

# Anxiety in the Ancient Languages Classroom

Ayumi Takahashi and Hideki Takahashi

## 1 Introduction

After the Foreign Language Classroom Anxiety Scale (Horwitz, Horwitz and Cope 1986) was developed in order to measure anxiety in the foreign language classroom, language anxiety research began to flourish. Although the vast majority of such studies deal with native-English-speaking students learning a foreign language (such as Spanish, French, Russian and Japanese), more recently, in the mid-90s, studies dealing with English as a foreign language (EFL) learners in non-native-English-speaking countries (such as Japan, China and Taiwan) began to be reported. 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, there has been no research conducted on anxiety in relation to ancient language learning at the university level in Japan. It is very likely that learners in ancient language classrooms experience debilitating anxiety. This is because the vast majority of learners in those classrooms presumably have not been exposed to the target languages before taking the language courses, and therefore compared to English, they are much less familiar with those languages.

The ancient languages dealt with in the present study now exist solely as languages for reading. Therefore, in the target language classrooms, one of the main goals to attain is to be able to read the language. Accordingly, the main focus of the present study should be anxiety pertaining to reading. In their study, Saito, Horwitz and Garza (1999) state that, although reading is likely to be considered less susceptible to anxiety effects than oral performance, reading in a foreign language could be anxiety provoking. They found that the learners' grades decreased in conjunction with the levels of reading anxiety. It may well be that, in the ancient languages classroom, anxiety pertaining to reading negatively affects learning.

It may also be interesting to examine motivation for learning the target languages. Can the learners actually be motivated to learn the target language when they have very few (almost no) opportunities to use the language outside the classroom? In a previous study of EFL learners (Takahashi 2004), general language anxiety was negatively associated with motivational strength for learning the language. Reading-specific anxiety of ancient language learners may well be negatively related to motivation, and it may discourage learning of the target languages. Facilitating anxiety, in relation to debilitating anxiety and strength of motivation, 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 brief explanations of the ancient languages dealt with in the present study. This may be helpful for readers not familiar with these languages.

**Ancient Greek:** This is the Greek language used in the Archaic period (the 8th to 6th century BC), the Classical period (the 5th to 4th century BC), and the Hellenistic period (the 3rd to 1st century BC) of Ancient Greece. It belongs to the Indo-European language family and uses the Greek alphabet. It was the language of Homer, classical Athenian historians, playwrights, and philosophers.

**Hittite:** This language was spoken by the Hittites, a people who created an empire centered on Hattusa in north-central Anatolia. It belongs to the Indo-European language family, and is a language inscribed in cuneiform. The language is considered to have existed from the 16th to 11th century BC.

**Ancient Egyptian:** This is a northern Afro-Asiatic language which was written from 3200 BC to the 4th century AD. It employs hieroglyphs composed of some 500 symbols.

## 2 Research Questions

The research questions of the present study are the following:

1) Do learners of ancient languages display particularly high levels of debilitating anxiety compared with learners of English?; 2) Do learners of ancient languages display particularly high levels of debilitating anxiety when reading the target language?; 3) Do learners of ancient languages display particularly high levels of facilitating anxiety compared with learners of English?; 4) Do learners of ancient languages display particularly low levels of motivation compared with learners of English?; 5) Is strength of motivation for learning the ancient languages related to debilitating anxiety and/or facilitating anxiety?; and 6) Is debilitating anxiety negatively related to achievement in the ancient languages classroom?

## 3 Methodology

### 3.1 Subjects

The subjects were Japanese students enrolled in three different foreign language courses at Niigata University; 20 in 'Foreign Language Special B (Ancient Greek),' 15 in 'Foreign Language Special C (Hittite),' and 22 in 'Foreign Language Special D (Ancient Egyptian),' totaling 57 (22 males and 35 females). They were from seven different faculties: Agriculture, Economics, Education, Engineering, Humanities, Medicine, and Science. They were 30 freshmen, 18 sophomores, 6 juniors, and 3 seniors. All the ancient language courses were one-semester courses starting in October and

ending in February. All the classes met once a week and lasted 90 minutes. The students were required to take language courses of any kind, and they chose these ancient languages amongst several other different language courses, including modern languages. All subjects were native speakers of Japanese and of Japanese nationality.

