. It employs the Roman alphabet and is still used largely in biological taxonomy.

2 Research Questions

The research questions of the present study are the following:
1) Do learners of the Latin language display particularly high levels of debilitating anxiety compared with learners of English and other ancient languages (Ancient Greek, Hittite, and Ancient Egyptian)?; 2) Do learners of the Latin language display particularly high levels of debilitating anxiety when reading the language?; 3) Do learners of the Latin language display particularly high levels of facilitating anxiety compared with learners of English and other ancient languages?; 4) Do learners of the Latin language display particularly low levels of motivation compared with learners of English and other ancient languages?; 5) Is debilitating anxiety negatively related to achievement in the Latin language classroom?; and 6) Is strength of motivation for learning the Latin language related to debilitating anxiety and/or facilitating anxiety?

3 Methodology

3.1 Subjects

The subjects were 28 Japanese students (12 males and 16 females) enrolled in a foreign language course at Niigata University, 'Foreign Language Special A (Latin).' They were from six different faculties: Humanities (12), Engineering (7), Law (6), Education (1), Economics (1), and Medicine (1). They were 11 freshmen, 10 sophomores, 6 juniors and one senior. The course was a one-semester course starting in April and ending in August. The classes met once a week and lasted 90 minutes. The students were required to take language courses of any kind offered, and they chose the Latin language from several other different language courses, including modern languages, as well as ancient ones. All subjects were native speakers of Japanese and of Japanese nationality.

3.2 Measurement instruments

The data was gathered in the first semester in 2011. In July, a questionnaire including the Foreign Language Classroom Anxiety Scale (32 items), the Facilitating Anxiety Scale (10 items), the Foreign Language Reading Anxiety Scale (20 items), and the Strength of Motivation Scale (7 items) was introduced to the subjects during class time. All the scales except the Facilitating Anxiety Scale were originally written in

English, and translated Japanese versions of the scales were used. The Facilitating Anxiety Scale was originally written in Japanese. All the scales were modified for use in the Latin language classroom, such as replacing the term "English language" in the original versions with "Latin language." The students were asked to complete the questionnaire within 15 minutes. The questionnaire items are presented in Appendix.

The Foreign Language Classroom Anxiety Scale (FLCAS) was originally a 33-item scale developed by Horwitz, Horwitz, and Cope (1986). However, one item on the original scale was not suitable for the ancient language learning situation ("It frightens me when I don't understand what the teacher is saying in the target language"), and we decided to remove this item from the scale. The total number of the items used was 32. The scale was designed to elicit foreign language learners' self-reports regarding anxiety, and it is the most widely used anxiety measurement instrument. An example of an item on the scale was "I never feel quite sure of myself when I am speaking in my Latin language class."

The 11-item Facilitating Anxiety Scale was created by Takahashi (2004) in order to measure anxiety which facilitates learning in the foreign language classroom in Japan. An example of an item on the scale was "I can read the text aloud better when I am conscious that other students are listening to me." Since one item on the original scale was not suitable for the ancient language learning situation ("I enjoy taking a difficult listening quiz more than an easy one"), it was not used in the present study, making the number of items 10.

In 1999, Horwitz further developed an anxiety scale with other researchers (Saito and Garza), which focuses on anxiety arising from reading a foreign language. The Foreign Language Reading Anxiety Scale (FLRAS) elicits students' self-reports of anxiety covering various aspects of reading, their perceptions of reading difficulties in their target language, and their perception of the relative difficulty of reading as compared to the difficulty of other language skills. An example of an item on the scale was "I get upset when I'm not sure whether I understand what I am reading in the Latin language."

The Strength of Motivation Scale was developed by Ely (1986) for measuring motivational strength amongst university students in a foreign language classroom. An example of an item on the scale was "Outside the class, I almost never think about what I'm learning in class."

For all the scales, a five-point Likert response scale was used for each item. A student's endorsement of "strongly agree" was equated with a numerical value of 5, "agree" with 4, "neither agree nor disagree" with 3, "disagree" with 2, and "strongly disagree" with 1. A higher score on the scales indicated a higher level of measured attributes. All the scales included some reversed items, and for these items, the numerical values were reversed when computed.

