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ABSTRACT

A study tested the validity of a speaking apprehension questionnaire developed by Marshall that monitors the performance of secondary school teaching in oracy in the Netherlands. This questionnaire, intended for 11- to 16-year-old students, was administered to 86 secondary school students. The improved instrument, the Speaking Apprehension Measure (SAM) was then subjected to several validation tests. Nearly 500 15-year-olds at three secondary school levels were administered questionnaires on speaking apprehension, fear of failure, and writing apprehension. One hundred of these students were then randomly selected for oracy testing and administered the SAM, as well as fear of failure and writing attitudes measure tests. Students were then given a speaking task to determine oracy, for which performance was assessed based on content and usage. Results indicated that the instrument constructed for measuring speaking apprehension was internally consistent. Testing results indicated the validity of the instrument, which correlates moderately well with fear of failure and with concepts related to writing apprehension. Evidence was found for the supposition that speaking apprehension is situational. Findings support the validity of the SAM in the demonstration of a relation between speaking apprehension and speaking situations. (Figures, tables of data, references, and a sample questionnaire are appended.) (NKA)

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THE DEVELOPMENT AND VALIDATION OF THE SPEAKING APPREHENSION MEASURE.

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The development and validation of the speaking apprehension measure.

1. STRUCTURE OF THE SPEAKING APPREHENSION MEASURE

For purposes of monitoring the performance of secondary school teaching in oracy in the Netherlands, Marshall has developed and tested a speaking apprehension questionnaire (Van den Bergh et al., 1986). This speaking apprehension questionnaire is based on the work of Bergen (1981), who developed and tested a Situation-Specific Apprehension Test (S.S.A.T.). This test, developed for 11-16-year-olds, is administered to pupils in a number of situations which may occur in the classroom and about which they have to answer questions. The pupil indicates to what extent the statement applies to him.

For the speaking apprehension questionnaire a three-dimensional item matrix was constructed. The first dimension is the type of apprehension reaction: cognitive, affective or psychophysiological. The second consists of seven speaking situations which might occur in the classroom: reading aloud, discussing something in a small group, answering questions while remaining seated in the class, taking part in a class discussion, giving a talk to the class, answering questions at the blackboard, and expressing something by dramatic expression. The third dimension consisted of three time categories: reactions before, during and after the situation. Figure 1 shows the matrix. An item was formulated for each of the 63 cells (7 x 3 x 3).

The questionnaire was administered to eight third-forms that is, the pupils were aged about 15) at secondary schools of three different levels: lower vocational (LBO: 90 pupils), medium (MAVO: 58 pupils) and higher (HAVO/VWO: 53 pupils). After elimination of cases with particular answering tendencies and incomplete answers we analysed the data on 86 pupils. The homogeneity of the Apprehension component scales (7 items in each case) varied from .37 (psychophysiological

reactions after performing the task) to .78 (psychophysiological reactions before performing the task), with a mean of .66. It was sometimes possible to improve homogeneity considerably by item selection, but the preferred method was revision of the content. The situational scales (9 items in each) proved on average to be more homogeneous (.71), with a range of from .56 (Dramatic expression) to .84 (Participation in classroom discussion). On some scales these scores too could be improved by item selection, but again we preferred to revise items in order to leave the matrix intact.

2. PURPOSE OF THE STUDY

The improved instrument, the Speaking Apprehension Measure (S.A.M.), was subjected to a number of validation tests. To begin with, we looked at internal validity by analysing the homogeneity of the subscales. Second, we examined the extent to which the S.A.M. measures a specific apprehension, which cannot or cannot wholly be explained by a general feature, namely fear of failure. If speaking apprehension could be almost entirely accounted for by fear of failure there would be little point in postulating a concept of speaking apprehension. Finally we looked to see how far speaking apprehension correlates with speaking performance.

3. METHODS

3.1. Subjects

Something under 500 third-form pupils (aged about 15) at three broad levels of secondary school were administered questionnaires on speaking apprehension, fear of failure and writing apprehension. The pupils came from 9 different schools: five lower vocational, two medium, and two higher. In all, questionnaires were collected from 487 pupils — 203 from higher schools, 97 from medium schools and 187 from lower vocational schools.

From each of the 21 classes 4 or 5 pupils were selected at random for an oracy test. In all, the oracy of 100 pupils was tested alongside their apprehension scores.

3.2. Instruments

Speaking Apprehension

The Speaking Apprehension Measure was administered to all subjects. This instrument features 63 items, assessing subjects' apprehension in each of the seven communication contexts referred to earlier (see fig. 1). The qualities of the S.A.M. are part of this report.

Fear of Failure

All pupils were administered the PMT-K (Hermans, 1975). This questionnaire contains four subscales of which we used only those for positive (F+) and negative (F-) fear of failure. The F- subscale contains 15 items, chiefly oriented on the type of items used by Mandler and Sarason (1952) for test anxiety. The F+ subscale contains 17 items which fit in with Alpert and Haber's concept of facilitating anxiety (1960). Both scales were subjected to extensive validation and standardization testing. The homogeneity of both scales was found to be .85 (KR-20). The test-retest values (10 months) are .61 (F+) and .66 (F-). The intercorrelation between the two scales is reported as being -.61. On the present data the alpha-reliability for the F- scale was estimated to be .54. The F+ scale scores were not used.

