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LANGUAGE ANXIETY – CAUSES AND CONSEQUENCES

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Abstract

Most of the previous studies on language learning anxiety have focused on foreign language anxiety in older learners, and very few focused on the role of language learning anxiety among young learners. It is commonly believed that young learners are similar to one another, and that there is no need to research their individual differences. However, recent studies among young learners proved otherwise. The purpose of this research study was to find whether foreign language learning anxiety is present from the beginning of language learning process. If young learners, who just started learning a foreign language, experienced anxiety at any level, what were the most common sources of language learning anxiety? This research was conducted on three groups of young learners, from two different elementary schools. There was a total of 56 fourth grade young learners, age 10 and 11, 32 females and 24 males. The first group of 16 young learners who had just started learning English as a foreign language, was the focus group which was questioned orally. Their answers about foreign language anxiety served as a basis for the questionnaire which was administered to the second and the third group. The second group consisted of 17 learners who also just began studying English. The third group studied English from the first grade, and were in their fourth year of learning English.

We found that students experienced a low or a very low level of anxiety, which confirms the general standpoint that young learners experience very little anxiety in their language learning process. The significant differences in anxiety level between the male and female learners were established only for two items. The female learners experienced higher anxiety level when their peers mocked their mistakes and when they had to read new words. Our research also showed that there was a negative correlation between language anxiety and motivation. The negative, although moderate correlation was found between language learning anxiety and language achievement. Regarding the language anxiety level in the two subject groups, the participants who had been learning English for four years showed a higher level of language anxiety than the participants who had just started learning English.

Key words: foreign language learning anxiety, young learners, sources of language learning anxiety, motivation, language acheive

1. Introduction

Foreign language learning is a unique experience for every learner. Even those learners who learn a foreign language in the same environment, under the same conditions, achieve various success in the foreign language. The cause of this variability may be a set of learner characteristics defined as individual differences. They include intelligence, aptitude, age, gender, attitudes and motivation, language anxiety, learning styles, strategies and willingness to communicate (Mihaljević Djigunović, 2009).

Many of these individual differences interact with one another, and it is difficult to study only one individual difference without exploring its relationship with the others. For example, as it will be shown in this study, motivation is often negatively related to anxiety. Some of the individual differences are rather stable, while others change over time (motivation, attitudes, and anxiety). In order to get a better understanding of language acquisition it is important to explore why and when these changes happen and what influences them. The purpose of this thesis is to focus on the role of foreign language anxiety in language acquisition, especially in young learners. The main aim is to determine whether young learners experience language anxiety even at the beginning of their language learning, and what the causes of their anxiety are.

2. Anxiety

In order to explain foreign language anxiety, it is important to describe anxiety as a general term. Anxiety is a widespread concept, a phenomenon which affects people universally, no matter what age, gender or race. There have been various definitions of anxiety in the past, from the simple ones, proposed by Freud (1963) who defined anxiety as “1) a specific unpleasurable quality, 2) efferent or discharge phenomena, and 3) the perception of these” (as cited in Piechurska-Kuciel, 2008, p. 27), to the more complex definitions which define anxiety as “an unpleasant emotional state of condition which is characterized by subjective feelings or tension, apprehension and worry, and by activation or arousal of the autonomic nervous system that accompanies these feelings” (Spielberger, 1972, as cited in Piechurska-Kuciel, 2008, p. 27).

The latest approaches to anxiety are attempting to propose a definition of anxiety which would be distinguished from the definition of fear. It is claimed, that although anxiety and fear are coexisting before conscious awareness, fear has the function of moving the organism away from the danger, while anxiety does the opposite, it moves the organism closer to the danger or preventing the organism to enter the dangerous situation (Piechurska-Kuciel, 2008).

The important aspect of anxiety is the way in which an individual processes a threatening situation. The level of anxiety depends on the individual's assessment of the situation which they believe to be threatening and their way of dealing with this situation. This view on anxiety was proposed by Pekrun (1992) who defined anxiety as a “socio-biologic phenomenon experienced as a foreboding dread or threat resulting from the individual's appraisal of a situation and of their capacity to deal with it” (as cited in Piechurska-Kuciel, 2008, p 28). Pekrun (1992) also claims that anxiety influences our information processing, which limits creativity. Although the effects of anxiety can be both positive and negative (anxiety can in some cases induce motivation), most of the research up to date focuses on the negative effects of anxiety, since it is found that anxiety affects learning in an indirect manner. It also causes the lack of concentration which results in poor

performance. Due to their anxiety, people tend to avoid certain tasks or procrastinate their work, just to avoid feeling anxious.

