Speaking Anxiety: A Study of Jordanian EFL Learners

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Abstract---Speaking anxiety has the potential to retard the achievement and performance of English as a foreign language (EFL) learners. However, few studies have been conducted in Jordan to investigate this problem. This research was conducted to determine the level of EFL speaking anxiety in the Jordanian environment and whether these issues differ by gender. The sample was from Ajloun National University in Jordan where 112 students were given the foreign language speaking anxiety scale (FLSAS). A t-test was used to determine if there were significant differences between the male and female groups in the variables measured by FLSAS, and factor analysis using SPSS-21 was performed to uncover the underlying architecture and establish the connection between the variables measured. The findings showed that participants encountered moderate speaking anxiety levels with relative mean scores amongst the four factors. There were no discernible gender differences in FL-speaking anxiety variables. This study adds to the literature because it not only addresses FL-speaking anxiety in Jordanian EFL learners for the first time but also includes new connected components.

Keywords---anxiety factors, factor analyses, FL speaking anxiety, Jordanian EFL context, t-test.

Introduction

Due to the growing number of students attempting to learn English, the importance of the English language today encourages researchers and foreign language educators to develop innovative strategies for teaching English more effectively. Many EFL students, however, may feel strained or frustrated due to the difficulties and problems they face when learning English, which may eventually cause them stress and anxiety (Rozal et al., 2021). Several language acquisition elements addressed by language scholars are the cause of students' stress or despair (Duff, 2019). Language anxiety is described as "the feeling of

worry and dread particularly related to second language settings, including speaking, listening, and learning." The concept of foreign language anxiety entails the uniqueness of the language learning process as different interplays of self-perceptions, beliefs, attitudes, and behaviors connected with classroom language acquisition (Oteir, & Al-Otaibi, 2019). Language learning anxiety is linked to success and performance in a foreign language, because low levels of language anxiety lead to higher performance in the target language. Such worry may develop into a personality feature that hinders language learning and acquisition. Each student experiences anxiety to different extents in real life. Those who experience significant levels of anxiety frequently struggle with learning a language. However, for certain speakers of other languages, the results can also be accurate. Instead, individuals could be inspired or propelled by worry to study harder or try the learning activity again until they succeed (Resnik & Dewaele, 2020). Many elements influence learning a foreign language, but language anxiety is one of the biggest factors hindering language learning, performance, and success in English language classes. Linguistic anxiety is defined as a state in which a person's nervous system is stimulated to feel unpleasant, afraid, and worried (Al-Ahdal & Abduh, 2021; Getie, 2020).

Many individuals believe that anxiety in learning a new language results from prior experiences in related circumstances (Ali & Bin-Hady, 2019). The development of language instruction during the past six months is discussed in the following paragraphs. It appears that not many studies have focused on FL anxiety in Jordanian EFL situations. Therefore, the primary goal of this study was to identify foreign language anxiety among Jordanian EFL learners (Chen et al., 2021). Further, this study aims to determine whether gender plays a role in the experience of anxiety when among Jordanian university students speak in English.

Statement of the problem

English is significant in Jordan for university entry screening processes and as a foreign language course. Similar to other comparable nations that view the teaching of EFL as an educational and useful endeavour, Jordan has changed its approach to teaching EFL (Alhabahba et al., 2016). But still, the significance of English is only relevant for helping students pass school examinations and being considered for university admissions. EFL instruction in Jordanian schools is designed to prepare students for both in-college exams and the entrance exam for Jordanian universities, even though the relevant educational authorities in Jordan are aware of the importance of improving literacy in English for both domestic and international purposes (Al-Sawalha, 2016). As a result, they disregard other skills like speaking and instead focus on measuring students' writing and reading abilities.

This is because hearing in English has less direct application to students' everyday lives than other language skills, making it less important than those. In actuality, English usage among Jordanian students is confined to the classroom, with little to no exposure to the language beyond the classroom. Also, the vast majority of Jordanian students enter universities with varied levels of English competence, and they leave English Departments with roughly the same range of

diversity in English proficiency (Asassfeh et al., 2012). Throughout the 1980s, a great deal of research on EFL instruction in Jordan has shown that the majority of Jordanian EFL students struggled with language acquisition. In actuality, these studies have revealed a general deficiency in language proficiency among Jordanian EFL students, particularly in speaking and writing. To better understand the speaking issues, the current study will investigate the potential causes of Jordanian EFL students' poor speaking skills. Other Jordanian researchers (e.g., Al-Sawalha, 2016; Hmeidan, 2018) investigated some problems, however, they did not consider speaking anxiety which is a major obstruction for many L2 learners.