Writing Attitudes

The Writing Attitudes Measure (W.A.M., Rijlaarsdam, 1986; Van den Berg et al., 1986) was administered to all pupils. This instrument contains three subscales. The first is a cognitive apprehension scale of 14 items designed to measure fear-of-not-being-able-to-write; this scale can be regarded as an indicator of Ease in Writing (the EW scale). The second consists of 8 items with which the subject's attitude-to-being-evaluated can be determined a sort of Reward-of-

Writing (RW) scale. The third scale contains 9 items which together measure the respondent's attitude-to-writing or Joy in Writing (JW). In other surveys these three scales have proved to be homogeneous (EW=.90, RW=.80, JW=.91). The intercorrelations spanned values from .27 to .40, with a mean of .34 (Rijlaarsdam, 1986). In the data collected for this study, alpha reliability was .87 (EW), .71 (RW) and .88 (JW). Intercorrelations varied from .48 (RW and JW) to .53 (EW and RW) with a mean of .51.

Speaking Performances

To determine oracy 100 pupils from the total sample were given a speaking task. This is a task developed for 15+ large-scale assessment by Van den Bergh (Van den Bergh et al., 1986), and consists of an explaining task in a dyadic situation. A pupil is presented with eight pictures, in random order, which he must arrange in the right order on the basis of a cassette recording of a story about how bricks are made. Any mistakes are corrected by the tester. The pupil then hears the story again, after which another pupil enters the room. The first pupil has to explain the production process to the second, using the pictures. The explanation is recorded on cassette.

Performance is assessed on the basis of content and usage. Usage is expressed in an overall rating taking account of vocabulary, tempo, articulation and so on. The content is determined by scoring 18 content elements. In previous research, the homogeneity of the content scale has proved to be .76 (KR-20). Interscorer reliability for content proved to be .90, interrater reliability on usage was .69 (Van den Bergh et al., 1986). In the present data these figures were about the same. The content scale was homogeneous (KR-20 = .81). Speaking performances were judged by two assistants working independently. The correlation between their content scores was .90. Usage was also intersubjectively reliable: .75 (Pearson correlation).

4. VALIDATION OF THE SPEAKING APPREHENSION MEASURE

4.1. Homogeneity

The first step in validation testing was to subject the revised instrument to an internal investigation. We had to find out whether the internal consistency of the scales had been improved by reformulating the items. To this end, cases with missing and random scores were removed from the data set. Calculations were carried out on the data from 447 pupils.

TABLE 1 HERE

It is clear from table 1 that all the scales of the Speaking Apprehension Measure are extremely homogeneous. The averages show that the more informal situation, a small group discussion and participation in a class discussion, were clearly felt to be less anxiety-provoking than the more formal situations such as giving a talk.

4.2. Construct validity, part I

An indication of construct validity can be obtained by investigating the relation between the S.A.M. and other instruments which measure comparable but different anxiety concepts, and between the S.A.M. and instruments that do not measure anxiety. To this end we studied the correlation matrix between the sum scores of various inventories: the S.A.M., the Fear of Failure Measure, the Ease in Writing Measure, the Reward of Writing Measure and the Joy in Writing Measure. The factor structure of the correlation matrix was examined using LISREL (Jöreskog, 1978). A model was tested in which correlations were permitted between Speaking Apprehension and Fear of Failure and Ease in Writing and Rewards of Writing, but not between Joy in Writing and Speaking Apprehension and Fear of Failure. This model is shown schematically in figure 2.

FIGURE 2

In this testing the factor loadings for Fear of Failure and the three Writing concepts were fixed on the root of the the respective reliabilities. Fit proved to be reasonable (chi-square = 27.99, df = 10, p = .002).

From the correlation between the latent features (table 2) and the factor loadings (table 3) we can conclude that there is support for the idea that with the S.A.M. we are measuring a concept that is related to fear of failure in general but which is nevertheless something separate (r = .61). The idea that speaking apprehension might have something to do with fear-of-not-being-able-to-write (Ease in Writing) and attitude-to-being-evaluated and attitude-to-being-exposed-to-others (Rewards of Writing), but that at the same time it is clearly different from these, is also supported by the correlation between Speaking Apprehension and the three Writing Measures. Enjoying writing does not correlate with speaking apprehension. This divergence and convergence lend support to the existence of something like speaking apprehension.

From very high factor loadings of the three psychological components — cognitive, affective and psychophysiological — on speaking apprehension we must conclude that, psychometrically speaking, it is pointless to distinguish these components from speaking apprehension. They can be regarded as parallel tests.

