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The Relationship between Proficiency and Foreign Language Anxiety

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Abstract

In this thesis, I explore the possible relationship between foreign language anxiety and proficiency level in high school learners of English.

The first part of this thesis focuses on the basic concept of anxiety in general, on types of anxiety and specifically on foreign language anxiety. It provides definitions of these terms and discusses different ways of measuring anxiety and outlines various approaches to the foreign language anxiety. The second part of the thesis is concerned with the relationship between proficiency and anxiety. The study was done using a proficiency test to assess participants' proficiency level and the FLCAS questionnaire to measure the anxiety level during performing an unrehearsed speaking task. The data showed a significant positive correlation between learners' proficiency level and reported foreign language anxiety.

Key words

anxiety, communication apprehension, foreign language anxiety, situation specific anxiety, proficiency level

Anotácia

Táto bakalárska práca sa zaoberá skúmaním možného vzťahu medzi úzkosťou z cudzieho jazyka a jazykovou úrovňou u stredoškolských študentov.

Prvá časť tejto práce sa zameriava na základné pojmy úzkosti vo všeobecnosti, jej typy a najmä na úzkosť z cudzieho jazyka. Táto časť dané pojmy definuje a popisuje rôzne druhy merania úzkosti a skúma rôzne pohľady na úzkosť z cudzieho jazyka. Druhá časť tejto práce sa zaoberá vzťahom medzi úrovňou jazyka a úrovňou úzkosti. Na tento výskum bol použitý test na meranie úrovni jazyka respondentov a dotazník FLCAS, ktorý meria úroveň úzkosti. Výsledky ukázali signifikantnú pozitívnu koreláciu medzi jazykovou úrovňou a mierou úzkosti.

Kľúčové slová

úzkosť, obava z komunikácie, úzkosť z cudzieho jazyka, situačná úzkosť, jazyková úroveň

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1 Introduction

Anxiety prevents people from performing successfully in many areas of life. Scholars and language teachers have been investigating whether anxiety interferes with learning a foreign language (Horwitz, 2010). Together with other factors like, for example, motivation, anxiety has been examined as affecting the learning process of a foreign language (Tóth, 2011). Students feel strongly that anxiety creates a major obstacle in learning a foreign language (Horwitz et al., 1986). Horwitz et al. (1986) suggest there are three different types of foreign language anxiety – communication apprehension, fear of negative evaluation and test anxiety. Its symptoms are similar to symptoms of any other anxiety – sweating, palpitation or trembling. However, foreign language anxiety can cause a learner to never volunteer answer, freeze-up or even drop out of a language class.

There have been a number of empirical studies concerning foreign language anxiety (e.g. Gardner et al. 1987, MacIntyre and Gardner 1991, Saito and Samimy 1996). Results of these studies have been inconsistent and rather puzzling. Horwitz (2001) suggests that the difficulty of interpreting the results from various studies is due to inconsistent anxiety measures used. Also, early on Scovel (1978) emphasized that researchers should specify which type of anxiety is being measured.

The results of different studies have shown that foreign language anxiety is experienced in different proficiency levels. MacIntyre and Gardner (1991) claim that foreign language anxiety decreases as experience and proficiency increases. They state that experience reduces anxiety and students with higher language proficiency have reduced levels of anxiety. It seems reasonable to expect that beginners would feel more anxious and uncomfortable to use a foreign language than advanced speakers who have already gained certain L2 knowledge and may feel more self-confident. However, Synder (2012) disagrees with this commonsense assumption about the relationship between anxiety and proficiency. He claims that anxiety affects also advanced speakers who themselves as competent and feel that they must fulfill certain expectations. This creates pressure, which makes them feel anxious. Empirical studies done with advanced language learners confirm this (e.g. Kitano 2011, Marcos-LLinás' and Garau 2009). Tóth (2011) states that the contradictory results call for re-examination of the link between anxiety and language proficiency.

The aims of this thesis are (1) to review literature on the topic of foreign language anxiety, its types and how it is measured and (2) to examine language learners at different proficiency levels and relate their language proficiency to the degree of experienced anxiety during an unrehearsed speaking task. The question is whether advanced learners' anxiety level decreases at higher levels of proficiency or, on the other hand, whether it is higher because of the expectations advanced learners believe they must fulfill and increased self-imposed pressure. The literature review in Chapter 8 discusses previous research into this question. The literature review is followed by the description of the methodology used in the current study. To measure anxiety, the study uses Foreign Language Classroom Anxiety Scale (FLCAS) created by Horwitz et al. (1986) and translated into Slovak. To evaluate language proficiency of the participants the study uses Proficiency Placement Test created by Macmillan Education in 2019.

2 Literature Review

This chapter is a review of literature on foreign language anxiety. This review proposes explanations and definitions of the basic concepts and context. The first section deals with the early studies on this issue, and it provides definitions of theoretical concepts, depicts the history of foreign language anxiety research, and describes ways of how to measure different types of anxiety. The second section deals with the causes of foreign language anxiety and its manifestations. Moreover, it reviews previous studies on foreign language anxiety and studies done on advanced learners.

2.1 Anxiety as a Psychological Construct

Various scholars provide their own definitions of anxiety. For example, Spielberger and colleagues (1983) define anxiety as “a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (1). Kráľová (2016) states that anxiety is an adaptive reaction which helps an organism to defend itself, to attack or to avoid an anxiety stimulus by mobilizing it. Horwitz (2010) points out that the concept of anxiety is multi-faceted. She mentions various types of anxiety differentiated by psychologists. Among those are the trait anxiety, state anxiety, situation specific and facilitative-debilitative anxiety. Psychologists also offer different ways of measuring anxiety.

According to Scovel (1978), anxiety can be measured in three different ways: by behavioral tests, where the actions of a subject are observed or by physiological tests, which measures of heart rate, blood pressure, or palmar sweating, and these are assumed to be correlated to the subject’s emotional state, or by psychometric tests with a subject self-reporting their feelings.

2.1.1 Trait Anxiety

According to Horwitz (2001), trait anxiety is a stable personality characteristic while state anxiety is understood as a response to an anxiety-provoking stimulus. Spielberg et al. (1983) claim that trait anxiety can be defined “as an individual’s likelihood of becoming anxious in any situation” (as cited in MacIntyre and Gardner 1991, 87). According to Eysenck (1979) it has been shown that trait anxiety impairs cognitive functions and leads to avoidance behavior (as cited in MacIntyre and

Gardener, 1991, 87). Trait anxiety approach assumes that people consider how they react in numerous situations. This means people can experience the feeling of anxiety, fear or worry in many different situations, i.e. it is the tendency to feel anxious across many situations. However, the situations triggering anxiety can differ even among individuals with similar trait anxiety level (MacIntyre and Gardner, 1991).

2.1.2 State Anxiety

On the other hand, state anxiety is temporary, and unlike trait anxiety it is experienced in a particular moment. Spielberg et al. (1983) claimed that state anxiety “is apprehension experienced at a particular moment in time, for example, prior to taking examinations” (as cited in MacIntyre and Gardner 1991, 90) and proposed a widely used instrument to measure it called State-Trait Anxiety Inventory. MacIntyre and Gardener (1991) argue that it is a mix of trait anxiety and situational approaches. Raymond Cattell and Ivan Scheier were the first ones to conceptualize the distinction between trait and specific anxiety (as cited in Michalos, 2014, 6261). They viewed state anxiety as a transitory and emotional condition, whereas trait anxiety was viewed as a more stable personality trait that made individuals prone to manifest anxiety in risky situations. MacIntyre and Gardener (1991) claim that individuals who are generally more prone to experience anxiety, are more likely to experience state anxiety in stressful situations.

