

Development of an Anxiety Scale for English Language Learning Textbooks (AS-ELLT)

Mahnaz Shirdel^{1*}, Reza Pishghadam²

Date Received: 30/01/2013

Date Approved: 17/07/2013

Abstract

The major aim of this study was to design and validate an Anxiety Scale for English Language Learning Textbooks (AS-ELLT), measuring English language learners' degree of anxiety induced by the textbooks taught in language institutes. To this end, initially based on the guidelines laid out by eminent scholars in the field of foreign language teaching, and a focused group interview with two groups of 15 language learners the first draft of the scale was designed. Afterwards, the scale was piloted, and then distributed among 300 EFL learners in language institutes. Finally, Rasch measurement was utilized to substantiate the construct validity of the scale. The results of the Rasch analysis exhibited that all of the items met the criteria for fit to the Rasch model except for four items which were consequently deleted from the scale. Therefore, the constructed scale can be considered as uni-dimensional. Finally, the results were discussed in the context of language education.

Keywords: Rasch, textbook, anxiety, language learners.

1 . MA in TEFL, Ferdowsi University of Mashhad

Email: mahnaz.shirdel@gmail.com

2 . Associate professor in TEFL, Ferdowsi University of Mashhad

Email: rpishghadam@yahoo.com

Introduction

As humanistic educators have put it the cardinal aim of education is leading students towards a good life. In fact, the key principle of humanistic education is that there is merely one subject matter for education, and that is focusing on life issues (Whitehead, 1929). Quite in line with humanistic educators, Pishghadam (2011) has put forth the notion of *Applied ELT* taking a fresh look at ELT, he maintains that ELT has already established its foundation and time is ripe for ELT to assume a more contributory role in bringing forth knowledge to other disciplines (Hosseini & Navari, 2012; Pishghadam, Zabihi, & Norouz Kermanshahi, 2012; Saryazdi & Raoof, 2012). In the same vein, Pishghadam and Zabihi (2012) have propounded the essential concept of *Life Syllabus* which highlights the significance of enhancing life qualities alongside with improving students' English language proficiency. A principal aspect of applied ELT is going beyond the ordinary linguistic syllabus which is normally employed in ELT and presenting a 'life syllabus' revolving around more important issues of life such as creativity, critical thinking, and anxiety (Baghaei & Motallebzadeh, 2012; Hosseini & Navari, 2012; Pishghadam & Ghahari, 2012; Pishghadam, Zabihi, & Ghadiri, 2012).

Anxiety as Byrne and Rosenman (1990), Stein (2004), Griffin, Tyrrell, and Winn (2007), and Thi Thu Trang (2012) have stated, is one of the most characteristic and powerful of all human emotions. The influence that this strong negative affect exerts over the lives of people cannot be overestimated. The decisions that individuals make, the ventures they undertake, and the actions they avoid are all, to some extent, determined by their motivations to avoid or diminish feelings of anxiety. The construct of anxiety has been defined as the feeling of uneasiness, tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system, a vague fear that is only indirectly associated with an object (Scovel, 1978; Spielberger, 1983).

A feeling of nervousness associated with language learning is termed as language anxiety (LA). Gardner and MacIntyre (1993) conceive of LA as an emotional reaction such as fear or apprehension, which is aroused when learner is expected to perform in a language class. MacIntyre and Gardner (1991) stated that the difference between "language anxiety and other forms of anxiety has been made for some time and is now being recognized as a key issue in the understanding of the role of anxiety in language learning" (p. 297).

Theoretical Framework

Applied ELT and Life Syllabus

As has been acknowledged time and time again, language learners bring with themselves cognitive and affective barriers (e.g., Oxford, Lavine, & Crookall, 1989). However, language learners may suffer from emotional problems that can be alleviated by teachers or textbooks through engaging learners in enjoyable activities in English language teaching (ELT) environment (Naditz, 2007; as cited in Hosseini & Navari, 2012). This issue has been a concern for humanistic psychologists who endorse the idea of individual empowerment and leading learners towards a more purposeful and meaningful life.

In a similar vein, Pishghadam (2011) has put forth the notion of applied ELT, asserting that ELT just like any other field of study entails two aspects of applied and theoretical. ELT practitioners and theorizers, however, have taken the applied aspect for granted while paying too much attention to the theoretical part.

Hosseini and Navari (2012) have suggested that in ELT classes more attention be given to emotionally problematic students and help them to overcome their emotional barriers such as depression. Pishghadam (2008) held that literary discussion in ELT classes can improve the critical thinking abilities of the learners. Khazaifar, Pishghadam, and Ziai (2011) showed that English language reading materials could be designed to enhance critical thinking abilities.