TABLE 2

TABLE 3

4.3. Construct validity, part 2

When constructing the S.A.M. we started from the premise that speaking apprehension and situation interact: that one situation gives rise to more apprehension than another. This assumption can be investigated by finding out how much

situation-specific variance there is. To discover this, we first of all tested a model in which the seven situations are regarded as indicators of a single latent speaking apprehension trait. This model proved not to be very good at predicting the correlation matrix (chi-square = 162.18, df = 14, p = .000). Two pairs of situations turned out to display common unexplained variance: reading to the class and answering questions while remaining seated in the class, on the one hand, and discussing something in a small group and taking part in a class discussion on the other. For these figures a correlated error term was entered twice (see figure 3).

FIGURE 3

This model turned out to fit (chi-square = 22.04, df = 12, p = .037). This meant that it was possible to calculate the factor loadings of the seven situations and the size of error terms (εij), a measure of situation specificity.

TABLE 4

From the confirmative factor analysis (table 4) it emerges that speaking apprehension is measured in all situations, and that they all, except Answering questions in front of the class, have a situation-specific component. These situation-specific components account on average for 12% of the variance, varying from 21% (small group discussion) to 1% (answering questions in front of the class).

4.4. Construct validity, part 3

Speaking apprehension ought to have an effect on speaking performance, and the effect ought to be greater than that of general fear of failure. To investigate this the speaking performances of 100 pupils who had also filled in the S.A.M.

and the Fear of Failure questionnaire were collected together and assessed on content and usage (see Method).

The effect of speaking apprehension and fear of failure on the speaking performance of pupils was tested in a LISREL model incorporating the speaking apprehension model from the previous analyses. The model is shown schematically in figure 4.

FIGURE 4

The model turned out to fit, predicting the original correlation matrix quite well (chi-square = 82.72, df = 47, p = .001). Tables 5 and 6 show the factor loadings, the intercorrelations between the factors and their respective measuring errors.

TABLE 5

TABLE 6

The following conclusions may be drawn from the data in tables 5 and 6. First, there is no relation between fear of failure and speaking performance: it must be remembered that 1.96 x the standard measuring error must be added to or subtracted from the correlation coefficients (-.29 for usage and -.22 for content). The estimate of the correlation between the latent scores varies between +0.4 and -.58. Because zero does fall within this range, we can say that there is no relation observed between fear of failure and speaking performance. Second, speaking apprehension explains, albeit only to a small extent, the quality of speaking performance. Speaking apprehension accounts for 6% of the score on Usage and 5% of the score for Content. These percentages can be classified as Medium effect, i.e. this is a relation that is observable with the naked eye (Cohen, 1977). These percentages agree with what has been found for the relation between scores on the Writing Attitudes Measure and Writing Performance (Rijlaarsdam, 1986).

5. SUMMARY

This study describes the construction of an instrument for measuring speaking apprehension in secondary school pupils. The instrument was shown to be internally consistent. From diverging and converging validation testing strong indications were obtained for the validity of the instrument. It turns out to correlate moderately well with fear of failure and with concepts related to writing apprehension such as fear-of-not-being-able-to-write and Rewards of Writing, but not with Joy of Writing. Evidence was found for the supposition that speaking apprehension interacts with the situation: it was found to be possible to demonstrate the existence of situation-specific variance. Important support for the validity of the Speaking Apprehension Measure was found in the demonstration of a relation between speaking apprehension and speaking situations.

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Figure 1: Item matrix for the construction of the Speaking Apprehension Measure

