

Revised Selected Papers

Accademia Musicale Studio Musica
Michele Della Ventura, *editor*

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Accademia Musicale Studio Musica
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Editor

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Preface

This volume of proceedings from the conference provides an opportunity for readers to engage with a selection of refereed papers that were presented during the International Conference on New Music Concepts and Inspired Education. The reader will sample here reports of research on topics ranging from mathematical models in music to pattern recognition in music; symbolic music processing; music synthesis and transformation; learning and conceptual change; teaching strategies; e-learning and innovative learning. This book is meant to be a *textbook* that is suitable for courses at the advanced undergraduate and beginning master level. By mixing theory and practice, the book provides both profound technological knowledge as well as a comprehensive treatment of music processing applications.

The goals of the Conference are to foster international research collaborations in the fields of Music Studies and Education as well as to provide a forum to present current research results in the forms of technical sessions, round table discussions during the conference period in a relax and enjoyable atmosphere.

36 papers from 16 countries were received. All the submissions were reviewed on the basis of their significance, novelty, technical quality, and practical impact. After careful reviews by at least three experts in the relevant areas for each paper, 12 papers from 10 countries were accepted for presentation or poster display at the conference.

I want to take this opportunity to thank all participants who have worked hard to make this conference a success. Thanks are also due to the staff of “Studio Musica” for their help with producing the proceedings. I am also grateful to all members of Organizing Committee, Local Arrangement Committee and Program Committee as well as all participants who have worked hard to make this conference a success.

Finally I want to appreciate all authors for their excellent papers to this conference.

April 2019

Michele Della Ventura

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An Outline of Foreign Language Anxiety Research

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Abstract. The paper presents the most relevant concepts and theories of foreign language anxiety research from its beginnings in 1970s to present days.

Keywords. Anxiety, foreign language, research, outline.

1 Introduction

After the mid-20th century, researchers began realizing that the affective factors are equally relevant in learning as the cognitive factors. The early 1970s descriptive studies focused mostly on the definition of foreign language anxiety (FLA) and examined its nature, symptoms, causes and consequences, e.g., [1], [2]. Early correlational studies produced rather inconsistent results in determining the relationship between FLA and achievement in a foreign language – some studies found negative relationship between the anxiety and achievement; others found positive relationship, while others found no relationship at all.

2 Procedure for Paper Submission

[3] was the first who acknowledged such inconsistent results. [4]’s findings of positive, negative and insignificant correlations between FLA and foreign language achievement within one study were cited as an example of such inconsistency. [3]’s study *The Effect of Affect on Foreign Language Learning: A Review of the Anxiety Research* is recognized as a turning point in the study of FLA, which led to the need of more precious conceptualization of FLA and a step towards measuring instruments specificity.

Since 1980s when [5] hypothesized that the affective factors (anxiety, motivation and self-confidence) correlate with the success in foreign language learning, one of the most examined affective variables in the field of foreign language learning was foreign language anxiety. The pioneer in studying affective variables in foreign language learning – [6] – hypothesized that anxiety specific to foreign language learning is related to foreign language achievement. He introduced the *Attitude/Motivation Test Battery (AMTB)* to measure affective factors significant in foreign language learning such as motivation, attitude and anxiety.

[7] made a valuable contribution not only to the theory but also to the measurement of FLA by their milestone work *Foreign Language Classroom Anxiety*. They developed the

most frequently used and adopted self-report tool to measure FLA in a classroom setting – the *Foreign Language Classroom Anxiety Scale (FLCAS)*. The thirty-three item scale scored on a 5-point Likert scale ranging from “strongly agree” to “strongly disagree” has been already used in a large number of research projects in different foreign language contexts [8]. It has been found to have high internal reliability, test-retest reliability and construct validity [9], [10] and [11].

Several relevant instruments for general anxiety measurement had been developed before FLCAS, e.g., [12] self-report scale *The State-Trait Anxiety Inventory* to assess anxiety as a central construct in the theories of personality; [13] assessment of anxiety by the *Cognitive Interference Questionnaire* or [14] *Test Anxiety Inventory (TAI)*.

The structure of FLCAS was developed from foreign language students’ reports, clinical experience of the authors and a review of related instruments, e.g., *Personal Report of Communication Apprehension* [15]. [16]’s subsequent paper reported the reliability and validity of FLCAS and concluded non-significant relationship between FLA and communication apprehension, fear of negative evaluation, and trait anxiety.

The universal scale created by [7] was later adjusted by other researchers according to the language or cultural background where the research was conducted. As FLA has been studied mostly in classrooms where English was taught as a second/foreign language, the *English Learning Anxiety Scale (ELAS)* [17] has been created for learners of English as a second language and reported homogeneous results in anxiety level.