One of the most important aspects of applied ELT is its idiosyncratic syllabus, named *life syllabus*. This syllabus, unlike the current syllabuses, is more educationally oriented and revolves around significant issues of life such as emotional intelligence, critical thinking, motivation, anxiety and so on. The present article deals with anxiety.

Anxiety

Currently, focus has shifted from teacher-centered classrooms to learner-centered ones and increased attention is being given to language learners and their perspectives, motivations, beliefs about language learning, learning styles, learning strategies, and language anxieties. Regardless of method, we know that learners need to adopt attitudes and strategies that pay off in terms of low

anxiety, high motivation, and ultimately in the ability to convey information and communicate ideas and feelings (Young, 1991). One of the current challenges in second and foreign language teaching is to provide students with a learner-centered, low-anxiety classroom environment.

Anxiety as defined by Leary (1983, p. 15) is “a cognitive-affective syndrome that is characterized by physiological arousal and apprehension or dread regarding an impending, potentially negative outcome that the person believes he or she is unable to aver.” Anxiety has different aspects of facilitative vs. debilitating anxiety and state vs. trait anxiety, both of which have drawn attention of some researchers such as Baily (1983), Kleinmann (1977), Spielberger (1983), Mischel and Peck (1982), Endler (1980), MacIntyre (1991), and MacIntyre and Gardner (1991).

In a close overview of the literature on anxiety in language learning, six possible sources of language anxiety can be identified. Some are associated with the language learner, some with the teacher, and some with the instructional practice. From the analysis of the research results, language anxiety stems from: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor belief about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing (Baily, 1983; Gynan, 1989; Horwitz, Horwitz, & Cope, 1986; Young, 1991). As was already mentioned, numerous studies have been carried out delving into probable causes and effects of this construct. The measurement tools utilized in these studies have been the Hamilton Scale (Hamilton, 1959) and Beck Anxiety Scale (Steer & Beck, 1997) which are the first rating scales developed to measure the severity of anxiety symptoms, and are still widely used in both clinical and research settings. In the foreign language settings, however, Foreign Language Anxiety Scale developed by Horwitz (1986) is used which is a self-report measurement tool that assesses the degree of anxiety as evidenced by avoidance behaviors, negative performance expectancies as well as psycho-physiological symptoms.

However, to the researchers' best knowledge, no research has been carried out to provide insight into the role of textbooks in inducing anxiety. The present study sets out to construct and validate a textbook anxiety scale.

Purpose of the Study

Textbook plays an important role in ELT, particularly in the EFL classroom where it provides the primary (perhaps the only) form of linguistic input (Kim & Hall, 2002). The heavy reliance on a textbook in a foreign language classroom is a premier matter. The fact that the learners use the textbook and its supporting materials as their basic learning material proves the fundamental importance of textbooks. Nonetheless, textbooks have never been deemed as a means for alleviating learners' affective barriers, namely anxiety. Given the undeniable importance of anxiety in English language classes the present study purports to design and validate the anxiety scale for appraising English language learning textbooks.

Method

Participants

A community sample of 300 people participated in this study, comprising 59 males and 241 females aged between 14 and 64. All of the participants were English language learners attending different language institutes. The sample was collected from learners studying at elementary, lower intermediate, intermediate, and upper-intermediate levels in private language institutes in Mashhad, Iran.

The reason for selecting private language institutes for collecting data is that formal education in teaching English is not quite effective in Iran; therefore, a great number of people's preference for learning English is going to private language institutes since it is the most practical way of language learning. Unlike public schools which use governmental textbooks, private language institutes employ commercial EFL textbooks. While public schools have rather homogenous learners in terms of age and educational background, learners of private language institutes are of different ages and are from different educational backgrounds (Pishghadam, Baghaei, & Shayesteh, 2012).

Instruments

Following the taxonomies and guidelines proposed by Dörnyei (2010) and Presser et al. (2004) and two focused interviews with two groups of 15 EFL learners and applying the instructions provided by the experts in the field of

psychology and language teaching (Beck, Emery, & Greenberg, 2005; Krashen, 1988), the researchers drafted the questionnaire with 46 items under 7 dimensions in the 4 scale Likert type (See the Appendix). Dimensions were titled as comprehension threatening items, written production, variety, listening, vocabulary, and grammar. Consequently, to assure the content validity of the scale and remove the probable ambiguities of the items 3 EFL teachers and 12 learners were asked to read, think aloud, and suggest improvement for each item.

Based on their comments, we altered the wording of several items to maintain clarity. Finally, near the end of the term 300 EFL learners from several private language institutes in Mashhad, Iran, were asked to rate their EFL textbooks and fill out the present scale during class hours by prior arrangement with the teachers and administrators.