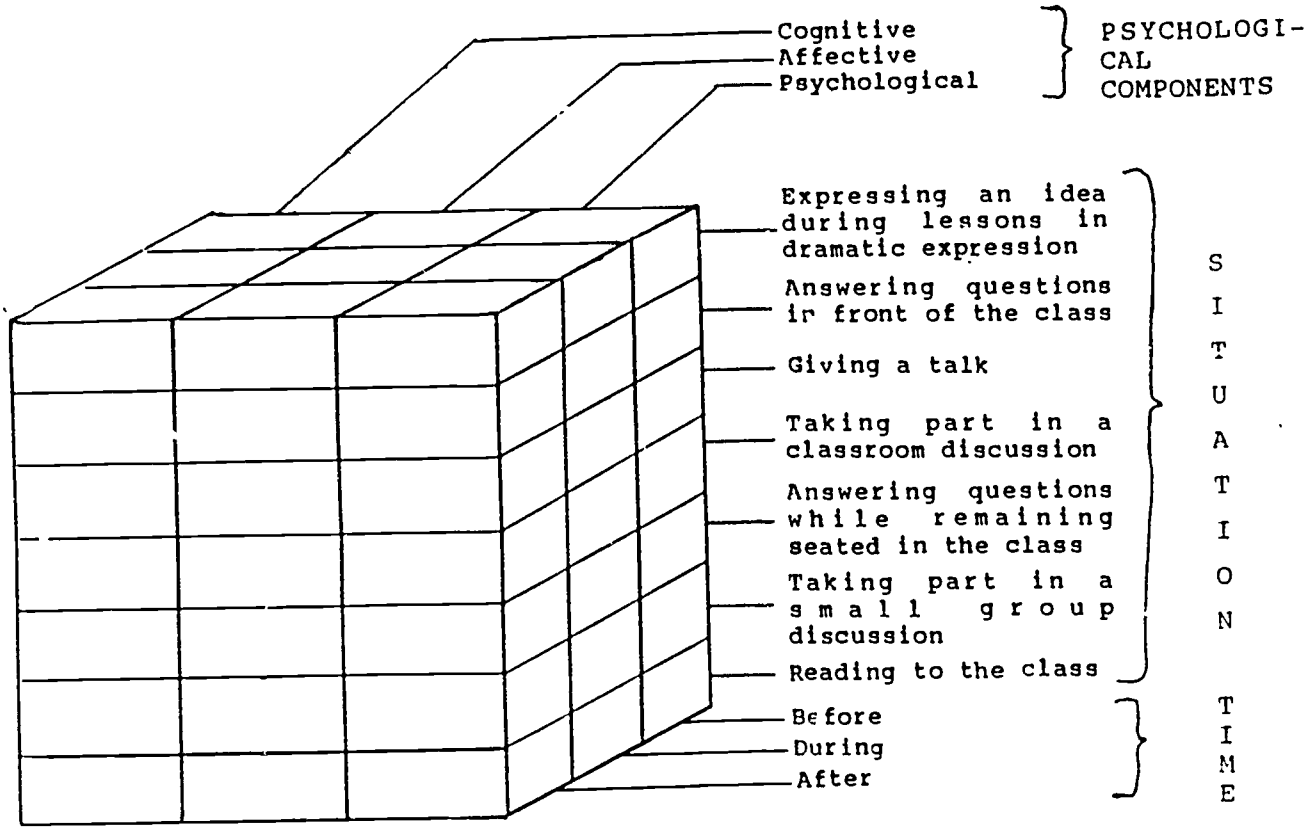


Figure 2: Schematic representation of a model with three indicators of speaking apprehension, one for fear of failure and three writing apprehension factors (SA = speaking apprehension, CC = cognitive component, AC = affective component, PC = psycho-physiological component, FA = fear of failure; EW = Fear-of-being-unable-to-write, Ease of Writing; JW = attitude to writing/ Joy in Writing, RW = attitude to being evaluated/ Rewards of Writing)

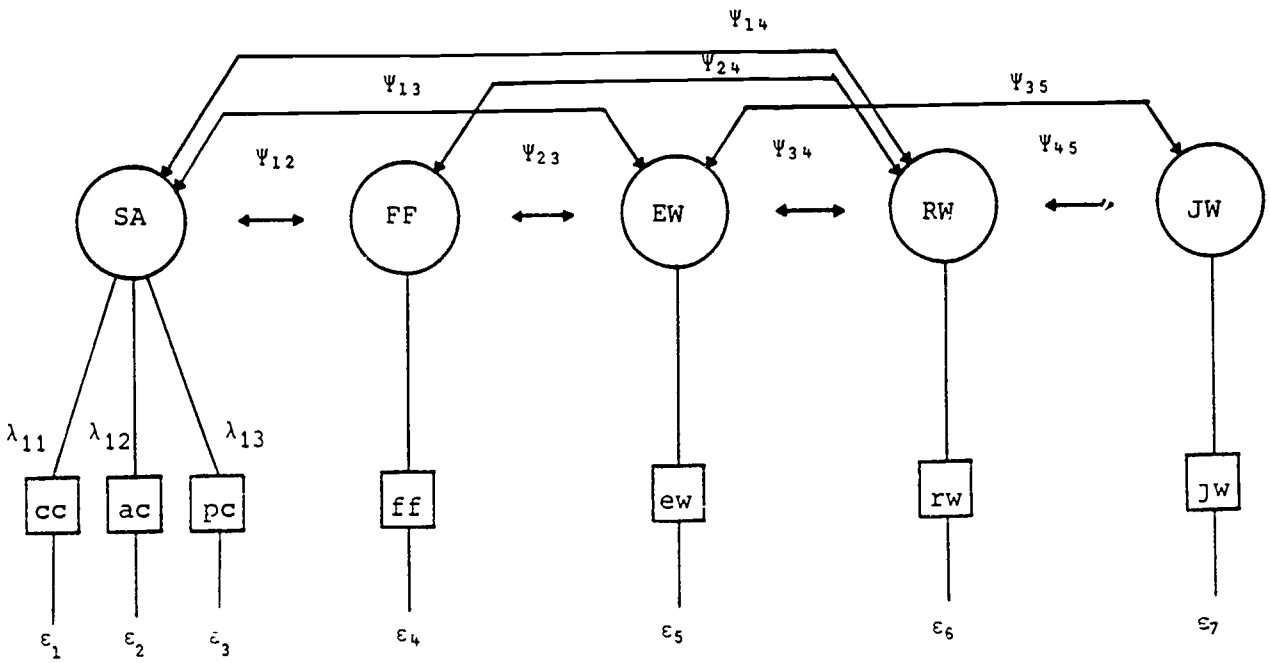


Figure 3: A model for the internal structure of the speaking apprehension questionnaire (SA = Speaking Apprehension, RC = reading to the class, DS = discussing in a small group, AI = answering questions while remaining seated in the class, PC = participating in a class discussion, DL = giving a talk, AF = answering questions in front of the class, DC = expressing an idea during lessons in dramatic expression).