Although previous studies (Al-Sawalha, 2016; Asassfeh et al., 2012; Hmeidan, 2018) have examined the challenges associated with teaching English as a foreign language in Jordan, they have not specifically contextualized their research and findings in light of the Ministry of Education's vision and the necessity of examining the methodology as it is applied in classrooms to determine whether the two strands are complementary. This is significant because the techniques and approaches used in the classroom must be consistent with the government's stated goal of producing employable graduates with the necessary English language abilities. This vision has been outlined by the government's educational agencies.

Furthermore, several studies (Alhabahba et al., 2016; Huwari, 2019; Ibnian, 2017) have examined the difficulties Jordanian students have with the English language, but they have not explicitly looked into anxiety problems and how they affect speaking at these institutions. This study aims to look at speaking anxiety amongst learners at Ajloun National University in Jordan . Hence, this study tries to answer the following:

1. What are the levels of Jordanian EFL learners' speaking anxiety?
2. How do anxiety variables associated with EFL speaking vary between male and female students at Ajloun National University in Jordan?

Literature review

Zelaia (2022) defines the term "anxiety" and describes many forms of anxiety, including debilitating, facilitating, state, and trait anxiety. It also defines the phrase "situation-specific anxiety," a category that covers the issue examined in this paper: anxiety related to learning a foreign language. The study of Russell (2020) offered a helpful road map for implementing research- and evidence-based educational interventions designed to lower students' reported levels of language anxiety. The study indicated that language learners and their instructors undergo significant amount of general anxiety, and using methods and activities that help lower anxiety during online and remote learning could at least provide students some sense of comfort during frightening pandemic times (Russell, 2020). Furthermore, Charoensukmongkol (2019) wanted to ascertain whether a sample of Thai students' mindfulness level influenced how anxious they felt while participating in English as a Second Language (ESL) public speaking lessons and whether such an effect was related to the student's ability to speak English fluently during in-class presentations. Also, the study found that state

mindfulness, as opposed to trait mindfulness, had a stronger tendency to predict ESL public speaking anxiety.

Hu et al. (2022) aimed to find out if and how general anxiety will impact college students' motivation to participate in online learning to better understand how this may happen. In the current investigation, mindfulness- and acceptance-based treatments for anxiety and depression were discovered in randomized controlled trials. They specifically sought to summarize the indirect impact on anxiety and depression of the three possible mediators (Ma et al., 2021). The study examined the relationship between media exposure and anxiety variations across many media sources, as well as the mediating role of media and the moderating influence of geographic location. Numerous types of learners and university students experience anxiety often. As they encounter unfamiliar surroundings and individuals on campus, students at all educational levels face anxiety. Before looking at how these causes impact academic achievement, this study tries to pinpoint the reasons why college students experience learning anxiety (Chaudhry & Akbar, 2020).

To determine how Chinese EFL learners differ from FL learners across the world, the current study, Jiang and Dewaele (2019) looked at the FLE and FLCA of Chinese EFL learners. It turns out that the same patterns show up despite certain changes. Because they are different dimensions, FLE and FLCA have a negative correlation. Participants stated that FLE was greater than FLCA. The goal of Khotaba et al. (2019) was to analyze the speaking proficiency of EFL (English as a Foreign Language) students in Saudi Arabia. It intends to investigate how the speaking accomplishment of Saudi EFL learners is impacted by speaking anxiety in a foreign language as a psycholinguistic barrier. Tests of speaking proficiency and questionnaires were used to gather the study's data. Vural's (2019) objectives were to identify the participants' personalities, examine their degrees of anxiety while speaking a foreign language, and establish if students' personalities significantly predict their anxiety when speaking a foreign language.

Broche-Pérez et al. (2022) aimed to ascertain if gender, school location, and subject matter affected the level of L2 speaking anxiety among schoolteachers pursuing a master's degree at the International Islamic University Malaysia. Gustems-Carnicer et al. (2019) tried to determine the levels of stress that students encounter, the various causes of that stress, and the association between gender and stress levels among students.

Methods

Research design

The purpose of this study was to investigate the prevalence of English as a Foreign Language (EFL) speaking anxiety among Jordanian students. This study was conducted at Ajloun National University in Jordan. Quantitative research methodologies were used for this investigation.