The Rasch rating scale model (Andrich, 1978) was adopted as the proper measurement procedure to analyze the data obtained from Likert-type response categories of this scale. In this way, the potential merits of this relatively new theory in comparison with classical test theory (CTT) are notably conspicuous. A major strength of the model is that it rejects the concept of raw scores and provides person and item estimates that are placed on an interval scale. More specifically, it predicts how persons with given underlying ability levels are expected to endorse each item. Further, it mainly focuses on individual items and persons rather than on group statistics (Conrad & Smith, 2004). Rasch model was used in the current paper to substantiate the psychometric properties of the anxiety scale for English language learning textbooks.

Procedures

The present study involved designing and administering a scale for evaluating textbooks in terms of the extent they induce anxiety from language learners. The scale was designed over the course of seven months, starting from November 2012 to June 2013.

The final version of the scale was piloted with a sample of 15 EFL learners evaluating three textbooks (Top Notch, Interchange, and Total English series were evaluated by four, six, and five respondents, respectively). All the respondents were females ranging from 15 to 29 years of age. Following this stage, the approved items were given to 300 EFL learners who were asked to specify their responses nearly at the end of their term. This was done in the presence of the researcher.

The entire dataset with 46 items and 300 persons was subjected to Rasch analysis to evaluate the fit of data to the model and assess the unidimensionality of the Anxiety Scale for English Language Learning Textbooks (AS-ELLT). To analyze the data Rasch rating scale model (Andrich, 1978), as applied in the software program WINSTEPS (Linacre, 2009), was utilized.

Results

The participants were rated on a four-point Likert scale on the 46 AS-ELLT items, with higher scores indicating higher textbook anxiety. The initial analysis of all 46 items yielded an item separation index of 3.67 with an item reliability of 0.93 (Table 1), and a person separation index of 3.42 with a person reliability of 0.92 (Table 2). The Root Mean Square Error (RMSE) for items is 0.07 and for persons is 0.22 which indicate quite precise measurement. The analysis revealed that several items did not fit with model expectations, which suggested that they might measure a construct that is different from other items or represent another dimension for the construct of textbook anxiety.

Table 1: Summary of 46 Measured Items

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	625.3	300.0	.00	.06	1.23	.8	1.11	.7
S.D.	67.8	.0	.28	.01	1.04	2.5	.38	2.5
MAX.	781.0	300.0	.66	.08	7.31	9.9	2.41	8.5
MIN.	487.0	300.0	-.40	.02	.37	-2.1	.76	-2.2
REAL RMSE	.07	TRUE SD	.27	SEPARATION	3.67	ITEM RELIABILITY .93		
MODEL RMSE	.06	TRUE SD	.27	SEPARATION	4.26	ITEM RELIABILITY .95		
S.E. OF ITEM MEAN= .04								

Table 2: Summary of 300 Measured Persons

	TOTAL SCORE	COUNT	MEASURE	MODEL ERROR	INFIT		OUTFIT	
					MNSQ	ZSTD	MNSQ	ZSTD
MEAN	95.9	46.0	-1.48	.18	1.04	-.2	1.10	-.1
S.D.	24.4	.0	.79	.08	.84	2.4	1.03	2.4
MAX.	186.0	46.0	-.33	.71	9.90	9.4	9.90	9.9
MIN.	48.0	46.0	-4.69	.03	.09	-9.5	.09	-9.3
REAL RMSE	.22	TRUE SD	.76	SEPARATION	3.42	PERSON RELIABILITY .92		
MODEL RMSE	.20	TRUE SD	.76	SEPARATION	3.87	PERSON RELIABILITY .94		
S.E. OF PERSON MEAN= .05								

Table 3 shows that four items slightly misfit the model following the criteria set by Wright and Linacre (1994) for rating scale data (infit MNSQ, 0.6 to 1.4). The misfitting items in descending order of infit MNSQ index are items 31, 29, 23, 27. The misfitting items are indicators of multidimensionality and must be deleted.

Table 3: Item Measures and Fit Statistics

ENTRY NUMBER	MEASURE	MODEL S.E.	INFIT MNSQ	ITEM
1	-.35	.04	.77	A1
2	.36	.07	1.01	A2
3	.17	.06	.79	A3
4	.17	.07	1.03	A4
5	.08	.07	1.24	A5
6	.66	.08	1.06	A6
7	-.39	.03	.70	A7
8	-.28	.06	.75	A8
9	-.13	.06	1.04	A9
10	-.40	.02	.75	A10
11	-.12	.06	.84	A11
12	-.31	.05	.71	A12
13	.06	.07	.94	A13
14	-.01	.07	.97	A14
15	-.22	.06	.85	A15
16	-.21	.06	.83	A16
17	-.09	.07	.97	A17
18	-.34	.04	1.03	A18
19	-.34	.04	1.16	A19
20	.04	.07	.82	A20
21	.10	.07	1.04	A21
22	.12	.07	.95	A22
23	.39	.07	1.59	A23
24	.59	.08	1.25	A24
25	.25	.07	1.00	A25