Piechurska-Kuciel (2008) describes two anxiety models: interference model and skills deficit model. As Morris and Liebert (1967) proposed, the interference model consists of two components: 1) worry, which is a cognitive concern of the individual's performance, and 2) emotionality, an emotional reaction to stress. Worry is the component which influences academic performance, since it is negatively connected to performance and performance expectancy. Today, worry is considered to be the collection of negative uncontrollable thoughts, related to the fear of future outcomes.

The second anxiety model, skills deficit, implies that people who have poor study skills and are aware of that fact are more likely to experience anxiety and, consequently, have weaker results. If an anxious person has good study skills, he is likely to perform better than an anxious person with poor study skills. Study skills (actual or perceived) have a great impact on anxiety and performance. (Piechurska-Kuciel, 2008)

Anxiety can be found in a number of different areas, and as such it has been investigated from three perspectives. In their paper, *Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature*, MacIntyre & Gardner (1991) explain these three perspectives. The first perspective is the trait perspective. It considers anxiety as an "individual's likelihood of becoming anxious in any situation" (Spielberger, 1983, as cited in MacIntyre & Gardner, 1991, pp.87). An individual experiencing trait anxiety would become highly anxious in a number of different situations. The second perspective considers anxiety as a state anxiety, fear or apprehension experienced in a certain situation, for example, before taking an exam or speaking in public. Because there is a moderately strong correlation found between state and trait anxiety, it is likely that individuals who are prone to trait anxiety will demonstrate a higher level of state anxiety in stressful situations.

The third approach is the situation specific approach to anxiety. Situation specific anxiety occurs consistently over time within a given situation, and can be seen as trait anxiety measures limited to a given context. This perspective focuses on respondents' reactions in specific, well-defined situations such as public speaking or writing examinations.

3. Foreign Language Learning Anxiety

Foreign language anxiety has been classified as situation specific anxiety (MacIntyre & Gardner, 1991), as it is a specific anxiety which occurs during second language acquisition (SLA). SLA as a discipline deals with explaining how languages are learnt, by analyzing the psycholinguistic, cognitive and social aspects of language acquisition, and how language acquisition shapes the learner's developing linguistic system (VanPatten, 1999, as cited in Piechurska-Kuciel, 2008)

As it has been noted, learners tend to react differently even when they are exposed to the same input in the same learning environment. These different reactions are attributed to individual differences. The individual differences which influence SLA are divided into two categories: cognitive and affective. The cognitive variables include language aptitude, intelligence, language-learning strategies and former language experience and training, while affective variables include motivation, attitude, personality, learning styles, and language anxiety. (Gardner and MacIntyre, 1993). This paper focuses primarily on language anxiety and its role in SLA.

The concept of language anxiety was first proposed by Horwitz, Horwitz and Cope (1986) in their paper *Foreign Classroom Language anxiety*. They defined language anxiety as "a distinct complex of self-perceptions, beliefs, feelings and behaviours related to classroom language learning arising from the uniqueness of language learning experience"(p.128). Their definition differentiated between anxiety in general and the anxiety which is specific in the context of language acquisition. Also, they stressed the importance of a formal language learning environment, in which learners can produce their thoughts, feelings of inadequacy and fear of failure.

There have been other definitions of anxiety, in order to clarify the phenomenon even more. MacIntyre (1999) describes anxiety as a negative emotional reaction and the feeling of worry when learning a second language, and Gardner and MacIntyre (1993) state that individuals experiences language anxiety when they are required to use the second language with which they are not fully proficient. Language anxiety is characterized by feelings of apprehension and physiological responses such as increased heart rate.

3.1. Communication apprehension, test anxiety and fear of negative evaluation

In order to get a better understanding of language learning anxiety, we must first find out about its sources. Horwitz et al. (1986) stated that the language anxiety is mostly grounded in the skills of speaking and listening. They also stated that language anxiety appears when an individual is evaluated in academic and social context. Therefore, they have identified three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation.

Communication apprehension is also known as communication anxiety or performance anxiety. Since foreign language learning emphasizes the importance of interpersonal interactions, the communication apprehension construct plays an important role in language learning. An individual experiencing communication apprehension finds it difficult to speak in a group or in public, or even to listen to a spoken message. The communication apprehension can also be caused by the necessity to produce language structures in a language which is not yet fully mastered. The inability to express themselves in a desired manner or to understand others can lead to frustration and can make otherwise talkative people silent in foreign language class (Horwitz et al., 1986).