Firstly, the majority of research has been conducted in Western countries. Later on, more and more research results have been coming from Asian countries using modified scale versions. Moreover, in Saudi Arabia, the *Arabic Foreign Language Anxiety Questionnaire (AFLAQ)* [18] has been developed. To examine anxiety among non-native teachers the *Teacher Foreign Language Anxiety (TFLAS)* scale was developed [19]. Today, the web-based versions of evaluation scales are frequently used [20].

Besides FLCAS and its adaptations, FLA is frequently measured by behavioral tests, subjects’ self-reports, observations or by physiological tests. Physiological measures have long been used as a reliable quantifier of subjects’ emotional state but there is an enormous variation in psychological reactions and physiological responses among individuals. Tests of behavior, self-reports and observation are not as easily quantifiable, but they seem to be more precise in focusing on a specific affective construct [21]. Most studies use self-report because of its practicality and availability. Anyway, [22] concluded that the correlation between these measurements of FLA remains low.

Studies of FLA used mostly quantitative methods, applying correlational analysis where questionnaires and scales have been proved to be reliable instruments (e.g., FLCAS, TFLAS, and ELAS). From the qualitative methods, mostly interviews of anxious learners were performed. It seems the correlational studies only will not provide a valid and reliable answer and in-depth understanding of FLA complexity. The investigation thus should not be limited to either quantitative or qualitative methods. FLA as a complex human phenomenon needs to be explored in a holistic perspective and the solution seems to be the mixed methods research.

The studies on FLA have developed from the beginning descriptive studies to the experimental studies increased considerably in 1990s. They looked more at the causes and factors of FLA and its effect under various learning conditions and aspects of language

learning – skills and language levels (e.g., [23], [24], and [25]).

Most FLA research took place in the classroom setting in a non-English speaking environment. Nevertheless, [26] reminded that FLA could appear in not only a learning and classroom situation but also when using a foreign language in any other context. On the contrary, learning a foreign language outside the classroom can be even more stressful. Whatever a learner says in a foreign language is no longer excused as a part of the learning process but considered the learner's legitimate representation [27].

There are fewer studies examining studying foreign languages in a distance context. [28] claimed that distance learners apply metacognitive and affective learning strategies more than classroom learners in their need for self-direction. [29] compared FLA in face-to-face language learning settings and virtual distance setting as both having their pros and cons.

Moreover, [19] using the *Teacher Foreign Language Anxiety Scale (TFLAS)*, was the first researcher to propose that non-native teachers and student teachers may experience feelings of FLA as well. Nevertheless, the research on foreign language teachers and student teachers' feelings of anxiety remains very limited to this day. Teachers' FLA can have a number of undesirable effects on foreign language education [19]. As the number of non-native foreign language teachers increases by the year, it is clear that more research is desperately needed in this area.

Intensive research in the area of FLA made anxiety one of the most highly examined variables in psychology and education [8]. Most of them proved the debilitating effect on foreign language competence and performance [30]. Negative correlation between FLA and foreign language achievement has been well established in literature (e.g., [16], [31], [32], [10], [19], [33], [34], [35], [36], and [37]).

Researchers have mostly focused on the negative side of foreign language learning for a long time with FLA being one of the most studied topics. The current trend of positive psychology [38] interested in positive emotions in foreign language learning has been increasing only in recent years. Positive psychology is considered to have the potential to become a significant factor in foreign language learning as it moves toward activating learners' strengths and self-regulated learning [39]. Similarly as the new conceptual framework *EMPHATIC* developed by [40].

[41] introduced the concept of *Foreign Language Enjoyment (FLE)* and concluded that positive emotions (Foreign Language Enjoyment) and negative emotions (Foreign Language Anxiety) are related, though independent, but not opposite phenomena in foreign language learning. In line with this trend, the latest studies introduced and verified the effectiveness of various intervention strategies in foreign language learning. [42] as first created and applied the *Foreign Language Enjoyment Scale (FLES)* containing twenty-one items divided into two dimensions FLE-Social and FLE-Private evaluated in a five-point scale.

3 Conclusion

FLA has been a great concern in foreign language research over the last decades and triggered many intensive debates. Although the opinions on many issues are different, it

does not mean they exclude or reject each other [43]. On the contrary, the challenges play a vital role in the research of such a complex phenomenon as FLA is.

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This book presents a collection of selected papers that present the current variety of all aspect of music research, development and education, at a high level. The respective chapters address a diverse range of theoretical, empirical and practical aspects underpinning the music science and teaching and learning, as well as their pedagogical implications. The book meets the growing demand of practitioners, researchers, scientists, educators and students for a comprehensive introduction to key topics in these fields. The volume focuses on easy-to-understand examples and a guide to additional literature.

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