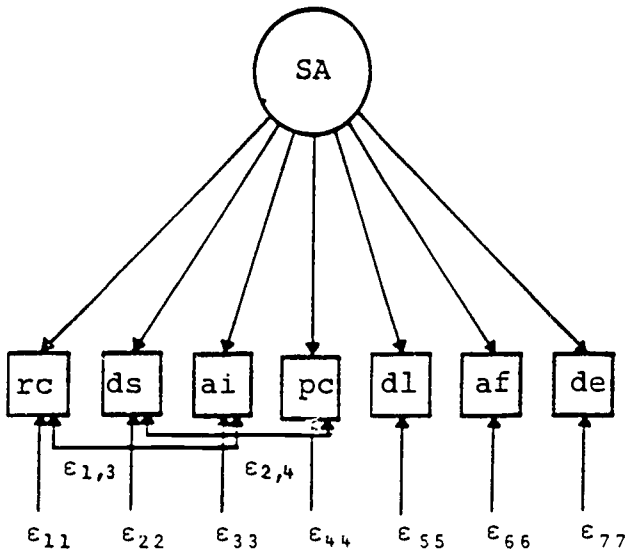
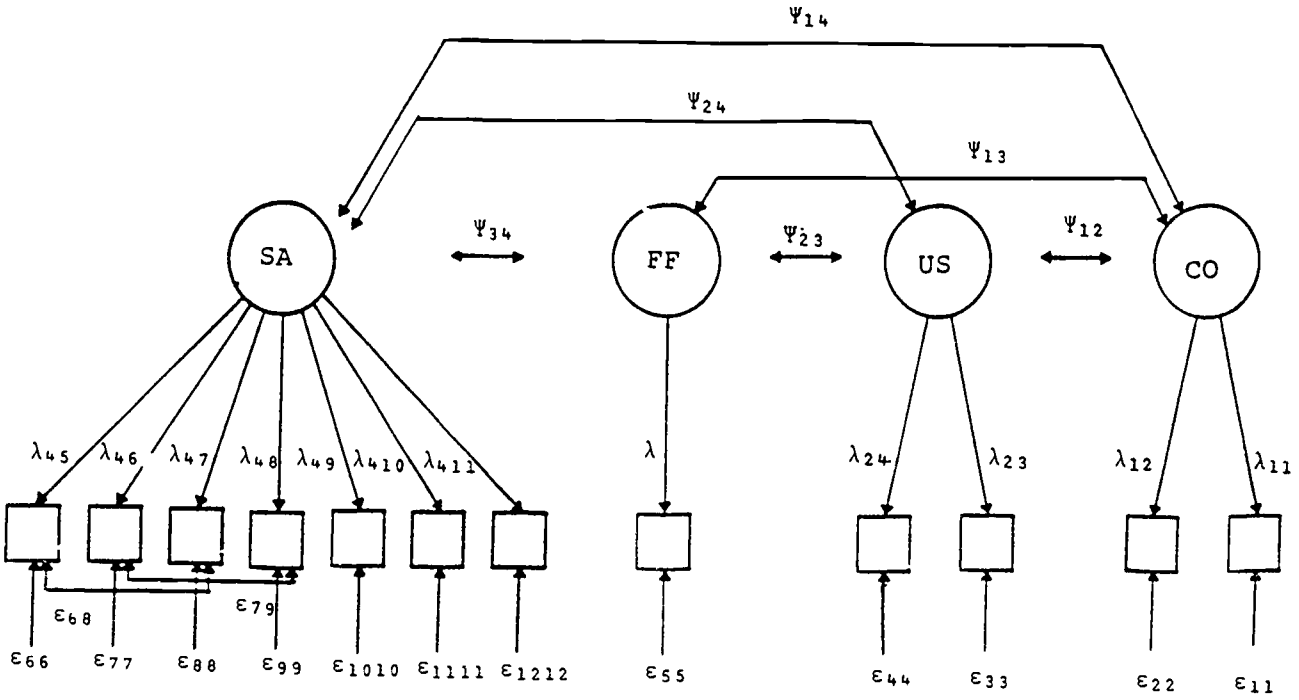


Figure 4: A schematic representation of the tested LISREL model for analysing the effect of speaking apprehension and fear of failure on speaking performance (CO = context of speaking performance, US = usage in the speaking performance, FF = fear of failure, SA = Speaking Apprehension)



Tabel 1: Overview of reliabilities (Cronbach's α/ the mean (x), standard deviation (S), number of items (i) and number of respondents (n) per questionnaire and subquestionnaire.