In formal education, tests are a common measurement of progress, and performance evaluation is an ongoing feature of most foreign language classes (Horwitz et al., 1986). The importance of testing is stressed since the beginning of one's education. It is not, therefore, unusual that most students experience some level of anxiety when it comes to testing. The students are put in a situation where their knowledge and abilities are assessed within a certain timeframe. If the students have doubts in their knowledge, or perceive themselves as unprepared, the testing situation produces the feelings of insecurity, stress and discomfort. As Myers (1986) claims, test anxiety is "the most virulent impediment to effective role functioning in formal education" (as cited in Piechurska-Kuciel, 2008 p. 63). Students who experience test anxiety have difficulties in learning and in retrieving the material during tests, which leads to poor performance in tests, since test anxiety is a form of a performance anxiety. Test anxiety leads to low self-esteem, low academic scores or even failure, passiveness when it comes to education, and even school refusal (Piechurska-Kuciel, 2008). Horwitz et al. (1986) state that students often put unrealistic demands on themselves and consider everything but a perfect test score as a failure. When it comes to SLA, test anxiety

correlates negatively with grades, self-confidence and proficiency in language and test performance. (Oxford, 1990a, as cited in Piechurska-Kuciel, 2008). Madsen, Brown and Jones (1991) found that there are differences in the anxiety produced by different testing forms. One of the most anxiety provoking tests are those involving translation, while dictations and true-false forms of tests are least anxiety provoking (as cited in Piechurska-Kuciel, 2008).

The last concept related to language anxiety is the fear of negative evaluation, or social-evaluative anxiety. Watson and Friend (1969) claim that individuals who are experiencing apprehension about others' evaluations tend to avoid evaluative situations and they expect that others would evaluate them negatively (as cited in Piechurska-Kuciel, 2008). The fear of negative evaluation is related to social anxiety, since it appears in various social situations in which a person may experience anxiety. The difference between social anxiety and fear of negative evaluation, as Piechurska-Kuciel (2008) observes, is that the fear of negative evaluation is the fear of being evaluated negatively while anticipating or participating in a certain social situation, while social anxiety "pertains to affective reactions to these situations" (Weeks et. al., 2005, as cited in Piechurska-Kuciel, 2008, p. 64). Both social anxiety and fear of negative evaluation are related to an individual's self-esteem. People with high self-esteem are less likely to experience social anxiety, since they are considered more socially acceptable and successful. Those people who experience social anxiety are concerned about others' assessment of their looks and behaviour, and tend to be more self-focused, therefore reducing their participation in social situations.

The fear of negative evaluation also occurs in the foreign language classrooms. Horwitz et. al. (1986) found that there is a moderate correlation between the fear of negative evaluation and language anxiety. Students are afraid of making mistakes, especially in pronunciation and oral communication, because they fear the negative evaluation from their peers or teachers. If the students are anxious, they will try to avoid any form of communication, or reduce it to a minimum, in order to avoid negative evaluations. The student considers any communicative or language-learning situation as the cause of stress and tension. This often results in poor performance, because the student focuses more on the perceived danger than on the language production. Furthermore, the student is surrounded with other language learners, and in comparison with them, he may perceive his language performance as unsatisfying. Since language anxiety produces physical reactions, such as increased sweating, blushing of the cheeks, increased heart rate, the student also becomes aware of these signals of anxiety, which leads to discomfort. Meanwhile, the student is

surrounded with their peers and the fear that he is making a negative social impression on others may culminate into producing more anxiety. (Piechurska-Kuciel, 2008)

3.2. Language learning anxiety – causes

As Piechurska-Kuciel (2008) indicates, language anxiety causes are divided into two basic groups – true and fallacious (other). The true causes are secondary to communication apprehension, test anxiety and fear of negative evaluation, and they constitute a group of following factors: personal and interpersonal anxieties, learners' beliefs about language learning, instructor beliefs about language teaching, interaction between learner and instructor, classroom procedure and language testing.

Personal and interpersonal anxieties have their roots in social anxiety, because the students experience them while interacting with others in a foreign language classroom. These factors refer to the students' fear that others will evaluate them negatively, specifically in a language learning environment. The students want to be perfect while producing constructs in the foreign language, and their failure creates increased level of anxiety and low self-esteem (Piechurska-Kuciel, 2008).

The language learner's beliefs are students' general assumptions about themselves, about various factors which influence their learning, and about the nature of learning and teaching (Victory and Lockhart, 1995, as cited in Piechurska-Kuciel, 2008). They can originate from a student's real or perceived educational experiences and success, and they affect the individual's future educational experience and accomplishments. If students have a negative image about their academic progress, their self-esteem will be significantly lower, and it will have a negative effect on their learning. Erhman and Oxford (1995) concluded that proficiency in speaking and writing is correlated with believing that one can learn languages well (Piechurska-Kuciel, 2008). The students' beliefs are a rather stable trait, which originates from previous language learning experience, background and self-identity.