2.1.3 Situation Specific Anxiety

The third type of anxiety is situation specific anxiety. This type of anxiety is more diverse than the other two mentioned above. When anxiety is limited to a specific situation, we use the term situation specific anxiety (Horwitz et al., 1986). According to MacIntyre and Gardner (1991, 90) “[s]ituation specific constructs can be seen as trait anxiety measures limited to a given context.” They also state that the anxiety level is tested in a specific situation such as public speaking. The benefit of this approach is that researchers can focus on specific sources of anxiety. This can be done using item content analysis of brief scales or factor analysis of larger scales. Item content analysis of brief scales is a qualitative research tool. It uses open-ended questions and interview to assess the data. Factor analysis of large scales is a method that considers many variables and reduces them into fewer number of variables like for example FLCAS introduced by Horwitz et al. (1986).

Tóth (2010) claims that situation specific anxiety is based on the assumption that some situations can cause anxiety to some individuals. However, there is an individual variation among people which situations they perceive as anxiety triggering. It was Gardner (1985) who hypothesized that “a construct of anxiety which is not general but instead is specific to the language acquisition context is related to L2 achievement” (as cited in Horwitz 2010, 157).

According to Tobias (1986) anxiety influences language learning at all three levels – output, input, and processing. During output when the learners produce written or spoken piece of information using the foreign language, during processing when the learner deals with the presentation and timing of the input, and during input when the learner is exposed to the foreign language. At input, anxiety causes loss of attention, so not enough information is registered. This leads to poor initial processing of the new information. At output, anxiety may impair retrieval of the learned information, and this can be manifested in the so-called “freezing” on a test (as cited in MacIntyre and Gardner, 1989, 255). Moreover, MacIntyre and Gardner (1991) state that when one becomes anxious, negative self-perception cognition begins and thoughts of failure, avoidance and self-depreciation appear. This may lead to difficulties in cognitive processing and since language learning is an intense cognitive activity, foreign language anxiety can mean a significant problem.

2.1.4 Debilitating and Facilitating Anxiety

Even though we tend to think about anxiety as a negative feeling, it can also in some cases be interpreted as stimulating and awakening the performance. Scovel (1978) differentiates two different types of anxiety – debilitating anxiety, which hampers learning, and facilitating anxiety. “Facilitating anxiety motivates the learner to “fight” the new learning task...” and it emotionally motivates the learner to move forward because of a rewarding stimulus and “debilitating anxiety, in contrast, motivates the learner to “flee” the new learning task; it stimulates the individual emotionally to adopt avoidance behavior” (Scovel 1978, 139).

Not all researchers use the term “anxiety” to refer to the concept of debilitating and facilitating anxiety. Young (1992) conducted an interview with four different language specialists, namely Krashen, Terrell, Hadley and Rardin concerning foreign language anxiety. She also asked the language specialists about the existence and advantages of facilitating anxiety. Handley mentions that it is necessary to feel a bit of

“tension” to create the desire to learn but consciously avoids the word anxiety. Terrell calls the same concept “attention”. On the other hand, Krashen argues that language acquisition works the best without any type of anxiety.

3 Definition of Foreign Language Anxiety

Horwitz et al. (1986, 125) claim that “[w]hen anxiety is limited to the language learning situation, it falls into the category of specific anxiety reactions.” The study of anxiety related to foreign language learning began more than three decades ago, which is the time when second language acquisition research started to focus on the learner and his/her characteristics, which could determine one’s success in foreign language learning. It was at this time that anxiety started to be examined as one of the factors influencing foreign language success (Tóth, 2010).

Studies in 1970s were mostly concerned with the definition of foreign language anxiety, its symptoms, and consequences. Scovel’s study of 1978 is viewed as a turning point in the foreign language anxiety research because he concluded that scientists should define which type of anxiety they are measuring and use an appropriate tool for it. Krashen also contributed with his investigation done in 1981 on affective factors with his Affective Factor Hypothesis. The hypothesis states that there are different affective variables that can determine the success of second language acquisition. Krashen (1982) puts these affective filters into three different categories – motivation, self-confidence, and anxiety. Anxiety and later on foreign language anxiety became the ones examined the most. The psychologist R. C. Gardner made a valuable contribution to the examination of affective factors introducing Attitude/Motivation Test Battery (AMTB) used for measuring affective factors significant in foreign language anxiety (Král’ová, 2016). AMTB measures non-linguistic goals of second language acquisition like motivation, interest in learning other languages or attitude and it is used to assess components which affect language learning the most (Gardner, 1985).

It is intuitive to say that anxiety negatively influences language learning, also it has been found to interfere with different types of learning (Horwitz, 2001). MacIntyre and Gardner (1994, 283) define language anxiety as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning.” This is different from general anxiety that refers to anxious individuals who experience anxiety in various situations. Foreign language anxiety prevents learners from reaching their goals (Horwitz, 2001). It is important to emphasize the fact that language learning entails expressing one’s opinions and showing one’s self-concept to such a point that no other discipline does (Horwitz et al., 1986).

When speaking a foreign language, one is expressing his or her opinion, ideas and sharing his or her worldview. This may be highly anxious experience if one does not know how to communicate these ideas clearly in the foreign language.

Horwitz et al. (1986) were the first ones to recognize and define three different types of foreign language anxiety: communication apprehension, test anxiety and fear of negative evaluation.

3.1 Communication Apprehension

Communication apprehension is the fear of oral communication. According to McCroskey et al. (1985, 186) “[c]ommunication apprehension (CA) is an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons.” Noor et al. (2015) claims that communication apprehension manifests in the difficulty of speaking, listening or even learning a spoken message. It is sometimes considered insignificant but according to Rafek et al. (2014) the consequences of communication apprehension are too apparent not to be taken into consideration. Rafek et al. (2014) claim that it has been proven that learning a language can become a traumatic experience for some learners. Moreover, Mejias et al. (1991) mention that learners with higher level of communication apprehension are more likely to perceive silence as a desirable response (as cited in Rafek et al. 2014, 92). According to Lucas (1984, 594) “[m]any people who suffer from communication apprehension have a fear of being negatively evaluated by others.” However, most of the time the reason behind communication apprehension is the lack of experience and unrealistic expectations. Horwitz, Horwitz and Cope (1991) argue that learners are likely to struggle with speaking activities in language class because of the lack of control over these communication situations while they are constantly being evaluated by everyone in the class and especially by the teacher (as cited in Rafek et al. 2014, 91).

One of the questions Young (1992) asked language specialists is whether learners experience equal amount of anxiety in all areas – speaking, reading, and writing. Krashen, Hadley and Terrell all agreed that speaking is the most anxiety-triggering skill area. Krashen explains that it is mostly because we expect students to perform beyond their acquired competence. He claims that during second language acquisition students are forced to break their silent period, which means that learners are

forced to produce oral performance before acquiring enough competence, even before they are ready and are expected to use aspects of language that they have not yet subconsciously acquired.

3.1.1 Communication Apprehension and Proficiency Level

It has been found that students with low proficiency level experience speaking anxiety. (Marzec-Stawiarska, 2014). Tóth (2011) claims that it would be safe to say that the higher level of proficiency in a foreign language the students have, the easier it is for them to communicate in this foreign language and hence the less likely they are to suffer from anxiety related with their communication experience. It may seem straightforward that foreign language anxiety is higher at the beginner stages of language learning. Several studies found that beginners carry a higher level of anxiety than advanced learners (e.g. Gardner et al. 1987, MacIntyre and Gardner 1991, Clement et al. 1977). MacIntyre and Gardner (1991) claim that “as experience and proficiency increase, anxiety declines in a fairly consistent manner” (p. 111). This implicates that foreign language anxiety is the highest at the beginner's stage and the lowest at the advanced level. However, Tóth (2011) says that it is not as straightforward as it seems and studies with contradictory results call for re-examination.