### 3.2 Measurement instruments

The data was gathered in the second semester in 2010. In November, 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 students in all three courses 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 ancient foreign languages classroom, such as replacing the term “English language” in the original versions with “ancient Greek language.” The students were asked to complete the questionnaire within 15 minutes. The questionnaire items are presented in Appendix A.

The 33-item Foreign Language Classroom Anxiety Scale (FLCAS) was developed by Horwitz, Horwitz, and Cope (1986). This instrument was designed to elicit language learner’s 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 target language class.” 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 it was not used in the present study. The total number of the scale was 32.

In order to measure facilitating anxiety in the foreign language classroom in Japan, Takahashi (2004) created an eleven-item Facilitating Anxiety Scale. 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.

The Foreign Language Reading Anxiety Scale (FLRAS) was developed by Saito, Garza, and Horwitz (1999). It 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 target 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. The scales included some reversed items, and for these items, the numerical values were reversed when computed.

As a language achievement measurement, final grades of the target language courses were used. In all 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 each target language.

## 4 Results

Table 1 shows the internal consistency of the scales using Cronbach’s alpha coefficient for each language course.

**Table 1 Reliabilities of the scales**

	FLCAS 32 items	FA 10 items	FLRAS 20 items	MOT 7 items
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

Compared to the alphas from previous studies ( $\alpha = .93$ , N=108, Horwitz 1991;  $\alpha = .94$ , N=96, Aida 1994; and  $\alpha = .91$ , N=308, Takahashi 1994), the present alphas of the FLCAS were about the same or slightly lower. This indicates that this measurement scale was reliable for measuring debilitating anxiety pertaining to ancient language learning in the present study. Reliability of the Facilitating Anxiety Scale was as high as those from previous studies ( $\alpha = .71$ , N=308, Takahashi 2004; and  $\alpha = .73$ , N=98, Takahashi

2009), except for the slightly lower alpha for the Greek learners. In Saito et al.'s (1999) study, the FLRAS showed an internal consistency of .86 (N=383). The FLRAS alpha for the Greek learners in the present study was higher than that, although other alphas were lower. As for the Strength of Motivation Scale, the Cronbach's alphas were lower than those from previous studies ( $\alpha = .86$ , N=50, Ely 1986;  $\alpha = .75$ , N=308, Takahashi 2004; and  $\alpha = .79$ , N=98, Takahashi 2008). The alphas for the Hittite and Egyptian learners were less than .65, and therefore, we need to be careful when interpreting results concerning this scale. Overall, the internal consistency of the scales for Hittite were lower, and this is partly because the number of subjects in the course was small.

Other than the motivational scale, we regard the alphas as reasonably high, considering that the numbers of subjects were fairly small.

The statistical data of the scales for each language are presented in Table 2.

**Table 2 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
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

For the FLCAS, the students in the Greek course showed the highest mean average score (107.75). The mean average score for Hittite learners (99.13) was slightly higher than that amongst Egyptian learners (98.00). Horwitz (1991) obtained a mean average of 94.5 (SD=21.5, N=108) among Spanish learners in the U. S., and Aida (1994) found a mean average of 96.7 (SD=22.1, N=96) in university-level Japanese classrooms in America. The present study adopted 32 items out of the 33-item FLCAS, and the mean average scores amongst all the ancient language learners were higher than those among the learners from these previous studies which adopted the full numbers of items of the scale. Considering the number of items was less in the present study, the present means among the Hittite and Egyptian learners were as high as that from

Takahashi's study (2004) of Japanese students learning English as a foreign language (M=101.53, SD=19.74, N=308), and the Greek learners showed a considerably higher mean than that.

The mean average scores of the facilitating anxiety scale were about the same among all three languages. In the previous study of Takahashi, the mean average scores of the scale were 23.64 (SD=4.85, N=308, 2004) and 26.44 (SD=5.99, N=98, 2009). The present mean averages were about the same or lower, but considering the number of items was less in the present study, the levels of facilitating anxiety were approximately the same or higher than the previous scores. The results showed that the students were experiencing some degree of facilitating anxiety.