Instructor beliefs about language teaching are also recognized as the source of language anxiety. The teachers often make unconscious assumptions about students, classroom activities and teaching materials. The actions of the teachers come from their

beliefs which are stable and connected to a certain teaching style. The teachers' beliefs influence students' performance and behaviour, and if the teacher is not ready to change or modify his or her teaching style for students with problems in language learning, the students' level of anxiety will rise (Piechurska-Kuciel, 2008).

Therefore, it is important to take the instructor-learner interaction into consideration. Davis (2003) (as cited in Piechurska-Kuciel, 2008) states that this interaction has an important role in the growth of negative emotions towards language learning. It also involves error correction and the role of mistakes in language learning process. The mismatch between teaching and learning styles can produce a high level of anxiety in some students. Even though the students are aware that error correction is an important part of language learning, teachers who tend to constantly correct their students will produce a high level of anxiety in their classroom (Young, 1991). If the teacher is too strict in error correction and does not adjust its intensity and frequency, the students may feel intimidated and experience negative emotions and anxiety, which is certainly not desirable in a language learning environment.

The classroom procedures are processes and atmosphere in the classrooms which may induce anxiety. In most cases the students experience anxiety when they are obliged to speak in front of other students because they are worried about what they will have to say or about the social impression they will make.

3.3. Instruments for measuring language anxiety

As Horwitz et al. (1986) indicate, anxiety has a significant effect on foreign language learning. Therefore, it is important to be able to identify those students who experience higher level of anxiety in the foreign language classroom. As she describes, in 1983 students who attended beginning language classes at the University of Texas were invited to join a "Support Group for Foreign Language Learning". In the group the students discussed the difficulties in foreign language learning and shared their concerns, and they were listening to presentations on effective learning strategies and anxiety management exercises. The experience shared by the students led to the development of the first language anxiety measure to treat general foreign language anxiety as a separate and distinct phenomenon, called Foreign Language Classroom Anxiety Scale (FLCAS) (Piechurska-Kuciel, 2008).

FLCAS is developed as a 33-item questionnaire based on a 5-point Likert-type scale, ranging from “strongly agree” to “strongly disagree”. In this questionnaire, students respond to questions such as *I feel confident when I speak in my foreign language class* and *I get nervous when the language teacher asks questions which I haven't prepared in advance*. As Piechurska-Kuciel (2008) indicates, the items are designed to address the underlying component anxiety, such as test anxiety, fear of negative evaluation, or communication apprehension. Horwitz et al. (1986, p. 559) describe FLCAS as “a self-report measure which assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons, psycho-physiological symptoms and avoidance behaviours” (as cited in Piechurska-Kuciel, 2008, p. 99).

Apart from FLCAS, there are other instruments designed to examine foreign language anxiety in learners of specific origin. Piechurska-Kuciel (2008) describes a tool designed by Mihaljević Djigunović et al. (2004), which is used to estimate language anxiety in Croatian FL learners. As Mihaljević Djigunović and colleagues state, anxiety is culturally and socially determined, and as such, it requires culture-specific measurement tools. Three hundred and five English language learners of various levels and from different language schools participated in their study. They were given a 100-item questionnaire covering nine types of sources of apprehension: negative self-perception and social evaluation, intricacies of the English language, the teacher, public speaking in class, using English outside of the classroom, comprehension difficulties, the general and undefined threat of using foreign languages and objective circumstances such as lack of time to practice. The results of the study revealed that there was one broad factor explaining over 30% of the total variance, the general fear of the English language. This led to the creation of a culturally specific instrument for measuring language anxiety in Croatians learning English (CROEFLA). Mihaljević Djigunović and colleagues concluded that both scales have similar general factors. They differentiate in several dimensions; in the CROEFLA self-perception and evaluation are more prominent, while in FLCAS competitiveness is more important (Piechurska-Kuciel, 2008).

3.4. Foreign language anxiety in young learners

There is not much literature and research regarding foreign language anxiety in young learners. As MacIntyre & Gardner (1991) state, the results of several studies that were conducted on young learners show that foreign language anxiety is more relevant to language learning among older learners. As Mihaljević Djigunović (2009) explains, young foreign language learners are usually assumed to be very similar, and therefore, it was thought that there was not much need for individual differences studies. However, MacIntyre et al. (2002) argue that children do vary among themselves, and the research on individual differences is highly necessary (as cited in Mihaljević Djigunović, 2009). In the study of young learners, it is important to consider their cognitive and emotional stages of development and develop appropriate methodology and measurements. The instruments normally used with adult foreign language learners have to be adapted, and new specific techniques have to be created. Young foreign language learners' data are often elicited by means of 'smiley' questionnaires or by the projection method (Mihaljević Djigunović, 2009).