As a Latin language achievement measurement, final grades of the course were

used. In the classrooms, the students took a 15-minute quiz every week which covered what they had learned the previous week. Final grades consisted of the total score of all the quizzes and points for attendance.

On completion of the data collection, first, all the scales were tested for reliability. After reliability was established, a series of correlation analyses were performed amongst the scales and the achievement for the Latin language.

4 Results

The top row of Table 1 shows the internal consistency of the scales using Cronbach's alpha coefficient for the present research. The other alphas are of the measurement scales in the study we conducted in 2011.

Table 1 Comparison of reliabilities of the scales

	FLCAS 32 items	FA 10 items	FLRAS 20 items	MOT 7 items
Latin N=28	.92	.73	.84	.82
Greek N=20	.92	.69	.90	.73
Hittite N=15	.81	.77	.76	.59
Egyptian N=22	.89	.73	.79	.64

＊N=number of subjects
＊FLCAS=Foreign Language Classroom Anxiety Scale, FLRAS=Foreign Language Reading Anxiety Scale, FA=Facilitating Anxiety Scale, MOT=Strength of Motivation Scale
＊The data of Greek, Hittite, and Egyptian learners was from previous research (Takahashi and Takahashi 2011).

The present alpha of the FLCAS was the same as the highest alpha obtained in our previous research. This measurement scale was found to be reliable for measuring debilitating anxiety pertaining to Latin language learning. Reliability of the Facilitating Anxiety Scale was the same as that of students of Egyptian from the previous study. It was also the same as, or higher than the ones from previous studies looking at English learning facilitating anxiety (a =.71, N=308, Takahashi 2004; and a =.73, N=98, Takahashi 2009). The alpha of the FLRAS was higher than those of Hittite and Egyptian learners from previous study, but lower than that of Greek learners. As for the Strength of Motivation Scale, the Cronbach's alpha was higher than all of those from the previous study, and it was also higher than those from Takahashi's two previous studies dealing with English language learning (a =.75, N=308, 2004; and a =.79, N=98, 2008). We regard the overall present alphas as high.

Table 2 shows the comparison of statistical data between the present and our previous study.

Table 2 Comparison of statistical data of the scales

	FLCAS 32 items PR=32-160	FA 10 items PR=10-50	FLRAS 20 items PR=20-100	MOT 7 items PR=7-35
Latin N=28	M: 96.50 SD: 21.95 R: 62-134	M: 25.07 SD: 5.79 R: 12-36	M: 54.11 SD: 11.00 R: 36-73	M: 24.39 SD: 4.95 R: 13-32
Greek N=20	M: 107.75 SD: 18.70 R: 72-140	M: 24.45 SD: 5.15 R: 16-37	M: 64.60 SD: 12.01 R: 37-85	M: 20.30 SD: 4.52 R: 10-27
Hittite N=15	M: 99.13 SD: 12.86 R: 83-132	M: 24.87 SD: 4.84 R: 14-31	M: 64.20 SD: 8.67 R: 52-88	M: 16.13 SD: 3.34 R: 12-23
Egyptian N=22	M: 98.00 SD: 16.30 R: 56-129	M: 24.36 SD: 5.18 R: 11-33	M: 61.32 SD: 9.42 R: 35-73	M: 21.27 SD: 3.92 R: 14-29

＊N=number of subjects; M=mean average score; SD=standard deviation; R=range; and PR=possible range

＊FLCAS=Foreign Language Classroom Anxiety Scale, FLRAS=Foreign Language Reading Anxiety Scale, FA=Facilitating Anxiety Scale, MOT=Strength of Motivation Scale

＊The data of Greek, Hittite, and Egyptian learners was from previous research (Takahashi and Takahashi 2011).

For the FLCAS, the students in the Latin course showed a lower mean average score than those in any other ancient language classes in the previous study. This average score was also lower than that of Takahashi's (2004) EFL learners (M=101.53, SD=19.74, N=308). In 1991, Horwitz obtained a mean average of 94.5 (SD=21.5, N=108) among Spanish learners in the U. S., and a few year later, in 1994, Aida found a mean average of 96.7 (SD=22.1, N=96) in university-level Japanese classrooms in the United States. The present mean was about the same level as Aida's. Aida used all of the 33-items of the FLCAS, and since the number of items was 32 in the present study, the present mean was slightly higher than that of Aida's learners of Japanese.