Participants

As this study aimed to examine a normal sample, the researchers used a purposeful sampling technique known as "typical case sampling," whose results may be used for illustration and comparison with other normal or common samples but not for extrapolation to the whole population. A total of 116 questionnaires were sent to the entire population over one month. Sixty respondents were male, and 55 respondents were female. In all 112 questionnaires were returned. Table 1 presents a description of the dataset.

Table 1
Dataset description

Details	Male	Female	Total
Number of responses	60 (52.17%)	55 (47.82%)	115

Instrument

This study adapted the foreign language speaking anxiety scale (FLSAS) from foreign language classroom anxiety scale (FLCAS) developed by (Horwitz, 1983) . The scale was developed to assess students' feelings of classroom anxiety in FL. The questionnaire comprised 22 items; the students responded on a 5-point Likert scale, with a range from Strongly agree to Strongly disagree. Speaking ability is the primary focus of all 22 FLSAS components. Each issue requires students to choose one response, and their selections are then assigned a number value.

Data analysis

Descriptive analysis in SPSS (Version 21) was utilized to construct the overarching statistical portrayal of the variables in this investigation. The study's variables were divided into categories: Fear of being judged, lack of preparation, shyness, anxiety regarding public speaking, and the common fear of speaking in class. Means and standard deviations were computed.

Reliability

Reliability is one of the indications of the accuracy of a measurement and is described as the consistency and reliability of utilized equipment. Internal consistency was employed in the current research to gauge the degree to which the items were correlated with one another. Cronbach's alpha coefficients, which show the average correlation between all the components of the scale, are the most used method for assessing internal consistency. Coefficient alpha has a value between 0 and 1, where 0 denotes total consistency and 1 denotes no consistency. The coefficient alphas may have a wide range of values, hence the values should be interpreted using the following cutoff: Scales with coefficient alpha values in the range of 0.80 to 0.95 are regarded as having very high reliability, those with values in the range of 0.60 to 0.70 are considered to be possessing moderate reliability, while scales with values below 0.60 exhibits poor

dependability. Although a Cronbach's alpha value of 0.70 is frequently thought of as good, an alpha value of 0.6 is often regarded as adequate and acceptable in exploratory investigations. Table 2 below displays the findings of Cronbach's alpha coefficients for this inquiry.

Table 2
Outcome of Cronbach's alpha

Factors	Cronbach's alpha
Lack of preparation	0.880
Common fear of speaking in class.	0.8511
Fear of being judged	0.875
Shyness and anxiety regarding public speaking	0.665

Results

RQ1: What are the levels of Jordanian EFL learners' speaking anxiety?

Table 3 presents students' score in the anxiety factors. They score between (2.7 into 2.8). In the common fear of speaking in class and shyness, students scored (M=2.879, Std= 0.665) and anxiety regarding public speaking, students scored (M=2.879, Std= 0. 85015) whereas in lack of preparation, they scored (M=2.745, Std=.86696). Finally, they score in fear of being judged (M=2.750, Std=.86700).

Table 3
Students' score of the FL speaking factors

Factors	Items retained	Items deleted	Mean	SD
Lack of preparation	0	4	2.745	.86696
Common fear of speaking in class.	0	4	2.879	0.665
Fear of being judged	0	9	2.750	.86700
Shyness and anxiety regarding public speaking	0	4	2.879	.85015

Third-round EFA analysis of the remaining 16 items in Table 4 below yielded a unit factor model. Eight items were classified as "Factor 1," including numbers 4, 5, 13, 15, 17, 18, 19, and 20 and given the label "Fear of being judged" as a result of the EFA. Three items—numbered 1, 9, and 10—were given the "Factor 2" designation and the description " lack of preparation" Two elements, entitled " shy and anxiety regarding public speaking" were included under "factor 3" (3 & 16). There were 3 further comments, all of which were grouped together as "Factor 4" and "common fear of speaking in class". Table 4 below shows that these items had values greater than the cutoff of 0.5.