As for the mean average scores of the FLRAS, the students in the Greek (64.40) and Hittite (64.20) courses showed approximately the same degree, while the subjects in the Egyptian course felt lower levels of anxiety (61.32). The present mean averages were considerably higher than that from the previous study by Saito et al. (M=52.9, SD=9.4, N=383) in 1999, indicating that the present subjects experienced high levels of anxiety pertaining to reading the target language.

The mean average scores of the motivation scale amongst the Greek learners and Egyptian learners were 20.30 and 21.27 respectively. The middle point for this scale was 21, and the results revealed that the subjects' motivational strength for learning these languages was moderate. On the other hand, the mean average score amongst the Hittite learners was somewhat lower (16.13). All three of them were lower compared to those from previous studies (M=23.64, SD=4.85, N=308 Takahashi 2004; M=22.40, SD=5.27, N=98, and Takahashi 2009).

After reliability was established, in order to investigate relationships between all the variables, correlation analyses were performed amongst the scales and achievement for each language. Tables 3, 4, and 5 present the results from the correlation analysis for each language.

Table 3 Correlations (Greek)

Variables	FLCAS	FA	FLRAS	MOT	Achievement
FLCAS		-.016	<b>.838**</b>	<b>-.490*</b>	-.325
FA	-.016		.004	.376	.276
FLRAS	<b>.838**</b>	.004		<b>-.554*</b>	-.126
MOT	<b>-.490*</b>	.376	<b>-.554*</b>		<b>.487*</b>
Achievement	-.325	.276	-.126	<b>.487*</b>	

\* \*\*=p<.01 ; \*=p<.05

Table 4 Correlations (Hittite)

Variables	FLCAS	FA	FLRAS	MOT	Achievement
FLCAS		-.288	<b>.752**</b>	.038	.177
FA	-.288		-.269	<b>.519*</b>	-.052
FLRAS	<b>.752**</b>	-.269		-.275	-.130
MOT	.038	<b>.519*</b>	-.275		.128
Achievement	.177	-.052	-.130	.128	

\* \*\*= $p < .01$  ; \*= $p < .05$

Table 5 Correlations (Egyptian)

Variables	FLCAS	FA	FLRAS	MOT	Achievement
FLCAS		.081	<b>.726**</b>	-.078	-.152
FA	.081		.257	<b>.495*</b>	.268
FLRAS	<b>.726**</b>	.257		-.077	-.187
MOT	-.078	<b>.495*</b>	-.077		.132
Achievement	-.152	.268	-.187	.132	

\* \*\*= $p < .01$  ; \*= $p < .05$

Interestingly, variables for the Hittite and Egyptian learners showed the same pattern of correlations. The Pearson-product moment correlation demonstrated that debilitating anxiety (measured by the FLCAS) was highly positively correlated with reading anxiety (measured by the FLRAS). This correlation is not surprising because both of these scales measure debilitating anxiety pertaining to language learning. For these learners, facilitating anxiety was positively related with strength of motivation, suggesting that the students with higher levels of facilitating anxiety showed higher levels of motivation for learning the target language.

For the Greek learners the pattern of correlations was different. The single shared relationship with other language learners was the one between the FLCAS and FLRAS, which was to be expected for the above-mentioned reason. For the Greek learners, both of the FLCAS and FLRAS were moderately negatively correlated with strength of motivation, suggesting that students with higher levels of anxiety showed lower levels of motivation for learning the language. The relationship between the FLRAS and motivation was stronger than that between the FLCAS and motivation, indicating that reading anxiety was more intimately associated with motivation than general anxiety was. Strength of motivation was also found to be moderately positively related to achievement, indicating that the students with higher levels of motivation obtained

higher grades.

In order to investigate particular attributes of language anxiety and motivational strength in the ancient languages classroom, we carried out item analyses of the scales.

The items which received the highest and the lowest endorsements were examined. For the FLCAS, the following were the items with the strongest and lowest endorsements (the mean average endorsements are marked in parentheses):

Item 12: I would not be nervous speaking the target language with native speakers (reversed item) (G:4.60, H:4.47, E:4.18).