We carried out item analyses of the measurement scales in order to investigate particular attributes of debilitating anxiety in the Latin language classroom. The items which received the highest and the lowest endorsements were examined. The following were the items with the strongest and lowest endorsements (the mean average endorsements are marked in parentheses):

Item 15: I would not be nervous speaking the Latin language with native speakers. (reversed item) (4.32)
Item 25: I don't feel pressure to prepare very well for my Latin language class. (reversed

item) (4.11)

These two were the only items endorsed stronger than 4.00. Item 15 was, of course, assuming that there were native-Latin-speaking people. The vast majority of the subjects agreed that they would be nervous speaking the Latin language with native speakers. On account of the language being existent for reading, and the subjects were not trained to speak it, this is not difficult to imagine. This item was also most strongly endorsed by students in the three other ancient language classes in the previous study. Item 25 indicates that the present subjects felt that they had to prepare well for the Latin language class. This item was also strongly endorsed in the previous study, but it didn't rank in the top three.

The following were the items with the lowest endorsements (the mean average endorsements are marked in parentheses):

Item 18: I often feel like not going to my Latin language class. (1.36)
Item 5: It wouldn't bother me at all to take more Latin language classes. (reversed item) (2.00)
Item 31: I feel more tense and nervous in my Latin language class than in my other classes. (2.00)

The vast majority of the subjects didn't mind attending the class, and this is, of course, good news to the instructor. However, the prime motive for this was perhaps, not wanting to fail the course. This was the lowest endorsed item also in the previous study. The present subjects did not mind taking more Latin classes or think that the language class was particularly more anxiety-provoking than their other classes.

The mean average score of the Facilitating Anxiety Scale was about the same or just slightly higher than those of other ancient language learners. The mean average was lower than the middle point of the scale (30.0) indicating that the present subjects showed some degree of facilitating anxiety, but it was not that high.

As is the case in the previous study, for the Facilitating Anxiety Scale, no single item was endorsed stronger than 4.00. The following was the item with the highest endorsement:

Item 10: When I start a test, nothing is able to distract me. (3.79)

Exactly the same item as that in the previous study came to the top. The endorsement of 3.79 was fairly strong, and this indicated that the subjects could concentrate well when taking tests.

The item with the lowest endorsement was the following:

Item 21: I enjoy taking a difficult exam more than an easy one. (1.82)

Again, this is the item endorsed lowest in the previous study dealing with the three ancient languages. The only test given to the present subjects was the weekly quiz which lasted 15 minutes, covering the grammar and/or vocabulary they had learned the previous week. Although they coped well with the quizzes, they preferred easier ones to challenging ones.

As for the mean average score of the FLRAS, it was considerably lower than those from the previous study of ancient language learners. It was closer to the mean obtained in Saito et al.'s original study (M=52.9, SD=9.4, N=383) of Spanish, Russian and Japanese language learners in 1999. This indicates that when reading the Latin texts, the learners were more relaxed than Greek, Hittite or Egyptian language learners in our previous study, and that they became approximately the same or slightly more anxious than the foreign language learners in Saito et al.'s study.

For the FLRAS, whose focus is on debilitating anxiety pertaining to reading, the following items produced the strongest agreement:

Item 9: I usually end up translating word by word when I'm reading the Latin language. (3.89)

This is the only item which had a mean average endorsement of over 3.50. This item was also most strongly endorsed by the subjects in the other ancient language classrooms in our previous study. The students in the ancient language classrooms translated the target language word by word into Japanese when they were reading. This is presumable because translation was one of the main activities in those classes.

One item produced fairly strong disagreement from the students. It was:

Item 4: I feel intimidated whenever I see a whole page of the Latin language in front of me. (1.61)

Although most of the subjects felt some levels of debilitating anxiety when reading the language, they did not feel intimidated by a whole page of the language (Item4), which may be good news for the teachers. It was the item which showed the lowest endorsement also in our previous study.