Even though anxiety plays such an important role in foreign language learning, foreign language anxiety in young learners has until recently been an unexplored area, since it was thought that young learners experience little anxiety in foreign language classrooms (Mihaljević Djigunović, 2009). Since anxiety interacts with other individual differences, its effect on language learning can be understood better if we consider these interactions.

Mihaljević Djigunović (2009) describes some research which studied the relationship between anxiety and other individual differences. The negative correlation between anxiety and motivation has been established in a number of studies, but very few of them were conducted on young learners. Mihaljević Djigunović (2002) found a significant moderate negative correlation between motivation and anxiety in a study with young learners. As Baker and MacIntyre (2000) found, anxiety is also negatively correlated with willingness to communicate. Willingness to communicate is a relatively stable individual characteristic which shows if an individual is ready to communicate in a foreign language or not. MacIntyre, Baker, Clément & Donovan (2003) carried out the research in late immersion grades 6-9 learners of French and found that willingness to communicate ceased to increase after grade 8. They concluded that anxiety prevents this increase. It was also concluded that anxiety is a good predictor of willingness to communicate in female learners of all ages. Language anxiety also plays an important role in learners' self-confidence. If language learner

experience anxiety at the beginner level, they can have doubts about their ability to learn a foreign language (Cizér and Dörnyei 2005).

Mihaljević Djigunović (2002) studied language anxiety among Croatian EFL (English as a foreign language) learners. The participants were divided into three age groups: 7-10 years, 11-14 years and 15-18 years of age. She reported that more than a half participants experienced anxiety when they had to speak English in class. They perceived both their peers and their teacher as critical audience, and were afraid of losing face. The next source of language anxiety were the tests. Her research showed that test anxiety level was the lowest among youngest learners and the highest among older learners. However, the youngest group was the most anxious when it came to making errors. The teacher was reported as the source of anxiety in all the groups. The learners experienced anxiety when the teacher was too strict, nervous, or made ironic comments about their performance. The other sources of anxiety which the learners mentioned included the characteristic of the English language which make it a difficult language to learn, the use of language outside the classroom, comprehension problems and uneasiness about having to learn a difficult foreign language. This study also found that the frequency of most anxiety sources which the learners reported increased with age.

Classroom processes can also provoke anxiety, which can be persistent and not decrease with proficiency. The teacher can play a crucial role in the lowering anxiety level by establishing familiar patterns with young learners at the beginning of their foreign language learning, as Brewster, Ellis and Girard (2004) suggest. Since young learners are very attached to their teacher, the teacher's behaviours which enhance closeness and behaviours which enhance control over students can either increase or decrease learners' anxiety levels. (Mihaljević Djigunović, 2009).

4. A study of Croatian young EFL learners

4.1. Aim

Since there have been very few research studies to date which deal with language anxiety in young learners, the aim of this study was to look into the sources of language anxiety in young learners and to see if language learning anxiety manifests itself differently in younger and older beginners. Young learners are often perceived as having a very low level of anxiety. However, as learners get older and make more progress in their language learning, their anxiety level often increases. Finding out where language anxiety comes from, and with what other individual differences it correlates with is important for the study of language anxiety in older learners, because if we can indentify the source of the problem we solve it more effectively. This research study explored the following research questions:

1. Do young learners experience anxiety at any level?
2. Is there a difference in language anxiety between two genders?
3. Is there a correlation between language anxiety and learning achievement in English?
4. Is there a correlation between language anxiety and motivation for learning English?
5. Is there a difference in language anxiety between learners who started English in grade 1 and the ones who started in grade 4?
6. Is there a connection between different sources of anxiety?

4.2. Sample

The participants were 56 fourth grade students from two different primary schools, divided into three groups. The students who had just started learning English were from the Bednja elementary school, and the students who had been studying English since the first grade were from the Ivanec elementary school. The first group was the focus group, which was questioned orally. Of the 16 students in this group, 10 were females and 6 males. The second group, from the Bednja elementary school included 17 students: 7 females and 10 males. As already mentioned, the participants from Bednja had just started learning English,

although many of them already had a basic knowledge of the language, obtained by watching cartoons, television shows or listening to popular music. The English class met two times a week. The students had also been learning German since the first grade. The third group, from the Ivanec elementary school, comprised 23 students: 15 females and 8 males. With the exception of 3 female students from Ivanec, the subjects were also studying German as a foreign language from the first grade.

4.3. Procedure

4.3.1. Focus Group Interview

As mentioned before, the first group was from Bednja. The method of data collection was the focus group interview. The answers about foreign language anxiety provided by the students of the focus group were used to form a questionnaire which was then administered to the other two groups.