3.2 Test Anxiety

Test anxiety is provoked when students set unrealistic demands and think that anything less than a perfect score is a failure. These students usually struggle with tests and quizzes (Horwitz et al., 1986). “Test anxiety can be interpreted as the tendency to view with alarm the consequences of inadequate performance in an evaluative situation” (Sarson and Sarson 1990, 485). According to Sarson and Sarson (1990), this means that a person who experiences high level of test anxiety creates a problem by processing too much information and the processing of task-related information is affected by personalized feedback, which expresses doubts about one’s abilities (e.g. “I’m stupid”, “I won’t pass this exam” etc.). In other words, a person with high levels of foreign language anxiety needs to divide his or her attention between the task and contemplation about the anxiety provoking stimulus.

Sarason and Sarason (1990) state that test anxiety has two psychological components: worry and emotional arousal. They state that thoughts related with worry about the performance and off-task thoughts contribute to poor performance on a test.

They mention an instrument used to measure test anxiety called Test Anxiety Questionnaire which has shown to be useful. It consists of 37 items on true-false scale. This type of anxiety is debilitating rather than facilitating.

3.3 Fear of Negative Evaluation

Watson and Friend (1969, 449) were the first ones to define fear of negative evaluation “as apprehension about others' evaluations, distress over their negative evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively.” Students who struggle with this type of foreign language anxiety usually avoid evaluative situations. They often put unrealistic demands on themselves and perceive anything less than perfect as a failure. Fear of negative evaluation is a broader term than test anxiety since it is not limited just to test-taking situations (Horwitz et al 1986). Fear of negative evaluation does not only refer to test-taking environment, but it can also be experienced in other evaluating situations, for example oral evaluation. Test anxiety is only limited to test-taking environment.

The instrument used most commonly to measure fear of negative evaluation is The Fear of Negative Evaluation (FNE) Scale (Leary 1983). People who score high on FNE Scale tend to be the ones who avoid the possibility of being evaluated negatively.

4 Early perspectives on Foreign Language Anxiety

Scholars have entertained the possibility that foreign language anxiety can play an important role in second language learning since the mid-1960s. The academic studies and research, however, came much later (Horwitz, 2001).

The early research of the relationship between anxiety and second language learning provided mixed and confusing results (Scovel, 1978). The studies were difficult to interpret due to their inconsistent findings which were caused by various studies using various anxiety measures (Horwitz, 2001). Swain and Burnaby, for example, found a negative correlation between anxiety and children's proficiency in French (Scovel, 1978). The goal of this research was to discover differences between French immersion program and the regular English program. The instrument used in this research was developed by Bilingual Education Project. It consisted of nine items concerning quickness in grasping new concepts, clinging to, and defending one's own opinions, cheerfulness and happiness, perfectionist tendencies, sociability, imaginativeness and creativeness, independence, anxiousness, and talkativeness (Swain and Burnaby, 1976).

One of the studies often mentioned as an example of the puzzling relationship between foreign language achievement and anxiety is Chastain study (1975). Horwitz (2010) states that Chastain's study is difficult to interpret because he finds positive, negative, and also non-significant correlations between anxiety and foreign language achievement in French, German, and Spanish.

Kleinmann in his study performed in 1975 observed the avoidance of certain syntactic structures in English spoken by Spanish and Arabic students. His hypothesis that English structures of elicit passive, present progressive, infinitive complement, and direct object pronoun structures that contrast the most with the native language of the student would be avoided most frequently, was confirmed (Scovel 1978). He found out that students with high levels of debilitating anxiety were using different grammatical constructions in English than those who had low levels of anxiety. Scovel (1978) states that one of the goals of Kleinmann's study was to find out whether there is a relationship between avoidance behavior and anxiety. His study concludes that learners with higher levels of facilitating anxiety (those who believed that stress makes their English better) had a lower tendency of the avoidance behavior.

The turning point in the research of foreign language anxiety was Scovel's (1978) study, which explained why the results were inconsistent (as cited in Horwitz 2010, 157). Scovel (1978) stated that language researchers should be specific about which type of anxiety they are measuring. Studies and research show that his suggestion has proven to be a good one and since then researchers have been more careful in measuring specific type of anxiety. He also states that Kleinmann's study done in 1975 was one of the first ones that chose adequately the anxiety type and a tool to measure it. In 1986 Horwitz et al. proposed a situation-specific type of anxiety called Foreign Language Anxiety, which is responsible for negative emotional reactions related with foreign language learning (Horwitz, 2001). They also proposed an instrument to measure this type of anxiety called Foreign Language Classroom Anxiety Scale, which has become the most widely used tool for measuring foreign language anxiety levels.

4.1 Different approaches to the study of Foreign Language Anxiety

4.1.1 Anxiety Transfer and Unique Anxiety

Tóth (2010) claims that there are two different approaches to the study of anxiety in terms of foreign language learning. Horwitz and Young (1991) and MacIntyre (1999) mention that the first one is labelled as “anxiety transfer” and the second one as “unique anxiety” (as cited in Tóth 2010, 15). Anxiety transfer refers to the assumption that anxiety experienced in a foreign language context is just a transfer of other forms of anxiety experienced in different situations. In other words, Tóth (2010) says that anxiety transfer refers to the assumption that more anxious individuals are more likely to experience foreign language anxiety.

On the other hand, unique anxiety assumes that foreign language anxiety is a special – unique – type of anxiety. In this context, foreign language anxiety is seen as situation specific aroused by the experience of learning a foreign language or using a foreign language. Unique anxiety turned out to be the more thriving and consistent concept. Anxiety transfer in contrast, showed inconsistent and contradictory results (Tóth 2010).

4.1.2 Linguistic Coding Deficit/Differences Hypothesis

Anxiety transfer and unique anxiety led to a new conceptualization of foreign language anxiety introduced in the mid-1990s by Sparks and Ganschow. Sparks and

Ganschow (1993) claim that there are many students without any learning disability who experience difficulties in learning a foreign language. It was speculated that learning a native language and a foreign language is similar since they both require repeating and memorizing sounds to be able to use grammatical rules. Sparks and Ganschow (1983) proposed the Linguistic Coding Deficit/Differences Hypothesis (LCDH), which claims that foreign language learning is based on one's native language learning ability. They conducted various empirical studies on college students and finding links between their performance in native and foreign language. This was done using Foreign Language Screening Instrument-College. The students were asked questions about their academic, developmental, and foreign language background and history. The results of the study showed that language related questions indicated students who were at-risk for foreign language difficulties in a foreign language class. The authors of the study concluded that using Foreign Language Screening Instrument-College to detect learners' native language history can be useful to find out who might experience difficulties when learning a foreign language. These results suggest that foreign language anxiety is just a result of poor native language skills.

Sparks' and Ganschow's view on foreign language anxiety received strong criticism since researchers believe that foreign language anxiety is independent of first language learning skills and disabilities (Luo, 2013).

5 Measuring Anxiety

With a growing interest in the foreign language anxiety and its effects on language achievement, researchers had to find a way how to measure its levels. Scientists have created a great number of specific instruments and measures of foreign language anxiety. This chapter mentions various methods of measuring state, trait, and situation-specific anxiety.