Table 4
Representation of Rotated Component Matrix for remaining items

Item Description	Factor 4	Factor 3	Factor 2	Factor 1
Item1: When I speak in the oral class, I never feel completely confident in myself.			.617	
Item3: When I am called upon in the oral class, I quake with fear.		.783		
Item4: That scares me when I don't grasp what the instructor is speaking in the oral course				.676
Item5: I wouldn't mind attending additional English oral sessions each week.				.734
Item9: When I have to speak in English class without any prior preparation, I get nervous.			.698	
Item10: I feel embarrassed to provide out responses in my oral class.			.820	
Item11: I often become so anxious in the oral class that I forget information I already know.	.684			
Item13: I have no concern about making errors in the oral class.				.698
Item14: In the oral class, I am comfortable expressing myself.	.662			
Item15: I am concerned my English instructor is prepared to correct any mistake I make when speaking				.727
Item16When I know I'm about to be called on in oral class, my heart starts racing.				.830
Item17: I've always believed that my other students speak English more fluently than I do.				.620
Item18: When I speak in front of other students, I am really self-conscious.				.670
Item19: I'm concerned that when I speak in English, the other students will make fun of me.				.528
Item20: When I have to speak English in an oral class, I become anxious and confused.				.562
Item21: The oral class is the only one where I feel consistently anxious and uncomfortable.	.815			

Positive item (PI) scores were assigned a stronger weight for strong disagreement than for strong agreement when calculating total scores using scales that comprise items with opposing wording (like Item 13). As a result, agreement with the other kind of item will be graded differently than disagreement with the original item type (negative items) (PI). Such a scoring method is based on the idea that people who strongly disagree with something on one end of a continuum will frequently agree with something on the other. As a consequence, correlations between items that are phrased differently and similarly should have a comparable significance. Things that are expressed differently should correlate around -.40 if similarly phrased things correlate around.

RQ2: How do anxiety variables associated with EFL speaking vary between male and female students at Ajloun National University in Jordan?

According to certain writings, gender is a key factor in the fear of speaking a foreign language. Consequently, the purpose of this study is to investigate how gender affects Jordanian English learners' anxiety when speaking a different language. The independent samples T-test is the most effective for examining differences between unrelated demographic groups. By contrasting the means on the same near-constant basis, secondary and primary data characteristics are examined.

According to the rule, unequal variance is presumed if Laverne's Test, which measures variance uniformity, is more than or equal to.05. If the outcome is less than.05 the researcher might move on to the second T-test. This shows that the scores in the first situation differ significantly from the other criterion. Table 5 indicates the gender difference.

Table 5
Description of gender difference

Factor	N	Gender	SD	M	Sig. (2-tailed)	Sig. Laverne's Test
Lack of preparation	55 60	Female Male	.99650 .86917	3.1050 2.7360	.070	.227
Common fear of speaking in class.	55 60	Female Male	.90055 .79220	2.7580 2.9890	.82	.87
Fear of being judged	55 60	Female Male	.88513 .85550	2.7000 2.7855	.457	.770
Shy and anxiety regarding public speaking	55 60	Female Male	2.7511 .90400	1.16590 1.16860	.004	.077

Second, if the significance of the second T-test is less than.05. It may be concluded that the two variables are significantly different. This shows that the means vary. The original data is adopted and it may be said that there is no significant difference between the two circumstances if the t-test value is equal to or larger than.05. In this scenario, this means the difference is assigned to chance rather than probable to the modification of an explanatory variable.

Assessing the variance of the two groups, which falls under Laverne's Test for Equal variances, is the first step in interpreting t-test results. Laverne's test results are all larger than .05, as given in the table above, suggesting that there are no make considerable differences and that there are no statistically significant differences between the two circumstances. Except for the shyness and anxiety about public speaking factors, the differences between the two groups (male and female) are similar. The significant value in all situations, both shyness, and anxiety about speaking in public, is more than .05, indicating that the variations in this research are not statistically meaningful. As a consequence, for this

component, the t-test result and significant value in the two tails must be taken into account.

As shyness and anxiety regarding speaking in public had lower standard deviations than other components, as was mentioned in the previous section, their tiny significant value in this study may be due to chance. The findings of this study thus confirm the null hypothesis, according to which there are no appreciable variations in speaking anxiety related to a foreign language amongst Jordanian students according to their gender.

The outcomes of this research appear to be novel and do not concur with those found in the relevant literature. Research showed that students' interlanguage system framework caused female students to be more anxious than male pupils. Further, female students were more vulnerable to FL anxiety-inducing context variables at higher levels of language acquisition. As a result, this study is the first to include freshmen and to find a connection between gender and EFL communication apprehension.