Item 26: I feel overwhelmed by the number of rules you have to learn to speak the target language (G: 4.45, H:4.33, E:3.82).

As we can see from the average endorsements, Item 12 was considerably strongly endorsed, indicating that almost all the learners strongly agreed or agreed that they would be nervous speaking the target language with native speakers. It is not difficult to imagine this since all the languages are for reading, and the learners were not trained to speak the languages. All groups of the subjects, especially the Greek and Hittite learners, worried about a long list of grammatical rules of their target language (Item 26).

The following were the items with the lowest endorsements:

Item 14: I often feel like not going to my target language class (G:1.70, H:2.00, E:1.59).

Item 27: I am afraid that the other students will laugh at me when I speak the target language (G:2.20, H:1.93, E:2.23).

The subjects felt anxious in their ancient language classrooms, but their anxiety did not make them feel like not going to the class (Item 14). Probably they did not want to fail the courses. They were not afraid to be laughed at by their peers in the classroom (Item 27) or they did not think their classmates would laugh at them at all.

For the Facilitating Anxiety Scale, no single item was endorsed stronger than 4.00. The following was the item with the highest endorsement:

Item 3: When I start a test, nothing is able to distract me (G:3.65, H:3.73, E:3.68).

The fairly strong endorsement of Item 3 indicated that, when taking tests, the subjects could concentrate well. The only tests they took in the target language classroom were the weekly quizzes which lasted 15 minutes and covered the grammar or vocabulary they had learned the previous week. The subjects were coping well with the quizzes.

The items with the lowest endorsements were the following:



## Anxiety in the Ancient Languages Classroom

Item 5: I enjoy taking a difficult exam more than an easy one (G:1.60, H:1.87, E:1.72).

Item 8: I would like the teacher and other students to listen to my target language pronunciation (G:2.10, H:1.93, E:2.05).

Although most of the subjects could concentrate well when taking quizzes, they preferred easier quizzes to challenging ones (Item 5). They seemed to lack confidence in their pronunciation (Item 8).

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 target language (G:4.20, H:3.67, E:3.82).

Item 13: I feel confident when I am reading in the target language (reversed item) (G:4.00, H:3.80, E:3.95).

Most of the subjects translated the target language word by word into Japanese when reading (Item 9). This could be a harmful influence attendant to learning English in the grammar-translation method classroom. The vast majority of the subjects did not have confidence in reading the target language (Item 13).

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

Item 4: I feel intimidated whenever I see a whole page of the target language in front of me (G:2.60, H:2.27, E:1.77).

Although most of the subjects felt some levels of debilitating anxiety when reading the target language, they did not feel intimidated by a whole page of the language (Item 4), which may be good news for the teachers.

For the motivational strength scale, the item with the strongest endorsement was the following:

Item 7: I don't really feel that learning the target language is valuable to me (reversed item) (G:3.80, H:3.27, E:4.09).

The subjects realized that learning the target language was somewhat valuable. No single item, however, was endorsed strongly amongst the Hittite learners, as this is the highest average endorsement, suggesting that their levels of motivation were low.

The item with the lowest endorsement was:

Item 6: Learning the target language well is not really a high priority for me at this point (reversed item) (G:2.00, H:1.73, E:1.86).

The subjects thought that learning the target language was not their priority. This is conceivable as they were from seven different faculties where the majors varied from agriculture to economics.

## **5 Discussion of Findings**

### **5.1 Anxiety in the ancient languages classroom**

Results from the present study showed that ancient language learners experienced high levels of debilitating anxiety in the classrooms. The degrees of anxiety were higher than those from the previous studies whose subjects were native-English-speaking students learning a foreign language such as Spanish or Japanese. The debilitating anxiety experienced by the Hittite and Egyptian learners was approximately the same level as those of English learners from Takahashi's previous study (2004) who were experiencing high levels of anxiety. The Greek learners were significantly more apprehensive than the learners in the other ancient language courses and even more worried than the English learners in the previous study. This can partly be attributed to the difficulty of the language: the grammar of ancient Greek is considered to be much more complicated than the other two languages. The strong endorsement on Item 26 in the FLCAS may explain that the learners thought the Greek language is difficult.