26	.20	.07	1.05	A26
27	.28	.07	1.45	A27
28	.04	.07	1.21	A28
29	.47	.07	2.84	A29
30	-.24	.06	1.12	A30
31	-.22	.06	7.31	A31
32	-.21	.06	1.03	A32
33	-.21	.06	.78	A33
34	-.20	.06	.91	A34
35	.45	.07	.96	A35
36	.10	.07	.99	A36
37	.05	.07	1.02	A37
38	.15	.07	.98	A38
39	.12	.07	.98	A39
40	.08	.07	.97	A40
41	-.10	.06	.78	A41
42	.35	.07	1.35	A42
43	-.24	.06	1.30	A43
44	.31	.07	1.14	A44
45	-.31	.05	.77	A45
46	-.32	.05	.76	A46
MEAN	.00	.06	1.23	
S.D.	.28	.01	1.04	

Figure 1 indicates that the items are clustered towards the center of the scale. Numbers on the right indicate items and # on the left indicates persons. Items and persons placed on top of the scale are more difficult and more competent, respectively. As one goes down the scale, items become easier and individuals become less able. As one can see, all the individuals and items are clustered towards the center of the scale demonstrating that the items were at the right level for the persons.

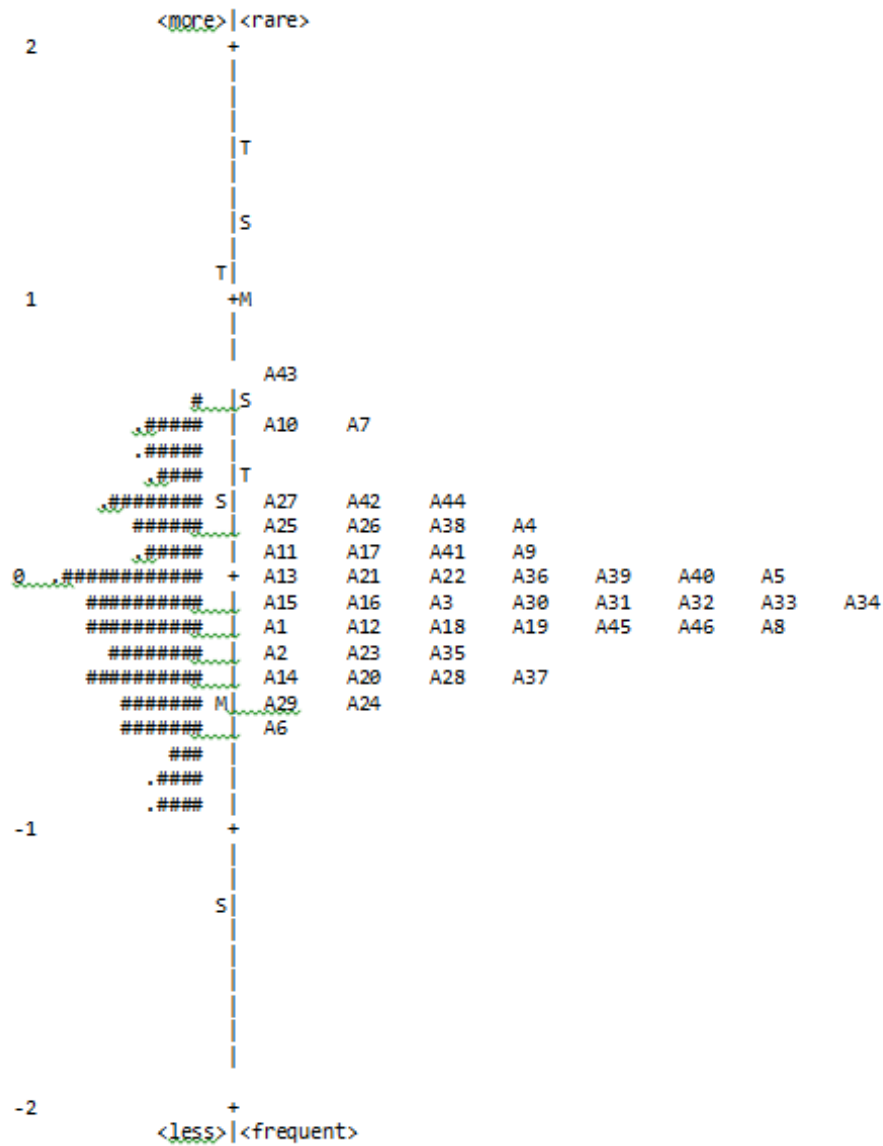


Figure 1: Person-Item Map

Rating scale statistics as shown in Table 3 reveal that overall the rating scale performs well. As stated before, the subjects were rated on a four-point rating scale. "Category-Label" shows the label or the name that is given to each

category and "Category Score" shows the numerical value which is given to each level of the category. "Observed Average" is the average ability measure of the persons who have been rated on each category. We expect observed averages to increase with category values, which do here. "Sample Expect" is the Rasch model expected average measures for the persons who have been rated on each category.