The mean average score of the motivation scale was 24.39. The middle point for this scale was 21, and the results revealed that the subjects' motivational strength for learning the Latin language was moderately-high. This is an interesting finding because this mean was considerably higher than those of the previous three ancient language learners. It was actually higher than those from Takahashi's EFL learners (M=23.64, SD=4.85, N=308, 2004; M=22.40, SD=5.27, N=98, 2009).

For this measurement scale, the items with the strongest endorsement were the following:

Item 7: I don't really feel that learning the Latin language is valuable to me. (reversed item) (4.25).

Item 5: I don't really have a great desire to learn a lot of the Latin language. (reversed item) (3.93)

The vast majority of the students felt learning the Latin language was valuable to them, and most of the subjects were willing to learn the language.

The item with the lowest endorsement was:

Item 6: Learning the Latin language well is not really a high priority for me at this point. (reversed item) (2.43)

The same item had shown the lowest endorsements in the previous study of the ancient languages, indicating that the subjects in both studies thought learning the target language should be given priority over some other things.

After reliability was established, in order to investigate relationships between all the variables, correlation analyses were performed amongst the scales and language achievement. Tables 3 presents the results from the correlation analyses.

Table 3 Correlations

Variables	FLCAS	FA	FLRAS	MOT	Achievement
FLCAS		-.695**	.789**	-.323	-.500**
FA	-.695**		-.501**	.525**	.503
FLRAS	.789**	-.501**		-.210	-.526**
MOT	-.323	.525**	-.210		.349
Achievement	-.500**	.503	-.526**	.349	

＊ **=p<.01；*=p<.05

The Pearson-product moment correlation demonstrated that debilitating anxiety (measured by the FLCAS) was correlated with all the variables except for motivational strength. It was significantly positively correlated with reading anxiety, which is not surprising because both of these scales measured debilitating anxiety pertaining to learning Latin. Debilitating anxiety was significantly negatively correlated with facilitating anxiety, and this is also conceivable. The FLCAS also showed a significant negative correlation with achievement: those who felt higher levels of debilitating anxiety performed lower in the Latin language class.

In the previous study, the FLCAS was significantly highly correlated with the FLRAS (among the Greek, Hittite, and Egyptian language learners) and significantly negatively correlated with strength of motivation only among the Greek learners. The single shared relationship, of all the correlations obtained in our two studies, was the one between the FLCAS and FLRAS. There seems to be no clear pattern of relationships between anxiety and other variables.

Facilitating anxiety was correlated with all the variables except for achievement. It was negatively correlated with debilitating anxiety (aforementioned) and reading anxiety. It was also found to be positively correlated with strength of motivation, indicating that the students with higher levels of this type of anxiety showed higher motivation for learning the language. This positive correlation was also found in the previous study, but only among the Hittite and Egyptian learners. As for the Greek learners, this variable did not show any correlations with other variables. In the present study, facilitating anxiety was the only variable which showed a correlation with motivational strength.

Reading anxiety showed the same pattern as debilitating anxiety. It was significantly negatively correlated with facilitating anxiety and language achievement, although the correlation coefficients were slightly weaker. Those students who felt higher levels of debilitating anxiety when reading the language experienced less facilitating anxiety, and their achievements were lower than those of less anxious learners.

5 Discussion of Findings

5.1 Anxiety in the Latin language classroom

Results from the present study showed that the levels of general debilitating anxiety amongst the Latin learners were moderately high. However, the degrees of anxiety were lower than those of English learners from Takahashi's previous study (2004), who were experiencing high levels of anxiety. The Latin language learners were also found not to be as apprehensive as the students learning Ancient Greek, Hittite or Ancient Egyptian languages.

The lower levels of anxiety shared by the Latin learners, compared with students learning the other ancient languages, can be partly attributed to the characters of the target language. As stated above, the Latin language uses the Roman alphabet, which was familiar to the subjects. All the other ancient languages in the previous studies use different characters from the Roman characters: Ancient Greek, which was used from the 8th to 1st century BC, uses the Greek alphabet; Hittite, which is considered to have existed from the 16th to 11th century BC, is a language inscribed in cuneiform; and Ancient Egyptian, which was written from 3200 BC to the 4th century AD, employs hieroglyphs composed of some 500 symbols. Moreover, although it is no longer existed