5.1 State-Trait Anxiety Inventory

State-Trait Anxiety Inventory (STAI) was first developed in the 1960s by Spielberg and the goal was to develop an instrument that would distinguish between trait and state anxiety (Michalos 2014). Spielberg et al. (1983) claim that State-Trait Anxiety Inventory was created to provide researchers with a reliable, brief, and self-report scale measuring state and trait anxiety in both research and clinical practice. It consists of two 20-item scales. These measure “an emotional state (S-Anxiety) and individual differences in anxiety proneness as a personality trait (T-Anxiety)” (Spielberg 2010, 1). STAI has contributed to research in recognition of the importance of differentiating between anxiety as a transitory emotional state and in anxiety as a relatively stable personality trait.

5.2 Situation Specific Scales of Anxiety

MacIntyre and Gardner (1991, 93) claim that “a number of studies have incorporated a scale intended specifically to assess foreign language anxiety.” Studies using these situation specific anxiety scales have shown more consistent results than those studies using trait or state anxiety scales.

5.2.1 French Class Anxiety Scale

The first measure of anxiety concerned with foreign language anxiety was The French Class Anxiety scale used by Gardner and Smythe (1975). French Class Anxiety Scale assesses whether students feel humiliated or anxious in language class (MacIntyre and Gardner 1989).

5.2.2 Foreign Language Classroom Anxiety Scale (FLCAS)

The FLCAS is 33-item questionnaire that consists of items scored on a 5-point Likert Scale ranging from strongly agree to strongly disagree. These 33 items assess the level of anxiety based on subjective feelings, perceptions, and attitudes of a student (Horwitz, 1986). “The scale has demonstrated internal reliability, achieving an alpha coefficient of .93 with all items producing significant corrected item-total scale correlations“ (Horwitz et al. 1986, 129). The test-retest reliability after eight weeks showed coefficient .83.

The pilot testing of FLCAS questionnaire was an opportunity to examine the severity of foreign language anxiety. Its findings suggest that a significant number of students experience foreign language anxiety. The majority of items reflecting foreign language anxiety were supported by a third or more of the students surveyed during the pilot testing. Luo (2013) states that pilot testing also involved a test of correlations between the scores of FLCAS and four other types of anxieties (communication apprehension, fear of negative evaluation, test anxiety, and trait anxiety) to provide evidence for the discriminant validity of the scale. Horwitz found a moderate relationship between these types of anxieties and foreign language anxiety. Fear of negative evaluation and communication apprehension were not significantly (($r=.28$ and $.36$, respectively) correlated with foreign language anxiety. However, there was a moderate and significant correlation between test anxiety and foreign language anxiety ($r =.53$, $p=.001$). The correlation between foreign language anxiety and trait anxiety was relatively small ($r=.29$, $p=.002$). These findings imply that foreign language anxiety measured by FLCAS is distinguishable from other types of anxieties and should be considered as a major issue of foreign language learning (Luo, 2013).

Foreign Language Classroom Anxiety Scale has become the most widely used instrument to measure foreign language anxiety. Many researchers use it in their studies to assess foreign language anxiety level, for example Marcos-Llinás and Garau (2009) used it to measure foreign language anxiety on three proficiency levels, Kitano (2011) used it in his study of advanced-level students of Japanese and Ewald (2007) used an adapted version of FLCAS to measure foreign language anxiety in upper-level classes.

5.2.3 Limitations of FLCAS

Even though FLCAS has been widely used and proven to be reliable instrument for measuring foreign language anxiety, Luo (2013) mentions certain criticism that

FLCAS has received. She suggests that some of the items of FLCAS are irrelevant because they seem to be redundant. Moreover, she mentions that some of these items are not comprehensible. Kim (2002) criticizes that the authors of the FLCAS did not include items which would reflect reading and writing anxiety. Also, she mentions that there are no clear indications of the procedure to categorize the foreign language anxiety into its three categories – communication apprehension, fear of negative evaluation and test anxiety.

6 Causes of Foreign Language Anxiety

If we truly want to understand foreign language anxiety, we first need to investigate its causes. Kráľová (2016) claims that foreign language anxiety is unsettling psychological state since it threatens learner's self-concept and worldview. These things are very rarely questioned when communicating in a native language. She also states that the learner may struggle expressing his or her self-image and because his or her self-expression is limited, this can lead to negative self-evaluation since language and the self are strongly connected.

Kráľová (2016) mentions Sparks and Ganschow (1991) article as the first one to open the debate about the causal relationship of foreign language anxiety. "They viewed FLA as a natural result of difficulty and poor achievement in foreign language learning" (Kráľová 2016, 7). However, Kráľová (2016) states that it cannot be definitely said whether one's unsatisfactory level of foreign language leads to foreign language anxiety or whether foreign language anxiety affects the level of foreign language. She suggests that more studies need to be done to investigate the relationship of these two variables since it is still blurry.

7 Manifestations of Foreign Language Anxiety

MacIntyre (1999) and Young (1991) claim that one of the major concerns among researchers and educators is that anxiety may have a negative effect on academic achievement (as cited in Marcos-LLinás and Garau 2009, 96). There are five different factors related with foreign language anxiety: behavioral, cognitive, psycholinguistic, physical, and sociolinguistic. Behavior factors are related with the behavior of an individual such as not attending class or not being prepared. Cognitive factors refer to cognitive ability and study habits. Psycholinguistic factors are related with the unwillingness to speak or forgetting words. Sweating, tapping, or nodding are considered as physical factors. Sociolinguistic factors refer to classroom interactions and have to do with cultural issues (Marcos-LLinás and Garau 2009). Luo (2013) mentions distortion of sound, forgetting words or phrases just learned, remaining silent, over-studying without any grade improvement, avoiding eye-contact or cutting classes. Students who experience foreign language anxiety often experience the same psycho-physiological symptoms which are associated with anxiety such as tension, palpitations, and trembling (Horwitz et al. 1986). These students also tend to skip classes, neglect to volunteer or sit in the back of the classroom to minimize the risk of being called upon to speak. Students who experience severe anxiety can be traumatized by unsuccessful performance and consequently end up hating the language learning (Imura, 2004). They may also have a mental block similar to the one experienced by students of mathematics. Moreover, students can adapt avoidance behavior and post-pone homework. This means that foreign language anxiety acts as an affective filter that makes the student unreceptive to the input (Onwuegbuzie, 1999). Affective filter is said to be a mental block that prevents the learner to fully understand and use the comprehensible input that they receive. This may happen when the learner is not motivated or anxious (Krashen, 1985).

Oteir and Al-Otaibi (2019) claim that the effects of foreign language anxiety fall into three categories: academic effects, social effects, cognitive effects, affective effects, and personal effects. If foreign language anxiety affects learner academically, it interferes with the learning process and leads to poor academic achievement. One of academic effects is also dropping out. Onwuegbuzie et al. (2003) found out that students with high anxiety level were more prone to drop out of the foreign language classes than

those who experienced low anxiety levels. MacIntyre (1999) also mentions overstudying as one of academic effects (as cited in Luo 2013, 451). Social effect refers to highly anxious students who refuse to communicate with others. Oteir and Al-Otaibi (2019) also state that when it comes to cognitive effects, we view foreign language anxiety as an affective filter which denies information to be processed by the learner. Luo (2013) comments that highly anxious individuals would have their attention divided between task-related cognition and self-related cognition. Task-related cognition refers to, for example, understanding the meaning of phrases and the structure of messages. For highly anxious people self-related cognitions refers to excessive self-evaluation or worry over potential failure. Oteir and Al-Otaibi (2019) add that foreign language anxiety can also affect other affective factors such as motivation. This is called affective effect. Personal effects relate to one's personal feelings connected with language learning experience. The learner may feel worried, forgetful, or miserable.