Discussion

In this study, students' speaking anxiety was measured according to the four classroom-based factors—fear of negative evaluation, lack of preparation, fear of being in public and shyness, and general speaking class anxiety in their contribution to FL speaking anxiety. The study found that the Jordanian EFL students complained of moderate level of anxiety according to the four factor scales. This finding is in line with Abdullah and Abdul Rahman (2010), and Çağatay, S. (2015) who found moderate anxiety level of UTM students. The first and most significant reason was the worry of receiving poor feedback. Speaking in a foreign language is perceived as a dangerous circumstance by students who are afraid of receiving poor grades rather than as an opportunity to improve their communication skills. While speaking English in front of others, they experience extreme self-consciousness. In this study, students experienced anxiety and shyness, poor confidence, and as a result, they avoid participating in oral presentations out of concern that their classmates would judge and make fun of them. They dread making errors and receiving criticism from their peers. The major causes of English speaking anxiety are thought to be learners' views of their low skill relative to their classmates and their dread of making errors. The findings of this study support the hypothesis that speaking anxiety among Jordanian EFL learners is strongly influenced by fear of receiving a poor assessment.

Lack of competence is the second key element identified in this study. This causes students anxiety, which negatively affects their performance. Grammar, sentence structure, vocabulary, and stock phrases are the main things that FL learners focus on remembering, but they struggle to use the language in normal conversations. Some students blame their poor vocabulary or lack of preparation in speaking on certain topics for their lack of class participation. Speaking anxiety as a result of being unprepared can be explained by two factors: poor language skills, and inability to respond to improvisational queries.

It was shown that learners' degree of speaking anxiety was caused by two factors: lack of word recognition and poor verbal ability. Inaccuracies in the speech were also identified as a factor in learners' fear of speaking in the target tongue. Low-level language learners suffer speaking anxiety as a result of poor grammatical structures for their poor command of the target language.

Anxiety about speaking In public and Shyness is the third significant variables taken into account in this study. Algerian and Iranian EFL learners appear to be impacted by this effect while speaking English among foreign students in Malaysia. Also, participants in this study admitted to shaking when called upon during the oral session. Even when they were familiar with the subject, they described suffering anxiety before speaking or participating in any speaking activity; they would have confusion and disturbance. This may be the result of several factors, such as poor self-esteem or social anxiety. The findings of this study appear to be consistent with previous empirical investigations. Research done in an Arab EFL environment in Algeria also found that learners' speaking anxiety is exacerbated by poor self-esteem.

The students in this study appeared to have low self-esteem regarding their speaking abilities, which had a detrimental impact on their performance. They were also hesitant to speak in front of the class because of this. This has been referred to in various research under many terms, including "performing in front of people," "situational spaces," and "presentations in the classroom." These findings appear to support the notion that shyness and fear of public speaking are contributing factors to speaking anxiety in FL students. Learners think that because they are still inexperienced and unable to speak effectively, it is best to wait until the end of class to ask the lecturer a concern in confidence away from the classroom. Anxiety in the public speaking class was the fourth key element that was taken into account in this study. It describes anxiety as a persistent feeling of dread during class. While in class or circumstances requiring the FL, this fear seems to fluctuate. The participants in this study appeared uncertain or uneasy when taking FL oral classes. Also, they claimed that during oral classes, they would forget what they already knew and would think of topics unrelated to the lesson. This may occur for several reasons, including self-perceived English-speaking proficiency; a negative outlook; and prior educational experiences.

The study asserts that one of the elements behind students' high degree of language anxiety is their perception of their own English speaking skills. According to several participants in this study, they learned English not because they enjoyed it but rather to satisfy market demands or to please their families. Several students said that they hated English because they were annoyed by their inability to grasp it in class. The study also found that no significant difference was figured out between the level of anxiety among genders in all the four FLSA factors. This finding shows the trust level that Jordanian female learners reached in learning at different institutions. This finding is convergent with Çağatay (2015) who found that Turkish female learners encountered higher anxiety level than male learners.

Conclusion

The findings in this study indicate that EFL respondents from Jordan tend to experience mild anxiety. Given that it helps to distinguish FL-speaking trepidation due to general factor analyses of FL speaking anxiety in the classroom, it may provide a fuller picture of FL classroom anxiety. These results show how common FL speaking anxiety is in the context of Jordanian undergraduates. To help students who struggle with speaking anxiety, EFL teachers and instructors should be empathetic toward their situation and patient with them, as well as attempt to put suitable measures in place to support them.