as a spoken language, the Latin language is used in technical terms in numbers of different academic fields. Due to this, the students may have felt relatively familiar with the language. The levels of reading anxiety of the Latin learners were also lower than those of other ancient language learners, and again, this may be explained by the same hypothesis. Another reason for this lower anxiety can be attributed to the subjects' faculties. Twelve (42.9%) of 28 subjects were from the Faculty of Humanities. This faculty offers students cultural science courses such as languages, history or philosophy. Perhaps the students from this faculty were more likely to have greater interest in the history and culture of the Roman Empire than students from other faculties, and because of this, they may have become less anxious. They might have learned other European languages such as French, Spanish, or Italian, which are descendants of the Latin language, and their knowledge of these languages may have contributed to the reduced anxiety.

The subjects learning the Latin language answered they would become most apprehensive if they had an opportunity to speak the language with native speakers. The language class was a one semester-course covering basic grammar and vocabulary, and at the end of the course, the students were expected to read the texts using a dictionary, but not expected to be able to speak even simple phrases. The most highly endorsed item of the reading anxiety scale may reflect this: reading the Latin language was, for them, translating the texts into Japanese. For this reason, this tendency (becoming most anxious when facing native speakers) is quite conceivable. The subjects also felt a lot of pressure to prepare well for the class. In the class, quizzes were given every week and probably because of this, the subjects felt they had to prepare well. It may also be that the class was actually demanding, and they were expected to do thorough preparation in advance.

Debilitating anxiety showed a negative relationship with the subjects' achievements in the class: those who felt more apprehensive obtained lower grades. Moreover, the relationship between reading anxiety and achievement was even stronger. This might be expected since the class focused on reading Latin texts. In our previous study of ancient language anxiety, an inverse relationship between the two was not found for all the three languages. However, in several previous studies dealing with foreign language anxiety (such as Horwitz 1991, Aida 1994, Takahashi 2004 and others), debilitating anxiety was found to be negatively related to learners' performances. More specifically, Saito et al. (1999) found that the learners' grades decreased in conjunction with the levels of reading anxiety. The present finding supports these previous findings.

The subjects also experienced facilitating anxiety, and the degrees were about the same as those of students in the other ancient language classrooms. It is interesting to note that, even though the target languages were different, and the levels of debilitating anxiety were also different, the subjects in both studies were experiencing

approximately the same levels of facilitating anxiety. An inverse relationship between debilitating and facilitating anxiety was found: in the present study, those who became less apprehensive tended to feel some anxiety helped them learn the language. This finding supports results from previous studies (Takahashi 2003 and 2004). Facilitating anxiety, however, was not found to be related to the learners' achievement in the language. No relationship was found between the two for the Greek, Hittite or Egyptian learners, and the present results supports this. It may well be that the low number of items (10) of the Facilitating Anxiety Scale, and the low levels of facilitating anxiety found in all the language classes is a possible reason for this.

5.2 Relationships between anxiety and strength of motivation

In the present study, another affective factor investigated, which may be associated with anxiety, was strength of motivation. Levels of motivation of the Latin learners were higher than those of the three ancient language learners. For the Latin learners, the situation surrounding them was more or less the same as those of the other language learners: they had very few opportunities to use the target language outside the classroom. However, motivational strength was higher, and actually it was even higher than those of the EFL learners in Takahashi's two previous studies (2004 and 2009). Comparing the present average of 24.39 with the middle point of the motivation scale (21), we can see that the subjects as a whole were highly motivated to learn the Latin language. This could be attributed to the above-mentioned reason: the high percentage of students from the Faculty of Humanities. Students from this faculty were probably more motivated to learn the language, and this could have been reflected in the mean average of the whole group.

Those students with a higher level of facilitating anxiety had a higher degree of motivation to learn in the Latin classroom. Highly motivated learners studied hard and were likely to get good marks, and this may have led to increasing their levels of facilitating anxiety. However, facilitating anxiety was the only variable that showed a relationship with motivational strength. In the Latin language classroom, no relationship was found between motivation and debilitating anxiety, reading anxiety, or language achievement. Negative relationships between motivation and debilitating anxiety were reported in several previous studies such as Muchnick and Wolfe (1982), Takahashi (2004), Takahashi and Takahashi (2011), and others. Relationships between motivation and achievement were also found in several previous studies such as Sawaki (1997), Takahashi (2004), Kondo-Brown (2006) and others. The present results do not support these findings. The lower number of subjects in the two studies (20 for Greek, 15 for Hittite, 22 for Egyptian, and 28 for Latin) could be one reason. For studies using questionnaires, having a high number of subjects is crucial.

