



The Construct Validity of Task Anxiety

ABSTRACT

Anxiety is an important construct in task-based instruction. However, there has been no attempt to validate the construct of task anxiety. This study seeks to identify the nature of task anxiety by mapping its relationship with foreign language (FL) anxiety and trait anxiety and investigating its connections with task planning.

75 university ESL learners responded to the STAI and the FLCAS—measures of trait and FL anxiety, respectively. They were then divided into three groups and performed a narrative task under different conditions: pre-task planning, within-task planning, and no planning. After completing the task, the learners answered a questionnaire tapping various aspects of task anxiety. The questions concern overall perceptions of the task and the three components of speech production—conceptualization, formulation, and articulation.

The results showed that task anxiety was distinct from FL and trait anxiety. Further analysis revealed that (1) the non-planners experienced more conceptualization anxiety while the within-task planners showed more formulation anxiety, (2) the three groups showed similar levels of FL anxiety and trait anxiety, and (3) formulation anxiety, but not trait or FL anxiety, was significantly correlated with planning length in pre-task planning. These results provide empirical evidence for the construct validity of task anxiety.

ABOUT THE SPEAKER

Dr Shaofeng Li is an Associate Professor of Second and Foreign Language Education at Florida State University. Dr. Li's main research interests include language aptitude, working memory, form-focused instruction, task-based language teaching and learning, corrective feedback, and research methods (including meta-analysis). His research has primarily focused on the joint effects of learner-external (e.g. instruction) and learner-internal (e.g. cognitive aptitudes) factors on second language learning outcomes. His publications have appeared in *Annual Review of Applied Linguistics*, *Applied Linguistics*, *Applied Psycholinguistics*, *Language Teaching Research*, *Language Learning*, *Language Teaching*, *Modern Language Journal*, *Studies in Second Language Acquisition*, *System*, among others. He has been awarded a number of research grants, totaling more than \$400,000. Dr. Li has extensive teaching experience in various instructional and cultural settings. He has taught postgraduate and undergraduate courses in second language acquisition and language pedagogy such as *Theories of Second Language Teaching*, *Task-based Language Teaching*, *Learner Language*, *Second Language Classroom Research*, and *Instructed Second Language Learning*.



28 JAN 2021 (THURSDAY)

9:30 - 11:00AM

REGISTRATION:

[HTTPS://EDUHK.AU1.QUALTRICS.COM/JFE/FORM/SV_3U8Y7AFJDQQ8TXN](https://eduhk.au1.qualtrics.com/jfe/form/SV_3U8Y7AFJDQQ8TXN)

ALL ARE WELCOME