Implications

The interference retrieval model and skill deficiency model are two accepted models of anxiety in the literature. Classroom climate may be affected by this staging of fear. Participants in this study demonstrated several anxiety-related variables linked to the two models. There are two categories of worried language learners: those with low proficiency, and those with moderate or high proficiency. Individuals who speak the target language poorly must improve their skills to meet the demands of communication in the target language, whereas those who can speak the target language adequately need more laid-back and encouraging techniques to improve their skills. However, rather than seeing FL-speaking exercises as an opportunity to improve oral performance, both types of nervous learners appear to view them as evaluation opportunities. They worry that they will misunderstand language structures or infer the wrong meaning because they do not want to make a mistake or look dumb.

By analyzing the opinions of students, this study pinpointed the causes of speaking anxiety in a group of EFL learners in Jordan. Several recommendations have been made to address this anxiety and promote language learning in a welcoming atmosphere. It is anticipated that future research examining various facets of the EFL teaching and learning environment in a more comprehensive approach may provide better insights into the reasons for EFL speaking anxiety and more practical solutions for handling students who experience severe fear.

EFL students' speech fear must be reduced by their EFL instructors. According to project-based learning, indirect rather than direct correction, and the establishment of a learning community can all benefit nervous students who worry about being negatively evaluated in a foreign language-learning environment. Instructors can plan group activities or serve as mentors for students who want additional assistance. Many students prefer to communicate in small groups because they may seek assistance from their peers and relate to others with similar issues learning the target language. As a result, group work may be a good option, particularly for more difficult speaking exercises or themes, since students with higher proficiency levels may assist others with lower proficiency levels, thereby lowering their anxiety levels. Additionally, the likelihood of receiving criticism is much lower in small groups, where people prefer to form close ties.

Special educators and tutors should be aware of the difficulties that students with limited language proficiency experience. The results of this study show that students' poor language skills and unplanned queries about them are two factors that make them feel unprepared. Language teachers need to understand how crucial it is to provide students with sufficient time to prepare for any speaking activity. They must provide background knowledge or schema before speaking, as well as feedback after the speaking activity, to convey information about their ability to speak the current task. Improved comprehension and simpler absorption may result from a clear introduction to the subject matter that serves to draw on the student's existing knowledge and pique their interests. Students are better equipped to assess their comprehension of the subject at hand and lessen their nervousness when they are permitted to communicate the difficulties of a speaking exercise and ask questions. Low-level language learners who become anxious when questioned out of the blue require more comfortable methods, and they can gain advice on language learning practices.

Instructors may employ relaxation methods and be kinder or more sympathetic to managing students with poor self-esteem or social anxiety. Language instructors should be aware that if fewer beginners participate in an activity, it may be possible to provide EFL learners with the privacy and empathy they need. These students would often benefit from working in small groups since it would be less intimidating to make errors there. Low self-esteem students feel comfortable expressing themselves and interacting with their classmates.

Students who struggle with generalized communication apprehension may do so because they have a poor opinion of their English-speaking skills, a bad attitude, or a history of unsuccessful EFL experience in school. Language teachers need to focus more on the school-based language learning experiences of their students. Inadequate language skills or bad study habits, which are evident at the output stage anxiety when the learner discovers his insufficiency, are the root causes of skill deficit anxiety (Woodrow, 2006). Due to their self-perceived limited proficiency in the target language, these students avoided speaking in front of the class, and their FL anxiety increased when they contrasted their language proficiency with that of others. Continuously giving these learners positive comments may be useful for building their self-confidence and assisting in the development of fluency.

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Appendix A

Item No	3rd iteration	1st iteration	Removed Items	2nd iteration	Removed Items
Item1	.639	.641		.624	
Item2		.443	Removed		
Item3	.716	.679		.723	
Item4	.559	.547		.573	
Item5	.702	.721		.674	
Item6		.631		.376	Removed
Item7		.429	Removed		
Item8		.482	Removed		
Item9	.594	.578		.556	
Item10	.679	.667		.701	
Item11	.717	.642		.698	
Item12		.472	Removed		
Item13	.634	.656		.583	
Item14	.604	.616		.609	

Item15	.574	.559		.566	
Item16	.819	.745		.826	
Item17	.621	.647		.597	
Item18	.648	.651		.643	
Item19	.562	.623		.518	
Item20	.603	.653		.574	
Item21	.703	.701			
Item22		.489	Removed	.679	