Table 4: Rating Scale Statistics

CATEGORY LABEL	OBSERVED COUNT	OBSERVED AVERAGE	INFIT MNSQ	OUTFIT MNSQ	STRUCTURE CALIBRATION	CATEGORY MEASURE
1	1101	-1.11	1.00	1.11	NONE	(-2.98)
2	1276	-.72	.91	.92	-2.81	-1.01
3	1851	.81	.91	.90	.94	1.99
4	2206	.92	1.18	1.20	2.47	(3.90)

"Infit MNSQ" and "Outfit MNSQ" are the average of the infit and outfit mean-squares of the responses in each category. The expected value for these statistics is one. Gross deviations from one for these indices indicate unexpected observations. As it is shown in Table 4, no category misfits.

Structure calibration or Rasch-Andrich thresholds are the points on the rating scale where the probability of being observed in either of two adjacent categories is equal. The first category has no prior category so there is no measure for that. Threshold estimates show how difficult it is to observe each category. We expect threshold estimates to increase with category values.

According to Linacre (2006) disorder in threshold estimates, i.e., thresholds which do not advance with category values indicate that the category is rarely endorsed and has a narrow interval on the variable and the definition of categories are problematic which is not the case here in Table 4.

Steps which are labeled as say, "never", "always and it's very annoying", "sometimes and it's annoying", and "sometimes but it's not annoying" should each define a different position on the construct of interest to be useful and meaningful. In fact, the raters or respondents should be able to distinguish the difference between these steps and easily associate different levels of the construct with each category. The number of categories should be small enough to be distinct and distinguishable for the respondent and raters and large enough to cover the entire range of the variable.

Threshold estimates show the distinctiveness of each step on a Likert scale. They also demonstrate the sufficiency of the number of categories. The thresholds should be in a moderate distance from each other (Bond & Fox, 2007). Threshold values which are too far from each other show that the respondents can distinguish other levels of the construct in between two categories and are forced to choose one because there is no other alternative. Suppose you ask your respondents to express their attitude towards some statements on a three point scale, labeled as "strongly agree", "no opinion", and "strongly disagree". Too far apart threshold estimates on such a scale shows that the researcher should increase the number of categories because the respondents are indeed capable of associating other levels of the construct on the rating scale. This will result in a more precise measurement of the construct (Pishghadam, Baghaei, Shams, & Shamsaei, 2011).

Linacre (1999) recommend that the distance between thresholds be at least 1.4 logits to demonstrate the distinctiveness of the steps and no more than 5 logits to avoid loss of information because of lack of enough easily distinguishable categories.

Discussion

As was mentioned earlier, the bedrock of applied ELT and life syllabus is the idea that language classes should give precedence to learners' life issues such as critical thinking, creativity, anxiety, and the like (Pishghadam, 2011). Taking a fresh look at different aspects of English language classes, applied ELT has stimulated studies that looked at different aspects of ELT classes such as learners' psychological traits (Hosseini, Pishghadam, & Navari, 2010; Pishghadam 2008), teacher education (Pishghadam, Zabihi, & Norouz Kermanshahi, 2012), testing (Pishghadam & Zabihi, 2011), and materials development (Pishghadam & Ghahari, 2012) from a different angle. Inspired by applied ELT paradigm, this study underscores the role textbooks can play in enhancing learners' psychological traits, namely anxiety.

Since textbook plays a critical role in ELT, specifically in the EFL classroom, where it provides the rudimentary type of linguistic input (Kim & Hall, 2002) it is a premier matter to investigate its diverse effects on learners such as the extent to which it can cause anxiety in learners and make use of this inevitable part of ELT classes to help learners to enhance their life qualities. To this end, a 46-item scale was designed. To design this scale, the researchers

went through a process of validation, Rasch model was employed to substantiate the construct validity of the scale.

The results of Rasch measurement revealed that except for four items, all other items satisfied the uni-dimensionality criterion, laid out by the Rasch model. These items in descending order of infit MNSQ values are: '*there are few exercises in grammar part*' (31), '*I have to study too many units in each term*' (29), '*book pages' design*' (23), '*there are too many subjects to be studied*' (27).

Functioning of the response categories was examined as well. According to psychometric evidence obtained, the 4-category structure (with 'never' scored 1 and 'most of the times and it is very annoying' scored 4) functioned effectively for the AS-ELLT, showing that the respondents could discriminate between the categories with no major problems.