6 Conclusions

The present study investigated language anxiety in the Latin language classroom, and intended to compare the results with those from our previous study, which dealt with anxiety in three ancient language classrooms. The two studies tried to investigate the nature of anxiety pertaining to learning ancient languages in the university classroom, with the focus being on anxiety pertaining to reading.

The Latin language learners experienced some degree of general debilitating anxiety. They also felt apprehensive when reading the language. The levels of general and reading anxiety were slightly lower than those of EFL learners and those of Ancient Greek, Hittite, and Ancient Egyptian language learners. The Latin learners also experienced some degree of facilitating anxiety, and the level was approximately the same as those of EFL learners and Hittite and Egyptian languages learners. Both debilitating and facilitating anxiety in the Latin classroom were highly related to the learners' achievement, debilitating anxiety, negatively, and facilitating, positively. Although the degree of debilitating anxiety was lower, it was affecting the learners' performance. Or perhaps lower performance enhanced their anxiety. The same is also true for facilitating anxiety: this type of anxiety may have mutually favorably influenced their grades.

There was a tendency indicating when the learners experienced more and less anxiety, in all the four ancient language classrooms. However, with regard to relationships between debilitating anxiety and other variables (facilitating anxiety, strength of motivation, and achievement), no consistent pattern was found amongst the four languages. The Hittite and Egyptian language share some similarity, but the Greek and Latin language show completely different patterns. Linguistic proximity cannot be the reason: all the languages but Egyptian (Semito-Hamitic language family) are in the same Indo-European family. Instead, differences of various aspects of the languages (characters, pronunciation, grammatical structures, background cultures and so on) could be possible reasons for this variety. Moreover, the diversity of learners' purposes and interests for attending the classes may have been another factor causing the disagreement.

One of the limitations of the present study is that, although the reliabilities of the measurement instruments were satisfactorily high, the numbers of subjects were small, and therefore, the results cannot be overgeneralized. Comprehensive research with a large number of subjects is warranted. Moreover, further research into different ancient language classrooms is warrantable in order to shed light on the true nature of students' anxiety pertaining to learning ancient languages.

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Appendix : Questionnaire Items

[1] Foreign Language Classroom Anxiety Scale (mean average endorsements)