Questionnaire/ subquestionnaire	i	N	$\bar{x}$	s	α
Fear of Failure	14	371	4.00	1.68	.54
Speaking Apprehension	63	369	137.55	43.14	.98
Cognitive component	21	369	44.72	14.43	.94
Psychophysiological component	21	369	45.97	15.53	.94
Affective component	21	369	46.85	19.77	.93
Reading to the class	9	369	20.01	7.38	.89
Small group discussion	9	369	15.90	5.50	.86
Answering questions (seated)	9	369	20.31	7.34	.90
Class discussion	9	369	17.68	6.54	.89
Giving a talk	9	369	21.21	7.59	.89
Answering question (in front of class)	9	369	20.13	7.56	.91
Dramatic Expression	9	369	21.40	8.39	.92
Writing Attitudes	31	442	86.32	18.37	.90
Joy in Writing	9	442	29.06	8.46	.88
Rewards of Writing	8	442	26.06	8.46	.71
Ease of Writing	14	442	33.49	9.35	.87

Tabel 2: The factor loadings and standard measuring errors (in parentheses) for a fitting LISREL model for SA = Speaking Apprehension, (CC = cognitive component, AC = affective component, PC = psychophysiological component), Fear of Failure (FF) and three aspects of writing apprehension (EW = fear-of-not-being-able-to-write/ Ease of Writing, RW = attitude to being evaluated/ Rewards of Writing, and JW = attitude to writing/ Joy in writing.

Factor	SA	FF	EW	RW	JW
cc	.94 (.04)				
ac	.97 (.04)				
pc	.93 (.04)				
ff		.74 (-)*			
ew			.93 (-)*		
rw				.84 (-)*	
jw					.94 (-)*

* No standard error could be calculated for these factors because the factor loadings were fixed at the root of the respective reliabilities.

Tabel 3. The intercorrelations between the scores on the five factors distinguished (in parentheses, the various standard measuring errors).

Factor	SA	FF	EW	RW	
Speaking Apprehension (SA)	-				
Fear of Failure (FF)	.61 (.06)	-			
Ease of Writing (EW)	.53 (.05)	.49 (.07)	-		
Rewards of Writing (RW)	.43 (.05)	.20 (.06)	.53 (.06)	-	
Joy in Writing (JW)	-	-	.52 (.06)	.48 (.06)	-

Tabel 4. The factor loadings and degree of situation specificity of seven situation-specific subquestionnaires (in parentheses, the standard measuring error; ε = remaining, situation-specific, variance).

Factor	Speaking apprehension					
	λy	se	ε	se	ε	se
Reading to the class	.74	(.04	.45	(.03)		
Discussing in a small group	.74	(.04)	.46	(.03)	.11	(.02)
Answering questions in class	.87	(.04)	.24	(.02)	.20	(.02)
Participating in a class discussion	.81	(.04)	.34	(.03)		
Giving a talk	.86	(.04)	.26	(.02)		
Answering questions in front of the class	.94	(.04)	.12	(.02)		
Expressing an idea during dramatic expression	.76	(.04)	.42	(.03)		

Tabel 5. The factor loadings for the four factors distinguished: Content of speaking performance (CO), Usage in speaking performance (US), fear of failure (FF) and speaking apprehension (SA). In parentheses, the various measuring errors.

Factor	US	CO	FF	SA
Usage rater 1	.86 (.09)			
Usage rater 2	.87 (.09)			
Content rater 1		.95 (.08)		
Content rater 2		.95 (.08)		
Fear of Failure			.74 (-)*	
Reading to the class				.70 (.09)
Discussing in a small group				.83 (.04)
Answering questions, seated in the class				.85 (.08)
Participating in a class discussion				.84 (.08)
Giving a talk				.93 (.08)
Answering questions in front of the class				.83 (.09)
Expressing an idea during dramatic expression				.61 (.09)

*Fixed at the root of the reliability coefficient

Tabel 5. The intracorrelations between the four factors: Content of speaking performance (CO), Usage in speaking performance (US), Fear of Failure (FF) en Speaking Apprehension (SA). In parentheses, the respective measuring errors.

Factor	US	CO	FF
US	-		
CO	.89 (.04)	-	
FF	-.29 (.15)	-.22 (.14)	-
SA	-.24 (.11)	-.28 (.10)	.93 (.12)

name : ..... boy/girl

school : ..... section: .....

class : .....

date of birth : .....

READ THIS CAREFULLY

This questionnaire contains statements about all sorts of classroom situations that have to do with speaking. These situations are:

a. You have to read something aloud to the class.
b. You have to discuss something in a small group (about four pupils).
c. You have to explain something and/or answer questions while remaining seated at your desk.
d. You take part in a class discussion (in which everyone in the class can/must join).
e. You have to give a brief talk in front of the class.
f. You have to explain something at the blackboard (and answer questions in front of the class).
g. You have to express something through dramatic expression.

In each situation, imagine how you would feel or what you would do.
Indicate how far each statement applies to you, by marking one only of the five possible answers after each statement.

The possible answers are:

- Not at all: the statement doesn't apply to me at all (No, I disagree completely);
- Not or not much: the statement doesn't apply to me, or not much or often (No, I disagree, or agree only a little);
- Not sure: I can't make up my mind, it varies, perhaps the statement does, perhaps it doesn't apply to me (Yes? No? I don't know whether to agree or not);
- Yes, applies to me: (Yes, the statement applies to me; I agree with it);
- Yes, applies to me very much: (Yes, the statement certainly applies to me; I agree with it strongly).