Furthermore, the ability of the scale to discriminate among individuals at the two ends of the ability spectrum was investigated. Results indicated that both individuals and item difficulties were clustered towards the center of the spectrum, meaning that items' difficulty has been at the appropriate level for the individuals' ability. Moreover, the analysis manifested that item 6 (*answering speaking questions in groups*) has been the most difficult one, meaning that commonly it is not anxiety provoking among language learners, and only a few learners, probably those suffering from social anxiety or highly anxious students may experience anxiety due to answering speaking questions in groups. As Matsuda & Gobel (2001) have pointed out, oral classroom activities are the most anxiety-provoking activities, especially for foreign language students. Generally, highly anxious students tend to avoid activities that may entail negative evaluation of peers such as speaking in groups (Ehrman, 1996). Item 10 (*lack of familiarity with British or American accent*) has been the easiest item, which means it is the most anxiety inducing one, in other words, it is a collective experience to feel anxious as a result of not being familiar with different accents of British, Australian, etc. while doing listening tasks. Generally speaking, listening tasks are highly anxiety inducing if the discourse is incomprehensible (Elkhafafaifi, 2005; Young, 1992). Lack of familiarity with accents is one of the factors that can make discourse incomprehensible and consequently arouse anxiety among learners.

The results of this study can have some implications for both material developers who must be aware of the textbook features which are prone to

inducing anxiety in learners and for institutes' policy makers who are in the position of selecting a textbook for their students. Furthermore, since life syllabus is aimed at tackling the psychological barriers of learners and fostering their life qualities by dint of language learning, this study can help language learners and teachers become more wary of the other benefits of ELT classes besides learning the language, and the role it can play in improving these aspects of learners' lives.

As is the case for any research, this study has its own set of limitations. First, the predictive validity of the AS-ELLT has not been verified in this study. Future research needs to be done to investigate the relationship between the AS-ELLT and the performance of learners in institutes. Second, a replication of this study with a sample of wider ability range and heterogeneity could be very informative. Third, since there is no agreement upon what qualities of textbooks can lead towards learners' anxiety, further studies can be done to reconsider the content validity of the test. And finally, the present study did not take a cutoff score into account. Additional research can be done to determine a cutoff score for the AS-ELLT, identifying more anxious individuals from the less anxious ones.

References

- Andrich, D. (1978). A rating formulation for ordered response categories. *Psychometrika*, 43(4), 561-573.
- Baghaei, P. & Motallebzadeh, K. (2012). An appraisal of “establishing a life-language model of proficiency: A new challenge for language testers”. *Iranian Journal of Language Testing*, 2(2), 116-119.
- Baily, K. M. (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H. W. Seliger & M. H. Long (Eds.), *Classroom oriented research in second language acquisition* (pp. 67-102). Rowley, MA: Newbury House.
- Beck, A.T., Emery, G., & Greenberg, R.L. (2005). *Anxiety disorders and phobias: A cognitive perspective*. NY: Basic Books.
- Bond, T. G., & Fox, C. M. (2007). *Applying the Rasch model: Fundamental measurement in the human sciences*. Lawrence Erlbaum, London.
- Byrne, D.G., & Rosenman, R.H. (1990). *Anxiety and the heart*. NY: Hemisphere.
- Conrad, K.J., & Smith, E.V. (2004). International conference on objective measurement: Applications of Rasch analysis in health care. *Journal of Medical Care*, 42(1), 1-6.
- Dörnyei, Z. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). London: Routledge.
- Ehrman, M. (1996). An exploration of adult language learner motivation, self-efficacy, and anxiety. In R. Oxford (Ed.), *Language learning motivation: Pathways to the new century* (pp. 81-104). Honolulu: University of Hawaii Press.
- Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The Modern Language Journal*, 9, 206-220.
- Endler, N. S. (1980). Person-situation interaction and anxiety. In I. L. Kutashn (Ed.), *Handbook on stress and anxiety* (pp. 249-266). San Francisco, California: Jossey-Bass.
- Gardner, R. C., & MacIntyre, P. D. (1993). On the measurement of affective variables in second language learning. *Language learning*, 43(2), 157-194.
- Griffin, J., Tyrell, I., & Winn, D. (2007). *How to master anxiety*. Chelvington: Human Givens.
- Gynan, S. N. (1989). *Preferred learning practices of selected foreign language students*. American Association of Teachers of Spanish and Portuguese Annual Meeting, San Antonio.
- Hamilton, M. (1959). The assessment of anxiety states by rating. *Br J Med Psychol*, 32, 50-55.

- Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20, 559-64.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *Modern Language Journal*, 70, 125-32.
- Hosseini, A., & Navari, S. (2012). *Educational therapy: On the importance of second language communication on overcoming depression*. Proceedings of the 1st Conference on Language Learning and Teaching: An Interdisciplinary Approach (LLT-IA), Ferdowsi University of Mashhad, Iran.
- Hosseini, A., Pishghadam, R., & Navari, (2010). Tasire classhaye zaban dar afzayesh hooshe hayajani. *Language and Literature Studies*, 42, 1-11.
- Khaza'ifard, A., Pishghadam, R., & Ziai, S. (2011). Ahamiayte tafakore enteghadi dar khandan. *Farhangestan Letter*, 12, 19-37.
- Kim, D., & Hall, J. K. (2002). The role of an interactive book reading program in the development of second language pragmatic competence. *Modern Language Journal*, 86, 332-348.
- Kleinmann, H. (1977). Avoidance behavior in adult second language acquisition. *Language Learning*, 27, 93-107.
- Krashen, S. (1988). *Joining the literacy club*, Portsmouth, NH: Heinemann.
- Leary, M. R. (1983). Social anxiousness: The construct and its measurement. *Journal of Personality Assessment*, 47(1), 66-75.
- Linacre, J. M. (1999). Investigating rating scale category utility. *Journal of Outcome Measurement*, 3(2), 103-122.
- Linacre, J.M. (2009). WINSTEPS Rasch programme. Version 3.63.0.
- MacIntyre, P. D. (1991). Language anxiety: A review of the research for language teachers. In D. J. Young (Ed.), *Affect in foreign language and second language learning* (pp. 24-45). New York: McGraw Hill.
- MacIntyre, P. D., & Gardner, R. (1991). Methods and results in the study of anxiety and language learning: A review of literature. *Language Learning*, 41, 85-117.
- Matsuda, S., & Gobel, P. (2001). Quiet apprehension: Reading and classroom anxieties. *JALT Journal*, 23, 227-247.
- Mischel, W., & Peake, P. K. (1982). Beyond deja vu in the search for cross-situational consistency. *Psychological Review*, 89, 730-755.
- Oxford, R. L., Lavine, R. Z., & Crookall, D. (1989). Language learning strategies, the communicative approach and their classroom implications. *Foreign Language Annals*, 22(1), 29-39.
- Pishghadam, R. (2008). Afzayeshe tafakore enteghadi az tarighe mobahesye adabi. *Journal of Literature*, 48, 153-167.

- Pishghadam, R. (2011). Introducing applied ELT as a new approach in second/foreign language studies. *Iranian EFL Journal*, 7(2), 8-14.
- Pishghadam, R. (2012). Applied ELT as a panacea for linguistic imperialism. *Iranian EFL Journal*, 8(1), 35-52.
- Pishghadam, R., Baghaei, P., Shams, M. A., & Shamsaee, S. (2011). Construction and validation of a narrative intelligence scale with the Rasch rating scale model. *The International Journal of Educational and Psychological Assessment*, 8(1), 75-90.
- Pishghadam, R., Baghaei, P., & Shayesteh, S. (2012). Construction and validation of an English language teacher creativity scale (ELT-CS). *Journal of American Science*, 8, 497-508.
- Pishghadam, R., & Ghahari, S. (2012). Life-wise language learning textbooks: Construction and validation of an emotional abilities scale through Rasch modeling. *Issues in Language Teaching*, 1, 1-32.
- Pishghadam, R., & Zabihi, R. (2012). Establishing a life-language model of proficiency: A new challenge for language testers. *Iranian Journal of Language Testing*, 9, 93-108.
- Pishghadam, R., & Zabihi, R. (2012). Life syllabus: A new research agenda in English language teaching. *Perspectives*, 19(1), 23-27.
- Pishghadam, R., Zabihi, R., & Ghadiri, M. (2012). Opening up a new pathway to the future of ELT: Construction and validation of a scale for the measurement of L2 teachers' life-responsive language teaching perceptions. Proceedings of the 1st Conference on Language Learning and Teaching: An Interdisciplinary Approach (LLT-IA), Ferdowsi University of Mashhad, Iran.
- Pishghadam, R., Zabihi, R., & Norouz Kermanshahi, P. (2012). Educational language teaching: A new movement beyond reflective/critical teaching. *Life Science Journal*, 9, 892-899.
- Presser, S., Rothgeb, J.M., Couper, M.P., Lesser, J.T., Martin, E., Martin, J., & Singer, E. (Eds). (2004). *Methods for testing and evaluating survey questionnaires*. New Jersey: John Wiley & Sons.
- Saryazdi, N., & Raofi, R. (2012). *Applied ELT and "life syllabus": Masquerading under a false name or a new paradigm?* Proceedings of the 1st Conference on Language Learning and Teaching: An Interdisciplinary Approach (LLT-IA), Ferdowsi University of Mashhad, Iran.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28, 129-142.
- Spielberger, C. D. (1983). *Manual for the state-trait anxiety inventory (Form Y)*. Palo Alto, California: Consulting Psychologists Press.
- Steer, R. A., & Beck, A. T. (1997). Beck Anxiety Inventory. In C. P. Zalaquett & R. J. Wood (Eds.), *Evaluating stress: A book of resources* (pp. 23-40). Lanham, MD: Scarecrow Press.