The Bednja elementary school was located in a small village, Bednja, with the population of approximately 800 people. Not all students lived in Bednja, many of them came from nearby smaller villages.

The focus group interview was conducted in the presence of their class teacher. Their English teacher was not present. The interview took place in their classroom, during their art class, and it lasted approximately 20 minutes. This type of interview, which took place in a familiar environment, was aimed to relax the students so they could talk freely about their English language experience and possible anxiety. The students had been informed by their teacher that they would be questioned about their experience with English language classes. At the beginning of the interview, it was explained that their answers will be anonymous, and would be used only for the purpose of this research. They were also encouraged to give lengthy answers, and to ask for clarification if they did not understand the questions. The discussion was based on general questions regarding foreign language learning and anxiety, which served as guidelines for the discussion. The following questions were put:

1. Have you ever been afraid during your English class?
2. What do you think, why were you afraid?

3. Have you ever been given a bad grade in English because you were afraid of the test?
4. What do you think, why are other students afraid during English class?
5. Are you afraid of other subjects, for example mathematics or Croatian?

The interview was conducted in Croatian, since the students were beginners in English. The participation level at the beginning of the discussion was rather low, since most of the students stated that they never felt anxious during English classes. However, as the discussion progressed, some of them changed their opinion and admitted that they felt anxious during written tests. Several students answered that they felt anxious when they had to read new vocabulary out loud, and that they got nervous when they did not know how to pronounce a word that looked familiar. The participation level increased dramatically when they had to talk about other students' anxiety. They mostly talked about their siblings and neighbours. As reasons for their anxiety they stressed coming to class unprepared, not studying for the test, writing on the blackboard and, again, reading out loud. Here, the first question regarding their own anxiety level was asked again. Some of the students admitted feeling slightly anxious about tests and reading (however, they emphasized that their brother/neighbour was more afraid!). It is important to note that none of the students listed their teacher as the source of anxiety. When they were asked how their teacher reacted if they made mistakes, they replied that she just laughed and corrected them. Also, they were not afraid of negative peer evaluation. As will be shown later, the answers in the next two groups differed in this perspective. The focus group students were less willing to admit that they were affected by their friends' reactions, or that they were, to some extent, afraid of the teacher. The last question concerned anxiety in other subjects. Mostly, they reported being afraid of mathematics and German. The causes of their anxiety were tests, and the fear of getting a bad grade.

Since the focus group was relatively small and connected, almost every student participated in the discussion, with the exception of two or three students. The replies from the focus group participants were written down from memory after the interview, and they served as a basis for designing a questionnaire to be administered in the next two groups.

4.3.2. The Questionnaire

The questionnaire was administered to two groups. The students were informed about the purpose of the research, they received detailed oral instructions about the questionnaire, and it was emphasized that their answers would be anonymous. On the first page of the questionnaire, (see Appendix A) the students had to fill in the information about their age, gender, English and German final grades, and the level of motivation for learning both English and German. The grades for English were not filled in by the students, since they still did not know their final grades. Instead, their teacher calculated the mean grade for every student, based on their grades in written tests, oral tests and homework assignments. For German, the students put down their final grade from the previous school year. The motivation for learning English and German was expressed as a “desire” for learning the language. The students showed their level of motivation by colouring the appropriate number of smiley faces, with zero coloured smiley faces their level of motivation was zero, while five coloured smiley faces indicated the maximal level of motivation.

The students then had to fill in a 14-item questionnaire, where each item was followed by a five-point scale. Due to the age group of the participants, the response scale was in the form of smiley faces. The blank smiley face was labelled “I have never felt anxious”, while four smiley faces presented the maximal level of anxiety. The questionnaire covered the main causes of anxiety as were suggested by the focus group; making mistakes, bad grade, reading out loud, oral and written tests, fear of negative evaluation, oral presentations in English, teacher’s reaction to students’ mistakes. The items were not grouped or put in any particular order.

The group from Ivanec, who was in their fourth year of learning both English and German, filled in the same questionnaire. Their English and German final grades were the ones they got at the end of the third grade. For both groups, the time needed for filling in the questionnaire was approximately 20 minutes.

4.4. Results and Discussions

4.4.1. Language anxiety in young learners

As can be seen from the Table 1, which presents joint scores for both groups, on most of the items the students reported having experienced a low or a very low level of anxiety, which is consistent with the general opinion that younger learners experience very little or no anxiety in foreign language learning process (Mihaljević Djigunović 2009).