1 I never feel quite sure of myself when I am speaking in my Latin language class. (3.71)

3 I don't worry about making mistakes in my Latin language class. (reversed item). (3.10)

4 I tremble when I know that I'm going to be called on in my Latin language class. (2.54)

5 It wouldn't bother me at all to take more Latin language classes (reversed item). (2.00)

6 During my Latin language class, I find myself thinking about things that have nothing to do with the course. (2.46)

8 I am usually at ease during tests in my Latin language class. (reversed item) (3.11)

9 I start to panic when I have to speak without preparation in my Latin language class. (2.57)

11 I worry about the consequences of failing my Latin language class. (3.21)

12 I don't understand why some people get so upset over Latin language classes. (reversed item) (3.64)

13 In my Latin language class, I can get so nervous I forget things I know. (2.61)

14 It embarrasses me to volunteer answers in my Latin language class. (3.46)

15 I would not be nervous speaking the Latin language with native speakers. (reversed item) (4.32)

17 Even if I am well prepared for my Latin language class, I feel anxious about it. (3.57)

18 I often feel like not going to my Latin language class. (1.36)

19 I feel confident when I speak in my Latin language class. (reversed item) (3.50)

20 I am afraid that my Latin language teacher is ready to correct every mistake I make. (2.18)

22 I can feel my heart pounding when I'm going to be called on in my Latin language class. (3.18)

24 The more I study for a Latin language test, the more confused I get. (2.46)

25 I don't feel pressure to prepare very well for my Latin language class. (reversed item) (4.11)

26 I always feel that the other students speak the Latin language better than I do. (3.25)

27 I feel very self-conscious about speaking the Latin language in front of other students. (2.43)

29 My Latin language class moves so quickly I worry about getting left behind. (2.71)

31 I feel more tense and nervous in my Latin language class than in my other classes. (2.00)

32 When I'm on my way to my Latin language class, I feel very sure and relaxed. (reversed item) (3.39)

33 I get nervous when I don't understand every word the Latin language teacher says. (2.71)

35 I feel overwhelmed by the number of rules you have to learn to speak the Latin language. (3.64)

37 I am afraid that the other students will laugh at me when I speak the Latin language. (2.14)

38 I would probably feel comfortable around native speakers of the Latin language. (reversed item) (3.46)

39 I get nervous when the Latin language teacher asks questions which I haven't prepared in advance. (3.64)

40 I keep thinking that the other students are better at languages than I am. (3.50)

41 I get upset when I don't understand what the teacher is correcting. (3.68)

42 I get nervous and confused when I am speaking in my Latin language class. (2.82)

[2] Facilitating Anxiety Scale (mean average endorsements)

2 I work most effectively under pressure when a task is given in my Latin language class. (2.50)

7 Nervousness while taking a test helps me do better. (2.14)

10 When I start a test, nothing is able to distract me. (3.79)

16 I look forward to the Latin language exams. (2.61)

21 I enjoy taking a difficult exam more than an easy one. (1.82)

23 The more important the Latin language exam, the better I seem to do. (2.82)

28 I can read the text aloud better when I am conscious that other students are listening to me. (2.14)

30 I would like the teacher and other students to listen to my Latin language pronunciation. (2.18)

34 I would like the teacher to correct my Latin language mistakes in front of other students. (2.54)

36 I look forward to finding out how my Latin language reports or composition will be evaluated by the teacher. (2.54)

[3] Foreign Language Reading Anxiety Scale (mean average endorsements)

1 I get upset when I'm not sure whether I understand what I am reading in the Latin language. (3.46)

2 When reading the Latin language, I often understand the words but still can't quite understand what the author is saying. (2.93)

3 When I'm reading the Latin language, I get so confused I can't remember what I'm reading. (2.50)

4 I feel intimidated whenever I see a whole page of the Latin language in front of me. (1.61)

5 I am nervous when I am reading a passage in the Latin language when I am not familiar with the topic. (2.21)

6 I get upset whenever I encounter unknown grammar when reading the Latin language. (2.86)

7 When reading the Latin language, I get nervous and confused when I don't

understand every word. (2.46)

8 It bothers me to encounter words I can't pronounce while reading the Latin language. (3.14)

9 I usually end up translating word by word when I'm reading the Latin language. (3.89)

10 By the time you get past the funny letters and symbols in the Latin language, it's hard to remember what you're reading about. (2.11)

11 I am worried about all the new symbols you have to learn in order to read the Latin language. (2.14)

12 I enjoy reading the Latin language. (reversed item) (2.11)

13 I feel confident when I am reading in the Latin language. (reversed item) (3.32)

14 Once you get used to it, reading the Latin language is not so difficult. (reversed item) (2.75)

15 The hardest part of learning the Latin language is learning to read. (2.46)

16 I would be happy just to learn to speak the Latin language rather than having to learn to read as well. (reversed item) (2.36)

17 I don't mind reading to myself, but I feel very uncomfortable when I have to read the Latin language. (2.04)

18 I am satisfied with the level of reading ability in the Latin language that I have achieved so far. (reversed item) (3.46)

19 The Latin language culture and ideas seem very foreign to me. (2.82)

20 You have to know so much about the Latin language history and culture in order to read the Latin language. (3.46)

[4] Strength of Motivation Scale (mean average endorsements)

1 Outside of class, I almost never think about what I'm learning in the Latin language class. (reversed item) (3.68)

2 If possible, I would like to take a more advanced Latin language course. (3.29)

3 Speaking realistically, I would say that I don't try very hard to learn the Latin language. (reversed item) (3.75)

4 I want to be able to use the Latin language in a wide variety of situations. (3.07)

5 I don't really have a great desire to learn a lot of the Latin language. (reversed item) (3.93)

6 Learning the Latin language well is not really a high priority for me at this point. (reversed item) (2.43)

7 I don't really feel that learning the Latin language is valuable to me. (reversed item) (4.25)