- Stein, D.J. (2004). *Clinical manual of anxiety disorders*. London: American Psychiatric Publishing.
- Thi Thu Trang, T. (2012). A review of Horwitz, Horwitz and Cope's theory of foreign language anxiety and the challenges to the theory. *English Language Teaching*, 5(1), 69-75.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75(4), 426-437.
- Young, D. J. (1992). Language anxiety from the foreign language specialist's perspective: Interactive with Krashen, Omaggio Hadley, Terrell, and Rubin. *Foreign Language Annals*, 25, 157-172.
- Whitehead, A. N. (1929). *The aims of education and other essays*. NY: Macmillan.
- Wright, B.D., & Linacre, J.M. (1994). Reasonable meansquare fit values. *Rasch Measure Transactions*, 8(3), 370.

Appendix: AS-ELLT

سن جنس نام کتاب سطح.....
 مدتی که این سری کتاب را می خوانید
 زبان آموز محترم لطفا نظر خود را در مورد ویژگی هایی از کتابی که در حال حاضر به شما تدریس می شود که باعث اضطراب شما می شوند را با علامت ضربدر در زیر گزاره ای که احساس شما را بیان میکند مشخص کنید.

ردیف	هرگز	اکثروقتها وبه شدت آزاردهنده است	معمولاوبعضی اوقات خوشایند نیست	گاهی-ولی آزاردهنده نیست	به چه میزان مواردی که مرا مضطرب می کنند ...
۱					نداشتن اطلاعات کافی در مورد موضوع
۲					شخصی بودن سؤالات speaking
۳					واضح نبودن منظور سؤال speaking
۴					پاسخ دادن سؤالات به صورت انفرادی
۵					تخیلی بودن موقعیت هایی که برای پاسخ دادن به سؤال باید خودم را در آنها قرار بدهم
۶					پاسخ دادن سؤالات به صورت گروهی
۷					لغات ناآشنا در listening
۸					ندانستن موضوع listening
۹					جزیی بودن سؤالات listening
۱۰					آشنایی کم من با لهجه های مختلف (از قبیل British, American...) هنگام گوش دادن به listening
۱۱					نداشتن پیشینه قبلی درباره موضوع reading
۱۲					ندانستن لغات کلیدی متن reading
۱۳					طولانی بودن متن reading
۱۴					بی محتوا بودن متن reading
۱۵					پیچیده بودن جملات متن reading
۱۶					مبهم بودن متن reading
۱۷					استفاده از ساختارهای گرامری که هنوز نیاموخته ایم
۱۸					مفهوم نبودن سؤالی که بعد از reading باید پاسخ دهم.
۱۹					ندانستن تعداد زیادی از کلمات متن reading
۲۰					طولانی بودن جملات متن reading
۲۱					نداشتن تصاویر واضح و گویا
۲۲					نداشتن تصاویر کافی برای فهم بهتر reading
۲۳					طراحی صفحات این کتاب
۲۴					رنگ پشت زمینه متن ها

۲۵	قابل فهم نبودن صورت تمرینات این کتاب				
۲۶	خشک بودن مباحث کتاب				
۲۷	حجم زیاد مباحثی که در طول ترم باید بخوانم.				
۲۸	جالب نبودن موضوعات reading				
۲۹	فصل های زیادی باید در طول ترم بخوانم				
۳۰	کافی نبودن توضیحات کتاب در قسمت گرامر				
۳۱	تمرینات کم در قسمت گرامر				
۳۲	مثال های کم در قسمت گرامر				
۳۳	واضح نبودن توضیحات کتاب در بخش گرامر				
۳۴	نداشتن مثال به اندازه کافی				
۳۵	بی ربط بودن موضوعات در یک فصل				
۳۶	قابل فهم نبودن موضوع writing				
۳۷	داشتن یک انتخاب بعنوان موضوع writing				
۳۸	تخیلی بودن موضوع writing				
۳۹	استفاده کتاب از لغات ناآشنا در توضیحات نحوه ی نوشتن writing				
۴۰	کاربردی نبودن موضوع writing				
۴۱	کافی نبودن توضیحات کتاب				
۴۲	تعداد زیاد لغات در هر درس				
۴۳	عدم وجود تمرین کافی برای به جهت یادگیری لغات				
۴۴	تعداد زیاد لغاتی که در هر ترم باید یاد بگیرم				
۴۵	تأکید کم کتاب بر تلفظ لغات				
۴۶	ندادن اطلاعات کافی در مورد تلفظ صحیح جملات				