A couple of examples:
Imagine you have to answer questions while remaining seated at your desk.
You then see the statement: 'I always hope the teacher will point to me.'
You have to indicate how much this statement applies to you.
If you disagree with it or only agree with it up to a point, the statement does not apply to you, or not much, so you fill in the circle under 'not/not much'.

	not at all	not/not much	not sure/ varies	yes, applies to me	yes, applies to me very much
I always hope the teacher will point at me.	o	●	o	o	o

But if you completely agree with the statement, if you think about things in exactly the same way, then the statement applies to you very much, and you should fill in the circle under 'yes, applies to me very much'.

	not at all	not/not much	not sure/ varies	yes, applies to me	yes, applies to me very much
I always hope the teacher will point at me.	o	o	o	o	●

Some statements look very similar, but if you read them carefully you will see that in fact they are all different. So fill in the whole list; don't skip any of the statements. Don't think too long before you fill in the circle: the important thing is your first reaction. This means that there are no 'right' or 'wrong' answers: we just want to know what you think.

If you make a mistake, just put a cross through the circle you filled in by mistake and then fill in the right one. Like this:

o o o o ●

this is wrong, so you correct it like this:

o o ● o ✗

a.
Imagine you have to read something aloud.
The statements below refer to that situation.
Indicate how far each statement applies to you.

	not at all	not/not much	not sure/ varies	yes, applies to me	yes, applies to me very much
1. If I have to read something aloud in class, I always think I'm going to make a mess of it.	O	O	O	O	O
2. I get very nervous even before I start reading aloud in class.	O	O	O	O	O
3. If the teacher calls my name to read aloud when I'm not expecting it, I suddenly feel hot.	O	O	O	O	O
4. When I am reading something aloud to the whole class, I often get a nasty feeling that I'm not doing very well.	O	O	O	O	O
5. I find it very unpleasant to have the whole class looking at me while I read aloud.	O	O	O	O	O
6. I often stumble over my words while reading aloud in class.	O	O	O	O	O
7. When I'm disappointed by my own reading aloud, I begin to wonder if I'll ever be able to do it.	O	O	O	O	O
8. I am hardly ever satisfied with my own performance after reading aloud in class.	O	O	O	O	O
9. I am always very relieved when my turn to read aloud is over.	O	O	O	O	O

b.
Imagine you have to discuss something in a small group (a group of about four pupils). The statements below refer to that situation. Indicate how far each statement applies to you.

	not at all	not/not much	not sure/ varies	yes, applies to me	yes, applies to me very much
10. When I see how easily other pupils take the floor in a group discussion I am often afraid I will never be able to do it as well as at.	o	o	o	o	o
11. If I know we've got to discuss something in a small group, I get nervous about it even before we start.	o	o	o	o	o
12. When I hear we've got to discuss something in groups I often start to panic.	o	o	o	o	o
13. If we're having a group discussion and the other pupils pay little attention to what I say, I am often afraid it's because they think I haven't got anything in particular to say.	o	o	o	o	o
14. I always find it very unpleasant to have the floor in a small group.	o	o	o	o	o
15. I can never put my thoughts into words when I have to say something in a group.	o	o	o	o	o
16. When I think I've made a bit of a mess of my part in a group discussion I begin to wonder if I'll ever be able to do it.	o	o	o	o	o
17. I am usually very dissatisfied when I think back on my own contribution to a group discussion.	o	o	o	o	o
18. I am often worked up after I have discussed something in a small group.	o	o	o	o	o

c.
Imagine you have to exlain something or answer questions while remaining seated at your desk. The statements below refer to that situation
Indicate how far each statement applies to you.

	not at all	not/not much	not sure/ varies	yes, applies to me	yes, applies to me very much
19. When I see how easily other pupils talk when it's their turn to answer questions I am often afraid I will never be able to do it as well as that.	o	o	o	o	o
20. I find it very unpleasant when it's my turn to answer questions.	o	o	o	o	o
21. I get a dreadful fright if the teacher calls my name to answer questions in class when I'm not expecting it.	o	o	o	o	o
22. During my turn to answer questions I often have the feeling that I'm not doing very well.	o	o	o	o	o
23. During my turn to explain something in class I find it very unpleasant having the whole class looking at me.	o	o	o	o	o
24. I can often feel my heart thumping during my turn to answer questions in class.	o	o	o	o	o
25. When my turn is over I wonder whether I can really do it at all.	o	o	o	o	o
26. When my turn is over I often wonder what my classmates think of me.	o	o	o	c	o
27. When my turn is over I often breathe a sigh of relief.	o	o	o	o	o

d.
Imagine you have to take part in a class discussion (a discussion in which the whole class can/must take part). The statements below refer to that situation.
Indicate how far each statement applies to you.