The subjects also experienced facilitating anxiety, but the levels were low, and they were about the same levels as those of English learners from Takahashi's previous studies (2004 and 2009). It is interesting to know that, even though the target languages were different, the subjects were experiencing approximately the same levels of anxiety.

The subjects in the present study experienced high levels of reading anxiety. The present subjects lacked confidence in reading the target languages, and most of them were not reading the language but reading the Japanese translation. Their reading anxiety was considerably higher than those of the students in the Spanish, Russian and Japanese classrooms in Saito et al.'s study (1999). It may well be that, since the main goal of the courses was to be able to read the target language, the subjects felt apprehensive when they thought they were not attaining the goal.

### **5.2 Relationships between anxiety and other variables**

In the present study, another affective factor investigated, which may be associated with anxiety, was strength of motivation. Levels of motivation of the Greek and Egyptian learners were moderate, but lower than those of the English learners in Takahashi's previous studies (2004 and 2009). As stated before, the learners in this study had very few opportunities to use the target languages outside the classrooms,

and this may partly be the reason for the lower motivation. As the low endorsement of Item 6 shows, the target languages were not their majors or focus of interest, and therefore, they were not strongly motivated to learn the languages. The Hittite learners' levels of motivation were even lower than those of the Greek and Egyptian learners: they were not motivated to learn the language. The Hittite learners were from three different faculties: 2 from Humanities, 6 from Economics, and 7 from Engineering. The 2 students in Humanities (13.3% of the students in the Hittite classroom) might be interested in ancient languages, as students in this faculty study cultural sciences such as languages, history or philosophy. The students from Economics and Engineering faculties (86.7%) might not have curiosity about the language, and this may be the reason for the low mean average score. We must not forget that the internal consistency of the motivation scale was not high, especially for the Hittite and Egyptian learners.

In the Greek classroom, highly motivated learners experienced less general anxiety and less reading anxiety. This finding supports previous studies such as Muchnick and Wolfe (1982) and Takahashi (2004), both of which found a negative relationship between debilitating anxiety and strength of motivation. The inverse relationship between motivational strength and reading anxiety was stronger than that between motivation and general anxiety. This may be because the aim of the course focused on gaining reading ability, and those motivated to learn tried hard and tended to acquire reading skills, and this may have helped decrease their levels of reading anxiety. Moreover, in the Greek classroom, learners' strength of motivation had a positive relationship with achievement as measured by final grades. Students who had higher levels of motivation tended to show better grades. Highly motivated learners have positive attitudes toward learning, study hard and are likely to get good marks. The positive relationship was confirmed in previous studies such as Sawaki (1997), Takahashi (2004) and Kondo-Brown (2006). However, motivational strength was not associated with debilitating anxiety or achievement in the Hittite and Egyptian classrooms. The lower internal consistency of the scale for the learners in those courses may be the reason: it may have stood in the way of achieving more reliable results.

Those students with a higher level of facilitating anxiety had a higher degree of motivation to learn in the Hittite and Egyptian classrooms. Highly motivated learners studied hard and were likely to get good marks, and this may have led to increasing their levels of facilitating anxiety.

The Hittite and Egyptian learners shared the same pattern of correlations but the pattern was different for the Greek learners. As a language, Hittite is closer to Greek than Egyptian since Hittite and Greek belong to the Indo-European family. So the linguistic proximity is not the reason. Perhaps the Greek learners regarded the target language study as a variation of foreign language learning such as English. The patterns of correlations shown by the Greek learners and English as a second/foreign

language learners were very much alike. On the other hand, the Hittite and Egyptian learners did not consider learning the target language to be foreign language learning but more like deciphering difficult codes probably because they were not familiar with the letters of those languages (cuneiforms and hieroglyphs). The primary reason, however, could be a combination of the small number of subjects and the lower reliability of the motivation scale. For studies using questionnaires, having a high number of subjects, and establishing reliability of the scales, are equally crucial.