Young (1992) in her interview conducted with four different language specialists discusses different manifestations of foreign language anxiety. Krashen points out that based on his experience with language lectures for professionals, the way language teaching is traditionally done is anxiety triggering even for professionals. Rardin mentions "freezing up" when called on to perform, forgetting words or phrases just learned or refusing to speak as one of the effects of foreign language anxiety.

8 Research of Foreign Language Anxiety on Advanced L2 learners

Ewald (2007) investigated upper-level Spanish class in which students' proficiency ranged from Intermediate Mid/High to Advanced/Advanced High. In general, many advanced students in this study claimed to have experienced more anxiety than those in lower-class courses. Ewald (2007) mentions that upper-class course students continued to experience anxiety to such an extent that they felt physically sick and considered changing their career plans. Moreover, almost half of them (10 of 21) reported that they experience more anxiety in their upper-class courses than in high school. They explained that they felt pressured by the advanced level class and feel like they need to fulfill certain expectations.

Tóth (2011) did research on five English major students studying in Hungarian university. These highly anxious students confessed that during their classes they feared being called upon and having to speak in class. This was many times accompanied by physiological changes like sweating, trembling, and having a quivering voice. Foreign language anxiety was also manifested in their reluctance to speak and only spoke up when it was absolutely necessary. These anxiety manifestations were also typical during pair or group work.

Kitano's (2011) research also shows that advanced-level students of Japanese were affected by foreign language anxiety much more than intermediate or elementary students. The study shows that these students were more influenced by fear of negative evaluation. Kitano (2011) also pointed out an interesting factor – students who spent some time in Japan were more influenced by the fear of negative evaluation than those who had not. The author's speculation is that these students feel more pressure since they are expected to have a certain level of proficiency. They put pressure on themselves to try to fulfill these expectations and they end up becoming more anxious in the classroom.

Marco-Llinás and Garau (2009) analyzed foreign language anxiety across different levels of students of Spanish. Marco-Llinás and Garau (2009) claim that "... significant differences were found between beginners and advanced learners in terms of

language anxiety, with the latter scoring higher on the anxiety scale.” Their study showed that the higher the proficiency level, the higher the anxiety level.

The arising question is why advanced learners feel highly anxious and what are the sources of anxiety they experience. Tóth (2011) sums up the three most anxiety triggering factors in advanced-level students: (1) the presence of other students, (2) the teacher, and (3) a perceived level.

English majors with a high level of foreign language anxiety also felt more apprehensive about the reaction of their peers. What triggered the most peer-related anxiety was the students’ own fear of being less competent than their classmates. The results of Tóth’s (2011) research also revealed that anxious students tend to compare themselves to others in the class. The major source of anxiety was the presence of students with more proficiency.

The second factor, the teacher, made students feel constantly monitored. Besides that, they also voiced another concern related with the teacher – the humiliation of being corrected in public.

Moreover, a major source of anxiety was the fear of making mistakes. Nevertheless, students do not feel pressured to speak with impeccable grammar to a native speaker. However, in the classroom students make a conscious effort to speak their foreign language correctly.

Saito and Samimy (1996) did research on advanced learners of Japanese. They found significant negative correlation between final grades and language class risk-taking, which means that highly anxious advanced learners feel less inclined to take risks using Japanese. These types of students would spend more time studying for Japanese than non-anxious ones. Their study also suggests that as students felt increasingly anxious and embarrassed, they were less likely to take risks. This means that students are less likely to use a new vocabulary or new grammar structures what. We can speculate that this avoidance behavior can lead to decreasing their proficiency level.

Marzec-Stawiarska (2014) found out in her study that advanced learners experience high levels of anxiety related with oral performance. She suggests that the common stressor for these students was the belief that the other students are better at speaking. Moreover, they also feel stressed about being corrected by a teacher or being negatively evaluated.

To be able to compare beginners' and advanced learners' anxiety level we must take into consideration certain circumstances. Kitano (2011) mentions the differences between beginners and advanced learners which must be considered. He claims that advanced learners seek to develop more authentic skills in the foreign language, and this may cause that some students fear being negatively evaluated by their teachers. They may experience this more than learners with low level of proficiency. Moreover, Kitano (2011) also states that advanced learners have enough knowledge to self-evaluate and realize when they made a mistake in speaking and they may feel ashamed or embarrassed, especially if they made a mistake in relatively easy expressions.

Tóth's study (2011) shows that advanced learners feel very tense and uncomfortable during the classes. This can be manifested by being constantly on edge and also by physiological changes like trembling and sweating. Tóth's (2011) findings from interviews with advanced learners shows that students avoided speaking activities and tended to remain silent even when they felt like being able to contribute to the discussion. They also mentioned that they were not able to volunteer answers.

9 Research Question

Previous research has shown that the relationship between language proficiency level and foreign language anxiety is not straightforward. There is large number of studies which confirm MacIntyre's and Gardner's (1991) hypothesis that with increasing proficiency level, anxiety level decreases. Therefore, learners with increasing experience feel more confident and do not show high anxiety levels. However, there are also studies (e.g., Marco-Llinás and Garau 2009, Tóth 2011, Ewald 2007) with contradictory results. These studies show that learners with high proficiency level or learners of upper-class courses show high anxiety levels.

Therefore, the aim of my thesis is to find out whether there is a relationship between foreign language anxiety and proficiency level. The intention is to place language learners into an anxiety-inducing situation during a foreign language class (an English class in particular) and test whether advanced learners feel more or less anxious than the less proficient learners.

10 Methodology

10.1 Participants

The participants of this study were high school students of Hotelová akadémia in Nitra, Slovakia. The reason why participants of this study were high school students is because they provided wider range of proficiency level. The participants have four 45-minute English classes a week focusing on grammar, vocabulary, and use of English.

The number of participants reached number 30 out of which 21 of them (70 %) were in their final (5th) year of high school and 9 of them (30 %) were in their second year of high school. The age varied from 16 years old to 20 years old. There were 24 female participants (80 %) and 6 male participants (20 %). The mean age of participants was 18.67. There were 16 participants (53 %) who never received classes from a native speaker and 14 of them (46 %) received at some point classes from a native speaker. The ones who had classes with a native speaker, received them once a week or 2-3 times a week. Only one participant stated that he received classes with a native speaker every day and another one stated that he received classes 2-3 times a month. The age when participants started learning English ranged from 3 to 9 years old. The average age when participants started learning English was 6.13. This means that every participant started learning English in elementary school or kindergarten. At the time of gathering information, 25 of participants (83 %) never spent more than one month in an English-speaking country. The remaining 5 of participants (17 %) of them did. The longest amount of time spent in L2 environment were 4 months.

10.2 Assessing Proficiency

The first step in this study was to find out the proficiency level of each participant. The instrument used to measure proficiency level was the standardized test “Placement Test: Language Hub Beginner to Advanced” created by Macmillan Education in 2019 (Macmillan Education 2019). The test consisted of 70 questions with multiple choice answers (A, B, C or D). Each time the participants’ task was to choose a correct answer to complete a dialogue. The questions become progressively difficult as can be seen in Table 1, which gives two examples of a question, one from the beginning and one from the end of the test. The participants had 30 minutes to complete the test. Macmillan

Education does not provide evaluating system and suggests that the placement is at teacher's discretion. Each of the participant received his/her proficiency score, which was the percentage of the correct answers.