	not at all	not/not much	not sure/ varies	yes, applies to me	yes, applies to me very much
28. When I have to take part in a discussion I am always very afraid I will not be very good at it.	o	o	o	o	o
29. If I know I will have to say something during a classroom discussion I get very nervous beforehand.	o	o	o	o	o
30. If I want to say something during a discussion I first have to pluck up my courage.	o	o	o	o	o
31. When I am taking part in a discussion I often have the feeling I am not doing very well.	o	o	o	o	o
32. It makes me very upset when the other pupils laugh when I say something during a discussion.	o	o	o	o	o
33. If I open my mouth during a discussion I usually don't even hear what I am saying myself.	o	o	o	o	o
34. If I think I've made rather a mess of my part in a classroom discussion I begin to wonder whether I can really do it at all.	o	o	o	o	o
35. I am usually very dissatisfied when I think back on my contribution to a discussion.	o	o	o	o	o
36. I feel relieved after I have taken part in a discussion.	o	o	o	o	o

e.
Imagine you have give a talk in front cf the whole class.
The statements below refer to that situation.
Indicate how far each statement applies to you.

	not at all	not/not much	not sure/ varies	yes, applies to me	yes, applies to me very much
37. When I have to give a talk I get very worried about whether I can manage it.	o	o	o	o	o
38. Even before I start my talk I often wonder what my classmates think of me.	o	o	o	o	o
39. I always sleep very badly the night before I have to give a talk in class.	o	o	o	o	o
40. When I'm giving my talk I keep thinking I'm not doing very well.	o	o	o	o	o
41. When I'm in the middle of giving my talk I always find it very unpleasant that the whole class is looking at me.		o	o	o	o
42. If I have a piece of paper in my hands when I'm giving my talk my hands start shaking.	o	o	o	o	o
43. If I think I've made a bit of a mess of my talk I begin to wonder whether I can really do it at all.	o	o	o	o	o
44. When I've finished giving my talk I'm always disappointed at how it went.	o	o	o	o	o
45. I am always very relieved when I've given my talk.	o	o	o	o	o

f.
Imagine you have to explain something at the blackboard, you have to answer questions standing in front of the class. The statements below refer to that situation.
Indicate how far each statement applies to you.

	not at all	not/not much	not sure/ varies	yes, applies to me	yes, applies to me very much
46. As I walk to the front for my turn at the blackboard I'm already scared of not being able to get the words out.	o	o	o	o	o
47. I get terrified when I have to stand at the blackboard and explain something.	o	o	o	o	o
48. I get terribly agitated when the teacher calls my name to go to the blackboard.	o	o	o	o	o
49. During my turn in front of the blackboard I often have the feeling I'm not doing very well.	o	o	o	o	o
50. When I'm at the blackboard I always find it very unpleasant that the whole class is looking at me.	o	o	o	o	o
51. I can never get the words out when I'm standing at the blackboard in front of the class.	o	o	o	o	o
52. If I think I've made rather a mess of my turn at the blackboard I begin to wonder whether I can really do it at all.	o	o	o	o	o
53. When I've finished at the blackboard I often wonder what my classmates think of me.	o	o	o	o	o
54. It's only after I've had my turn at the blackboard in front of the class that I realize how tense I was.	o	o	o	o	o

g.
Imagine you have to express something through dramatic expression.
The statements below refer to that situation.
Indicate how far each statement applies to you.

	not at all	not/not much	not sure/ varies	yes, applies to me	yes, applies to me very much
55. Whenever I'm told to express something my first thought is: 'Oh no, I can't do it!'	o	o	o	o	o
56. If I have to express something by dramatic expression I get very nervous about it beforehand.	o	o	o	o	o
57. If the teacher calls my name to go in front of the class to express something by dramatic expression I get pretty nervous.	o	o	o	o	o
58. When I express something by dramatic expression I always have a feeling I am making a very bad job of it.	o	o	o	o	o
59. I find it very unpleasant that the whole class is watching me when I am expressing something by dramatic expression.	o	o	o	o	o
60. When I do a task set me in dramatic expression I feel funny inside.	o	o	o	o	o
61. When I have expressed something in dramatic expression I always wonder whether I can really do it.	o	o	o	o	o
62. When I have expressed something by dramatic expression I am seldom satisfied about the way I did it.	o	o	o	o	o
63. After I have expressed something by dramatic expression I shake like a leaf.	o	o	o	o	o

Indicate which situations you find the most unpleasant.
Put a 1 before the most unpleasant situation, a 2 before the next most unpleasant situation, and so on up to a 7 for the least unpleasant situation.
So 1 is very unpleasant, 7 is not unpleasant, and the rest are in between.

.... a. You have to read something aloud.

.... b. You have to discuss something in a small group (a group of about four pupils).

. .. c. You have to explain something, answer questions, while remaining seated at your desk.

.... d. You take part in a classroom discussion (a discussion in which the whole class must/can take part).

. .. e. You have to give a talk to the whole class.

.... f. You have to take a turn at the blackboard, answering questions while standing in front of the class.

.... g. You have to express something by dramatic expression.