## 6 Conclusions

The present study investigated language anxiety in the ancient languages classroom, with the focus being on anxiety pertaining to reading. The learners in the present study experienced a high level of general anxiety as well as reading apprehension. The level was approximately the same as (and higher among 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.

Reading anxiety was found to be negatively related to strength of motivation among the Greek learners. This negative association was stronger than that between general anxiety and motivational strength. This may suggest that reading anxiety can be a serious problem which may discourage students from learning the language. Educators and teachers should be aware that some students become highly apprehensive about reading ancient languages, and this apprehension is positively associated with low motivation, which may possibly lead to low performance. It is important to find pedagogic ways of decreasing it. Among the Greek learners, motivational strength was also found to be positively associated with final grades. The ancient language learners were also found to experience facilitating anxiety, but its level was rather low.

One of the limitations of the present study is that the numbers of subjects were small in all the three language courses, and therefore, the results cannot be overgeneralized. This may have caused the low internal consistency of the motivation scale, although improvements could have been made to the 7-item scale. Increasing the number of items which reflect various aspects of learning a foreign language may be useful in examining the nature of learning motivation.

In order to investigate the true nature of anxiety in the ancient languages classroom, a comprehensive study is warranted.

## References

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *Modern Language Journal*, 78, 155-168.

- Alpert, R. and Haber, R. (1960). Anxiety in academic achievement situations. *Journal of Abnormal and Social Psychology*, 61, 207-215.
- Ely, C. M. (1986). Language learning motivation: A descriptive and causal analysis. *Modern Language Journal*, 70, 28-34.
- Horwitz, E. K., (1991). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. In Horwitz, E. and Young, D. (eds.), *Language anxiety: From theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice Hall.
- Horwitz, E. K., Horwitz, M. B., and Cope, J. A. (1986). Foreign Language Classroom Anxiety. *Modern Language Journal*, 70, 125-132.
- Kondo-Brown (2006). Affective variables and Japanese L2 reading ability. *Reading in a Foreign Language*, 18:1, 55-71.
- Majid Hayati, A., and Ghassemi, E. (2008). The effect of anxiety on reading comprehension across genders: A case of Iranian EFL learners. *The Iranian EFL Journal*, 2, 101-123.
- Matsumura, Y. (2001). An inquiry into foreign language reading anxiety among Japanese EFL Learners. *The Society of English Studies*. 31, 23-38.
- Miyanaga, C. (2002). The effects of anxiety on learners' reading performance and the use of reading strategies. *Language and Culture*, 1, 1-16.
- Muchnick, A. G., & Wolfe, D. E. (1982). Attitudes and motivations of American students of Spanish. *Canadian Modern Language Review*, 38, 262-281.
- Saito, Y., Horwitz, E. K., and Garza, T. J. (1999). Foreign Language Reading Anxiety. *Modern Language Journal*, 99, 202-218.
- Sawaki (1997). Japanese learners' language learning motivation: A preliminary study. *JACET BULLETIN*, 28, 83-96.
- Takahashi, A. (2009). Self-perception of English ability: Is it related to proficiency and / or class performance? *Niigata Studies in Foreign Languages and Cultures*, 14, 39-48.
- Takahashi, A. (2008). Learner's self-perception of English ability: Its relationships with English language anxiety and strength of motivation for learning the language. *Niigata Studies in Foreign Languages and Cultures*, 13, 57-69.
- Takahashi, A. (2004). *Anxiety in the Japanese university EFL classroom*. Unpublished doctoral thesis. University of Birmingham.