1. Manager: Where's Mr. Davidson? Assistant: Oh, he's ___ London today.
A: in
B: on
C: to
D: at

70. Son: I had a bit of stomachache this morning. Mother: Oh dear! Well, I did tell you ___ eaten that chicken last night.
A: wouldn't have
B: couldn't have
C: mustn't have
D: shouldn't have

Table 1: Questions 1 and 70 from Macmillan Education Proficiency Test (2019)

10.3 Speaking Task

After performing the proficiency test the participants underwent an oral interview. They were told it was a speaking part of a proficiency test. The purpose of the interview was to engage participants in a language task that potentially induces anxiety. Thus, while the data-collecting procedure was carried out in a friendly manner, a number of anxiety triggers were built into it. First, in order to increase the anxiety level, the interview was conducted in pairs hence the presence of peers is known to be anxiety triggering (Tóth, 2011). They were also asked to evaluate each other on regular grading scale from 1 to 5 (1 being the best and 5 being the worst), which also contributed to their anxiety level. Moreover, the experimenter also emphasized the fact that they were being recorded during the interview. Finally, another anxiety- triggering factor was a timer set to one minute and placed on the desk in front of the participants.

Each of the participants was given two of pictures and one question they were supposed to answer within one minute. The experimenter also pointed out that during that one minute they would not be asked any additional questions, i.e. they had to speak during one minute straight with the presence of their peer who later on had to evaluate them.

The interview took place in Hotelová akadémia in Nitra, Slovakia in a classroom without the presence of any teacher or employee of the high school.

10.4 Measuring Anxiety

After completing the oral interview each participants received a questionnaire. The data were collected using the FLCAS questionnaire created by Horwitz et al. (1986) since it is widely used in collecting data relating to foreign language anxiety and has shown to be valid and reliable for these purposes. The FLCAS is a 33-item questionnaire. Each item is a statement to which a participant responds on a 5-point Likert Scale ranging from strongly agree, agree, neither agree nor disagree to disagree. The items reflect each type of foreign language anxiety mentioned by Horwitz et al. (1986), i.e. communication apprehension, test anxiety, and fear of negative evaluation. The questions 2, 5, 6, 7, 11, 12, 15, 16, 17, 19, 22, 23, 25, 26, 28, 30 are designed to measure fear of negative evaluation. The questions 1, 3, 4, 9, 13, 14, 18, 20, 24, 27, 29, 31, 32, 33 measure communication apprehension. Items concerning test anxiety are 8, 21, 10 (Martinez, 2016). The FLCAS score is computed by summing the score of 33 items. The higher the score is, the higher level of anxiety. The score ranges from 33 to 165. It is also important to point out that nine items (2, 5, 8, 11, 14, 18, 22, 28, 32) reflect lack of foreign language anxiety while rest of them reflect anxiety. This means that the questions which reflect a lack of anxiety should be reversed in scoring (Park, 2012).

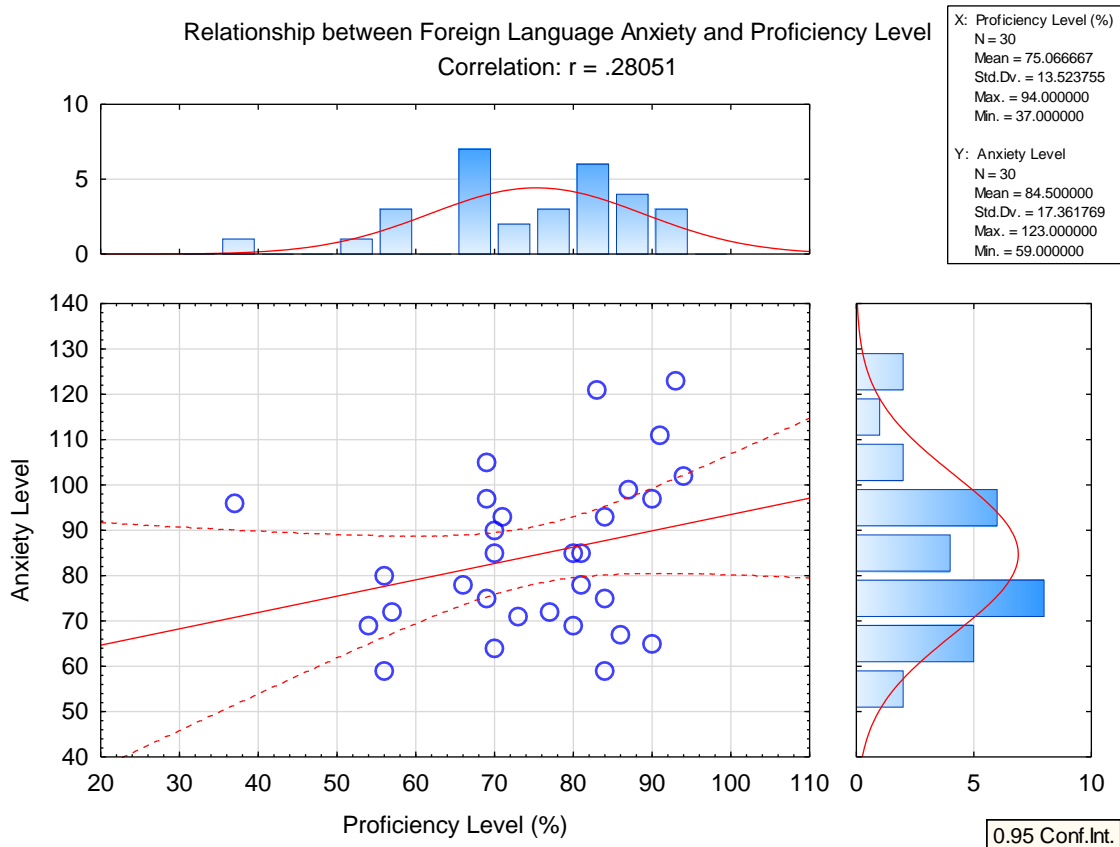
For the purpose of this study, the given instrument was translated into Slovak language (see Appendix). This was done because not all participants reach high level of proficiency, and their answers would not have been reliable and relevant because of comprehension problems. Moreover, the questions were adapted to fit high school students and high school environment. The questions concerning participants' language background were adapted from Hubková's (2021) thesis.

11 Results

This chapter presents the results obtained in this study. The first step was to analyze the proficiency scores of participants. The highest proficiency score reached was 94 % (participants 16). The lowest proficiency score was reached by the participant 3 with the score 37 %. The mean score of proficiency test was 75 %.