Table 1 – Language anxiety in both groups

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
anxiety1	40	0	3	,85	,893
anxiety2	40	0	4	,75	1,104
anxiety3	40	0	4	1,60	1,482
anxiety4	40	0	4	,50	1,086
anxiety5	40	0	4	,73	1,154
anxiety6	40	0	4	1,02	1,165
anxiety7	40	0	4	,90	1,150
anxiety8	40	0	4	,35	,864
anxiety9	40	0	4	,35	,864
anxiety10	40	0	4	,32	,917
anxiety11	40	0	4	,72	1,132
anxiety12	40	0	4	1,27	1,320
anxiety13	40	0	4	,37	,897
anxiety14	40	0	4	,52	,877
Valid N (listwise)	40				

Anxiety 1-14 = Questions 1-14

The reason for the low anxiety level in young learners lies in the fact that young learners are yet unaware of the difficulties in learning a foreign language, or that they have not yet gathered sufficient experiences (positive or negative) with the foreign language for anxiety to play a significant role in their performance. These findings are in line with the research of MacIntyre and Gardner (1989), who found that in the earliest stages of language

learning motivation and language aptitude are the most important factors, while anxiety is not so important in terms of language proficiency. Mihaljević Djigunović (2009) lists several studies which suggest that younger learner experience more positive attitudes towards language learning, but as learners get older, the attitudes become less positive. With the positive attitude, the level of anxiety remains low. Experiences of anxiety in early foreign language learning can lead to learners having doubts about their ability to learn a foreign language (Mihaljević Djigunović 2009).

As can be seen from the Table 1, the anxiety level in both groups combined is low. The only significant items where the anxiety level was not low are item 3 (bad English grade), item 6 (writing a test) and item 12 (the teacher gets angry when I make a mistake). These results are also consistent with the already mentioned research of Mihaljević Djigunović (2002), which showed that tests are one of the most frequent sources of anxiety. In that research, the fear of making mistakes was reported most frequently by the youngest learners, and each group of participants reported their teacher as the source of anxiety. A bad grade (or grading in general) is one of the three general sources of anxiety (the other two being communication anxiety and fear of negative social evaluation) (Mihaljević Djigunović 2002). During oral or written tests, students are aware that they are being evaluated and closely watched, so their level of anxiety increases. In evaluative situations, students' level of anxiety increases (Phillips, 1992). Test anxiety is a type of state anxiety, a situation-specific anxiety which will manifest itself only in certain situations, i.e. when the student has to demonstrate his or her knowledge. Testing is the most common and most popular method of measuring the students' progress, but it can also make students feel uneasy, apprehensive, or even provoke depression, especially if the student is unprepared or unsure of their ability (Pierchurska-Kuciel, 2008). Horwitz (1986) found that students frequently suffer from anxiety in testing situations and that language anxiety can be so severe that students postpone language study indefinitely or change majors to avoid language requirements. As can be seen from various research studies, test anxiety has a negative effect on performance, it can cause lower self-esteem, passivity, and some students who experience test anxiety can even refuse to continue with their education (Pierchurska-Kuciel, 2008). Thus, the fear of getting a bad English grade and writing a test as a source of anxiety are interconnected; test anxiety may appear as a consequence of bad experience during tests, and vice versa, students may get a bad grade because their level of anxiety was so high that it interfered with their performance. SLA studies show a negative correlation between anxiety and language course grades, proficiency test performance, speaking and writing performance and also with self-confidence in language

learning. The teachers should pay special attention to test anxiety, and try to create a situation where students would not feel too pressured, since it is likely that test anxiety will increase with age, when students will have more experience with testing situations (Piechurska-Kuciel, 2008).

According to the research conducted by Jelena Mihaljević Djigunović (2002), 4.81% of Croatian students of EFL listed their teacher as a source of foreign language anxiety. Younger learners do not have such a significant level of anxiety when it comes to their teacher; however, a certain number of learners in her study enlisted the teacher as the source of their anxiety. At this point, it is interesting to note that in the focus group interview, not one student stated that they were in any way afraid of their teacher, not even when they were asked directly. They all stated that their teacher was never angry and was very relaxed and patient with them when they made mistakes. According to Mihaljević Djigunović (2002), a number of students were afraid during their classes because they feel that their teacher was too strict or too demanding. On the other hand, some students have a subjective dislike towards the teacher, or they feel as if the teacher dislikes them. It is important to note that the interaction between the teacher and students can have a significant effect on students' attitudes towards the language. Students tend to experience negative emotion when they are involved in interactions which concern error correction and making mistakes in language production. If a teacher constantly corrects their students, it is likely that the students will experience a higher level of anxiety even though they are aware that correction is a part of language learning (Piechurska-Kuciel, 2008). Although teachers correct students' mistakes with best intentions to teach them and to avoid further mistakes, some of them may overreact when it comes to error correction. The way and amount of error correction should be adjusted to students' needs; otherwise their anxiety level will keep increasing.