#### Appendix : Questionnaire Items

##### [1] Foreign Language Classroom Anxiety Scale [mean average endorsements for each foreign language]

- 1 I never feel quite sure of myself when I am speaking in my target language class.  
[Greek:3.90, Hittite:4.13, Egypt:3.95]
- 2 I don't worry about making mistakes in my target language class. (reversed item).  
[G:3.45, H:3.13, E:3.36]
- 3 I tremble when I know that I'm going to be called on in my target language class.  
[G:2.80, H:2.40, E:2.27]

- 4 It wouldn't bother me at all to take more target language classes (reversed item). [G:3.25, H:3.00, E:2.55]
- 5 During my target language class, I find myself thinking about things that have nothing to do with the course. [G:2.60, H:3.00, E:3.05]
- 6 I am usually at ease during tests in my target language class (reversed item). [G:3.80, H:3.27, E:3.18]
- 7 I start to panic when I have to speak without preparation in my target language class. [G:3.50, H:3.07, E:3.00]
- 8 I worry about the consequences of failing my target language class. [G:4.05, H:3.93, E:3.91]
- 9 I don't understand why some people get so upset over target language classes (reversed item). [G:3.85, H:3.20, E:3.41]
- 10 In my target language class, I can get so nervous I forget things I know. [G:2.55, H:2.40, E:2.41]
- 11 It embarrasses me to volunteer answers in my target language class. [G:3.65, H:3.20, E:3.23]
- 12 I would not be nervous speaking the target language with native speakers (reversed item). [G:4.60, H:4.47, E:4.18]
- 13 Even if I am well prepared for my target language class, I feel anxious about it. [G:3.10, H:3.20, E:3.55]
- 14 I often feel like not going to my target language class. [G:1.70, H:2.00, E:1.59]
- 15 I feel confident when I speak in my target language class (reversed item). [G:4.20, H:3.93, E:3.82]
- 16 I am afraid that my target language teacher is ready to correct every mistake I make. [G:2.45, H:2.33, E:2.23]
- 17 I can feel my heart pounding when I'm going to be called on in my target language class. [G:3.40, H:2.93, E:2.50]
- 18 The more I study for a target language test, the more confused I get. [G:3.00, H:2.73, E:2.68]
- 19 I don't feel pressure to prepare very well for my target language class (reversed item). [G:3.90, H:3.67, E:4.00]
- 20 I always feel that the other students speak the target language better than I do. [G:3.30, H:2.67, E:2.77]
- 21 I feel very self-conscious about speaking the target language in front of other students. [G:2.65, H:2.33, E:2.36]
- 22 My target language class moves so quickly I worry about getting left behind. [G:3.75, H:2.53, E:3.00]
- 23 I feel more tense and nervous in my target language class than in my other classes. [G:2.25, H:2.20, E:2.18]
- 24 When I'm on my way to my target language class, I feel very sure and relaxed (reversed item). [G:4.00, H:3.60, E:3.64]

## Anxiety in the Ancient Languages Classroom

- 25 I get nervous when I don't understand every word the target language teacher says. [G:3.00, H:2.47, E:2.86]
- 26 I feel overwhelmed by the number of rules you have to learn to speak the target language. [G: 4.45, H:4.33, E:3.82]
- 27 I am afraid that the other students will laugh at me when I speak the target language. [G:2.20, H:1.93, E:2.23]
- 28 I would probably feel comfortable around native speakers of the target language (reversed item). [G:3.90, H:3.73, E:3.32]
- 29 I get nervous when the target language teacher asks questions which I haven't prepared in advance. [G:3.55, H:3.33, E:3.41]
- 30 I keep thinking that the other students are better at languages than I am. [G:4.05, H:3.40, E:3.36]
- 31 I get upset when I don't understand what the teacher is correcting. [G:3.90, H:3.87, E:3.59]
- 32 I get nervous and confused when I am speaking in my target language class. [G:3.00, H:2.73, E:2.59]

### **[2] Facilitating Anxiety Scale [mean average endorsements for each foreign language]**

- 1 I work most effectively under pressure when a task is given in my target language class. [Greek:2.25, Hittite:2.53, Egyptian:2.77]
- 2 Nervousness while taking a test helps me do better. [G:2.90, H:2.53, E:2.31]
- 3 When I start a test, nothing is able to distract me. [G:3.65, H:3.73, E:3.68]
- 4 I look forward to the target language exams. [G:1.90, H:2.00, E:1.95]
- 5 I enjoy taking a difficult exam more than an easy one. [G:1.60, H:1.87, E:1.72]
- 6 The more important the target language exam, the better I seem to do. [G:2.80, H:2.67, E:2.55]
- 7 I can read the text aloud better when I am conscious that other students are listening to me. [G:2.05, H:2.40, E:2.36]
- 8 I would like the teacher and other students to listen to my target language pronunciation. [G:2.10, H:1.93, E:2.05]
- 9 I would like the teacher to correct my target language mistakes in front of other students. [G:2.85, H:2.60, E:2.50]
- 10 I look forward to finding out how my target language reports or composition will be evaluated by the teacher. [G:2.35, H:2.60, E:2.45]