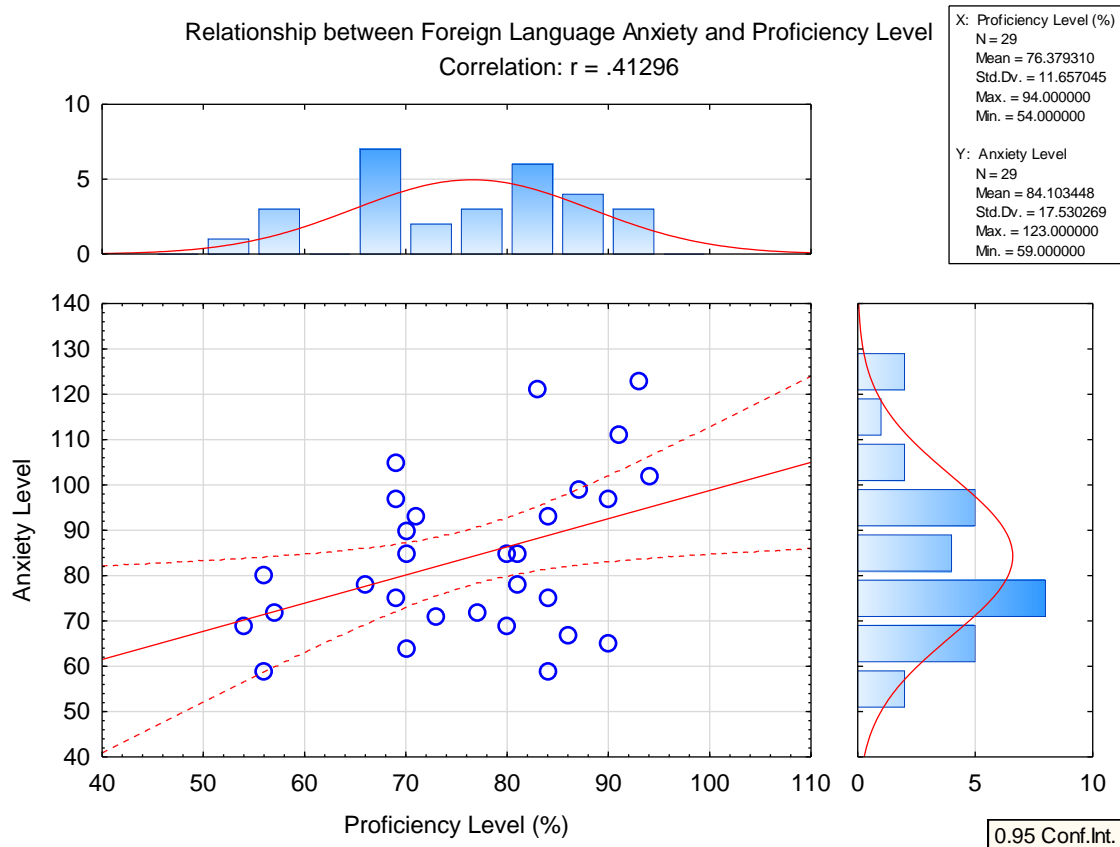
Next, we will analyze the anxiety level measurement and the scores participants reached on the FLCAS scale. The highest anxiety level was reached by the participant 18 and the score was 123. The lowest one was reached by participant 6 and 23 and their score was 59. The mean anxiety level was 84.33.

Finally, the correlation of both variables (language proficiency and foreign language anxiety) was tested to see whether they are associated with each other. Pearson correlation was computed between proficiency test scores and FLCAS questionnaire scores. Initially, the analysis was performed using data from all participants (N=30). The Pearson correlation coefficient (r) of 0.28 ($p > 0.05$) showed a low degree of dependence between proficiency level and foreign anxiety level, as seen in the Graph 1. Besides, the p-value obtained was $p = .133$ which is higher than 0.05, meaning there is not a significant correlation between the variables.



Graph 1: Scatterplot and Histogram for each variable (Proficiency level vs Anxiety level), $N=30$, $r=.28$, $p < 0.05$

An inspection of the scatterplot in Graph 1 suggests there is one data point, which does not pattern with the rest and could be taken as an outlier (the leftmost circle). The outlier displays low level of proficiency (37 %) and high level of anxiety (96 on FLCAS scale). Excluding the outlier from the data results in the total of 29 participants ($N=29$). Using this data set without the outlier, the degree of association between the proficiency level and the foreign language anxiety score amounts to Pearson coefficient (r) of 0.41 ($p < 0.05$). This can be observed in the Graph 2. Moreover, as the p -value obtained $p=0.026$ is lower than 0.05, it is possible to consider the correlation of the variables as statistically significant.



Graph 2: Scatterplot and Histogram for each variable (Proficiency level vs Anxiety level), N=29 (outlier eliminated), $r=0.41$, $p < 0.05$

It is important to identify limitations concerning the data analysis. Firstly, one participant was removed as an outlier. Secondly, the total number of participants is small, which may mean that the correlation is coincidental. Lastly, the histograms in Graphs 1 and 2 suggest that the data are not normally distributed.

11.1 Groupings

Instead of thinking about anxiety scores and proficiency scores as continuous scales we can try placing participants into groups. The participants were placed into three different groups according to their anxiety levels. In literature of anxiety, scores between 33 and 75 represent a low anxiety. Moderate anxiety level ranges from 76 to 119 and scores above 120 are considered as high anxiety level (Dutra and Finger, 2020). Out of 30 participants, 12 were placed into the low anxiety group, 19 were placed in the moderate anxiety group and two were placed in high anxiety group. This is represented in the Table 2.

Score	Classification
Low (33-75)	12
Moderate (76-119)	19
High (above 120)	2

Table 2: Groupings of participants into categories based on their anxiety level

12 Discussion

This thesis examines the possible relationship between foreign language learners' proficiency level and the level of anxiety induced during a speaking task. Its main goal is to re-examine the contradictory and puzzling results. The study examines MacIntyre's and Gardner's (1991) hypothesis which claims that with higher proficiency level, the anxiety levels decrease and compares it with other studies (Kitano 2011, Ewald 2007, Saito and Samimy 1996, Marco-Llinás and Garau 2009 etc.) which found significant differences of anxiety level between advanced learners and beginners.

The results of the study suggest, contrary to MacIntyre's and Gardner's (1991) hypothesis, significant positive correlation. However, it needs to be pointed out that the study has found a significant positive correlation between the language proficiency and anxiety level only after eliminating one outlier from the obtained data. Unlike the other participants, the outlier showed low level of proficiency (37 %) and high level of anxiety (96 on FLCAS scale).

Assuming anxiety and proficiency are indeed positively correlated, suggested by the analysis, there are two possible options for the interpretation. One is that the anxiety score predicts the proficiency level, which would mean that the higher the anxiety level, the higher is the proficiency level. This might confirm the study of Saito and Samimy (1996) which says that highly anxious students would spend more time studying for Japanese than non-anxious ones. This might be linked to their high proficiency level. However, we can also consider the possibility that with higher proficiency, anxiety increases due to learners' pressure and the need to fulfill certain expectations. This is what Ewald's (2007) findings of upper-class learners suggest as well as Kitano's (2011) study of advanced level students of Japanese.

It is important to mention that the existence of correlation between these two variables does not imply causality. Two variables can be correlated without having any causal connection. The correlation tells us there is an association between these two variables, but it does not imply what is the cause and what is the consequence. Kráľová (2016) mentions that it is difficult to state whether the poor performance and low proficiency level lead to foreign language anxiety or foreign language anxiety affects the level of proficiency.

13 Conclusion

The main aim of this study was to find out whether there is a relationship between foreign language anxiety and language proficiency level. This was done by evaluating the proficiency level of high school students of Hotelová akadémia in Nitra, Slovakia and linking it to results of a questionnaire addressing anxiety. The participants underwent oral interview as means to trigger anxiety. Immediately after the interview they filled in the FLCAS questionnaire measuring communication apprehension, test anxiety and fear of negative evaluation translated into Slovak to measure their anxiety level.

The next step was to compare the scores of proficiency test with the FLCAS scores and observe whether the results show positive, negative or no correlation at all.

To summarize the study, the results show significant positive correlation after eliminating one outlier from the obtained data. This suggests there is an existing relationship between foreign language anxiety and proficiency level.

14 Resumé

Hlavným cieľom tejto bakalárskej práce je zistiť či existuje vzťah medzi úzkosťou z cudzieho jazyka a jazykovou úrovňou. Na to bol použitý test na zistenie jazykovej úrovne študentov strednej školy Hotelová akadémia v Nitre, Slovensko. Ten sa následne spojil s výsledkami z dotazníku ohľadom úzkosti. Respondenti ďalej podstúpili ústny rozhovor, ktorý slúžil na vyvolanie úzkosti a hneď na to vyplnili FLCAS dotazník preložený do slovenského jazyka, ktorý meria obavu z komunikácie, úzkosť z testu a úzkosť z negatívneho hodnotenia.