### **[3] Foreign Language Reading Anxiety Scale [mean average endorsements for each foreign language]**

- 1 I get upset when I'm not sure whether I understand what I am reading in the target language. [Greek:3.65, Hittite:3.20, Egyptian:3.27]
- 2 When reading the target language, I often understand the words but still can't quite understand what the author is saying. [G:3.80, H:3.20, E:3.32]

- 3 When I'm reading the target language, I get so confused I can't remember what I'm reading. [G:3.10, H:3.13, E:2.91]
- 4 I feel intimidated whenever I see a whole page of the target language in front of me. [G:2.60, H:2.27, E:1.77]
- 5 I am nervous when I am reading a passage in the target language when I am not familiar with the topic. [G:3.10, H:2.80, E:2.41]
- 6 I get upset whenever I encounter unknown grammar when reading the target language. [G:3.75, H:3.33, E:3.05]
- 7 When reading the target language, I get nervous and confused when I don't understand every word. [G:3.15, H:3.00, E:3.00]
- 8 It bothers me to encounter words I can't pronounce while reading the target language. [G:3.45, H:3.80, E:3.41]
- 9 I usually end up translating word by word when I'm reading the target language. [G:4.20, H:3.67, E:3.82]
- 10 By the time you get past the funny letters and symbols in the target language, it's hard to remember what you're reading about. [G:2.95, H:3.07, E:2.86]
- 11 I am worried about all the new symbols you have to learn in order to read the target language. [G:3.40, H:3.60, E:3.64]
- 12 I enjoy reading the target language (reversed item). [G:2.85, H:2.87, E:2.23]
- 13 I feel confident when I am reading in the target language (reversed item). [G:4.00, H:3.80, E:3.95]
- 14 Once you get used to it, reading the target language is not so difficult (reversed item). [G:3.35, H:3.87, E:3.64]
- 15 The hardest part of learning the target language is learning to read. [G:2.15, H:2.60, E:2.68]
- 16 I would be happy just to learn to speak the target language rather than having to learn to read as well (reversed item). [G:2.85, H:2.87, E:2.68]
- 17 I don't mind reading to myself, but I feel very uncomfortable when I have to read the target language. [G:2.35, H:2.47, E:2.45]
- 18 I am satisfied with the level of reading ability in the target language that I have achieved so far (reversed item). [G:3.50, H:3.40, E:3.55]
- 19 The target language culture and ideas seem very foreign to me. [G:3.15, H:3.53, E:3.14]
- 20 You have to know so much about the target language history and culture in order to read the target language. [G:3.25, H:3.73, E:3.55]

**[4] Strength of Motivation Scale [mean average endorsements for each foreign language]**

- 1 Outside of class, I almost never think about what I'm learning in the target language class (reversed item). [Greek:3.20, Hittite:2.40, Egyptian:2.95]
- 2 If possible, I would like to take a more advanced target language course. [G:2.35, H:2.20, E:2.91]



## Anxiety in the Ancient Languages Classroom

- 3 Speaking realistically, I would say that I don't try very hard to learn the target language (reversed item). [G:3.20, H:2.53, E:3.18]
- 4 I want to be able to use the target language in a wide variety of situations. [G:2.80, H:1.93, E:2.77]
- 5 I don't really have a great desire to learn a lot of the target language (reversed item). [G:2.95, H:2.07, E:3.50]
- 6 Learning the target language well is not really a high priority for me at this point (reversed item). [G:2.00, H:1.73, E:1.86]
- 7 I don't really feel that learning the target language is valuable to me (reversed item). [G:3.80, H:3.27, E:4.09]