Ďalším krokom bolo porovnať skóre získané na jazykovom teste so skóre získaným na dotazníku FLCAS a zistiť či výsledky ukazujú pozitívnu, negatívnu alebo žiadnu koreláciu.

Výsledky štúdie ukázali signifikantnú pozitívnu koreláciu po eliminácii jedného respondenta s extrémnymi hodnotami zo získaných dát. Toto značí, že medzi úzkosťou z cudzieho jazyka a jazykovou úrovňou existuje vzťah.

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16 Appendix

16.1 Questionnaire

Prehlasujem, že v súlade so Zákonom o ochrane osobných údajov budú tieto údaje použité na spracovanie výskumu v rámci bakalárskej práce a nebudú ďalej zverejňované a zneužívané.

Meno a priezvisko:

Vek:

Ročník SŠ:

- Anglický jazyk som sa začal/-a učiť pred nástupom na strednú školu.
 ÁNO NIE
- Ak áno, v akom veku si sa začal/-a učiť anglický jazyk?
- V ktorom ročníku (ZŠ/SŠ) si sa začal/-a učiť anglický jazyk?
- Učil ťa niekedy rodený anglicky hovoriaci človek na základnej alebo strednej škole? (t.j. Angličan, Američan, Austrálčan atď.)
 ÁNO NIE
- Ak áno, v akom ročníku či ročníkoch ZŠ/SŠ? (napr. v 5.-8. triede ZŠ)
- Strávil/-a si niekedy viac ako 1 mesiac v anglicky hovoriacej krajine?
 ÁNO NIE
- Ak áno, ako dlho? Napíš obdobie. (napr. september-október 2018)
- Učil ťa niekedy rodený anglický hovoriaci človek mimo školy? (napr. v jazykovej škole)
 ÁNO NIE
- Ak áno, ako dlho? Napíš obdobie. (napr. september-október 2018)
- Ako často prebiehali hodiny s rodeným anglicky hovoriacim lektorom?
 Každý deň
 2-3krát za týždeň
 Raz za týždeň

Aspoň 2-3krát za mesiac

Raz za mesiac a menej

	Úplne súhlasím	Súhlasím	Neviem	Nesúhlasím	Úplne nesúhlasím
1. Keď mám hovoriť na vyučovacej hodine anglického jazyka, nikdy sa necítim úplne sám/sama sebou.					
2. Na vyučovacej hodine anglického jazyka sa nebojím urobiť chyby.					
3. Začnem panikáriť, keď viem, že ma na vyučovacej hodine anglického jazyka učiteľ vyvolá.					
4. Som vydesený/-á, keď nerozumiem, čo učiteľ anglického jazyka hovorí.					
5. Vôbec by mi nevadilo mať viac vyučovacích hodín anglického jazyka v škole.					
6. Počas vyučovacích hodín anglického jazyka sa zvyknem pristihnúť, že premýšľam nad vecami, ktoré s vyučovaním vôbec nesúvisia.					
7. Myslím si, že mojím spolužiakom ide angličtina lepšie ako mne.					
8. Zvyčajne sa počas písomiek z anglického jazyka cítim pokojný.					
9. Začnem panikáriť, keď viem, že mám na vyučovacej hodine					

	Úplne súhlasím	Súhlasím	Neviem	Nesúhlasím	Úplne nesúhlasím
anglického jazyka hovoriť bez prípravy (po anglicky).					
10. Bojím sa toho, že z anglického jazyk prepadnem.					
11. Nerozumiem tomu, prečo sa niektorí spolužiaci tak rozčuľujú nad hodinami anglického jazyka.					
12. Na vyučovacej hodine anglického jazyka dokážem byť tak nervózny, že zabudnem veci, ktoré už viem.					
13. Cítim sa trápne, keď sa mám dobrovoľne prihlásiť a odpovedať na vyučovacej hodine anglického jazyka.					
14. Necítil/-a by som sa nervózny/-a pri komunikácii v anglickom jazyku s rodeným anglicky hovoriacim človekom.					
15. Cítim sa nahnevaný/-á, keď nerozumiem tomu, prečo ma učiteľ anglické jazyka opravuje.					
16. Cítim sa nervózny/-a, aj keď sa na hodinu anglického jazyka veľmi dobre pripravím.					
17. Často mám chuť vynechať vyučovacie hodiny anglického jazyka.					
18. Cítim sa sebaisto, keď na vyučovacích hodinách					

	Úplne súhlasím	Súhlasím	Neviem	Nesúhlasím	Úplne nesúhlasím
anglického jazyka hovorím (po anglicky).					
19. Obávam sa toho, že učiteľ anglického jazyka opraví každú chybu, ktorú spravím.					
20. Cítim ako mi búši srdce, keď môžem byť na vyučovacej hodine anglického jazyka vyvolaný k odpovedi.					
21. Čím viac sa učím na test/písomku z anglického jazyka, tým viac som zmätený/-á.					
22. Necítim potrebu sa na vyučovacie hodiny anglického jazyka veľmi pripravovať.					
23. Myslím si, že moji spolužiaci rozprávajú po anglicky lepšie ako ja.					
24. Cítim sa veľmi nepríjemne, keď mám rozprávať po anglicky pred svojimi spolužiakmi.					
25. Na vyučovacích hodinách anglického jazyka preberáme učivo tak rýchlo, že sa bojím, že budem pozadu.					
26. Na vyučovacích hodinách anglického jazyka sa cítim viac napäto a vystresovane ako na ostatných hodinách.					
27. Keď na vyučovacej hodine anglického jazyka rozprávam, cítim sa zmätene a vystresovane.					

	Úplne súhlasím	Súhlasím	Neviem	Nesúhlasím	Úplne nesúhlasím
28. Keď idem na vyučovaciu hodinu anglického jazyka, cítim sa uvoľnene a sebaisto.					
29. Cítim sa nervózne, keď na vyučovacej hodine anglického jazyka nerozumiem všetkému, čo učiteľ hovorí.					
30. Cítim, že mám zmätok vo všetkých pravidlách, ktoré sa musím naučiť, aby som vedel hovoriť v anglickom jazyku.					
31. Keď rozprávam po anglicky, obávam sa, že ostatní spolužiaci sa mi budú vysmievať.					
32. Pravdepodobne by som sa cítil/-a dobre v prítomnosti rodených anglicky hovoriacich.					
33. Som nervózny/-a, keď sa učiteľ opýta na otázku, ktorú som si dopredu nepripravil.					

16.2 Respondents' score

Subject	Age	Proficiency Level	Anxiety Level
F1	20	69 %	97
F2	17	86 %	67
F3	16	73 %	71
F4	20	56 %	80
F5	16	91 %	111
F6	17	84 %	59
F7	17	81 %	85
F8	17	69 %	105
F9	17	77 %	72
F10	16	84 %	93
F11	19	80 %	69
F12	20	87 %	99
F13	20	71 %	93
F14	20	94 %	102
F15	20	90 %	97
F16	20	93 %	123
F17	20	80 %	85
F18	20	84 %	75
F19	20	57 %	72
F20	20	69 %	75
F21	20	70 %	64
F22	20	66 %	78
F23	19	56 %	59
F24	16	54 %	69
M1	20	37 %	96
M2	16	90 %	65
M3	19	71 %	92
M4	20	70 %	85
M5	20	83 %	121
M6	19	70 %	90

Table 3: Age, Proficiency Level and Anxiety Level of Respondents