4.4.2. Language anxiety differences between male and female students

When it comes to differences between genders in foreign language learning, Yashima, Shizuka, Yamane, Noels, Takenuchi & Yoshizawa (2008) list several studies which have empirically shown gender differences in motivation and attitudes, (Gardner, 1985; Samimy & Tabuse, 1992, Clark & Trafford, 1995 Csizér & Dörnyei, 2005; Dörnyei & Csizér, 2002), with

the general conclusion that female students show a higher level of motivation and more positive attitudes towards English language learning. They also describe several psychological research studies which report that women show a higher level of social anxiety than men . However, literature and studies regarding the gender difference in foreign language anxiety are scarce. The results to date are as follows; Aida (1994) found that male learners of Japanese scored significantly higher in FLCAS than female students. MacIntyre et al. (2003) also reported higher anxiety among grade 9 boys than girls. Lin and Rancer (2003) found that men reported experiencing higher apprehension about intercultural communication than do women (Yashima et.al., 2008). When it comes to the study conducted by Yashima et.al. (2008), they found no gender difference in the total scores , which indicates that the overall anxiety level does not differ between men and women. However, female students showed a higher level of anxiety about not understanding everything that was taught in class. Although language learning is perceived in general as a „feminized field“ (Yashima et.al. 2008, p.102), Pierchurska-Kuciel(2008) also states that females are more prone to language anxiety, especially test anxiety.

In our research study, statistically significant differences between the male and female learners were established for items 7 ($t=-2,937$, $p=.006$) and 14 ($t=-2214$, $p=.035$): the female learners experienced a significantly higher anxiety when their peers laughed or mocked their mistakes (item 7) or when they had to read out loud new words (item 14) (see: Table 2 and Table 3, Appendix B). In accordance with the psychological research regarding social anxiety, the female students experienced a higher level of anxiety when it comes to fear of negative evaluation. Fear of negative evaluation, or social-evaluative anxiety, manifests itself as feelings of apprehension about others' opinion, expectations of negative evaluations and avoidance of situations in which an individual may be evaluated (Pierchurska-Kuciel, 2008). This type of anxiety is not limited to testing situations, but appears in various social situations where the student feels like he or she is being evaluated or judged. Fear of negative evaluation is, as mentioned, related to social anxiety, and consequently, affects students with low self-esteem. We should keep in mind that the students in question are approximately 11 years old, the age of early adolescence, which can explain such difference in their social-evaluative anxiety level.

Item 14, reading out loud new words, is also connected to the fear of negative evaluation, since it is reported that students are mostly afraid that they will make errors in pronunciation or that they will say the wrong word (Piechurska-Kuciel, 2008). When it comes

to reading, many students experience anxiety even during silent reading. There are two aspects of foreign language reading which have great potential for eliciting anxiety: unfamiliar pronunciation and writing systems and unfamiliar cultural material. Regarding this research study, the main reason for reading anxiety is most likely unfamiliar pronunciation and different writing systems. In comparison to the Croatian language, English has a very loose sound-symbol correspondence, and this is one of the main concerns for Croatian students when they begin learning the English language. The Croatian students cannot depend on reliability of the sound-symbol correspondence, as they can in their native language, and they experience a high level of anxiety when they have to decode the text. This particularly affects the students with higher level of social anxiety (in this case, the female students), since they are so focused on fear of negative evaluation that their level of reading anxiety increases even more. The students who have a high level of social anxiety are worried that by making mistakes they make a negative social impression on others and, consequently, this can culminate in producing more anxiety.

4.4.3. Relationship of language anxiety and motivation

In contrast to anxiety, which can discourage students from learning a foreign language, motivation can help them and encourage them.

There is a number of research studies which study the young learners' motivation in foreign language learning, and some focus on intrinsic motivation which is influenced by the environment and atmosphere in the language learning classroom (Mihaljević Djigunović, 2009). Mihaljević Djigunović (2009) also refers to the Deci and Ryan's Self-Determination Theory (1985), which states that people have to fulfil their basic psychological needs so they could act in a self-motivational way.

Since this paper focuses on younger learners, their motivation for learning a foreign language comes from two sources. It is triggered either by the activities they enjoy performing (intrinsic motivation), or by their desire of getting a good grade (extrinsic motivation). However, we should keep in mind that motivation is a dynamic process, and it can easily and dramatically change over time, especially when it comes to young learners. If students are bored, or feel overwhelmed, their level of motivation will inevitably drop. Every student has experienced the fluctuation of motivation, either because they thought the lesson is tedious, or because their

attitude towards the language had changed.

As Mihaljević Djigunović (2002) states, motivation is a variable whose negative relationship with anxiety has been established in a number of studies, but very few of these have been carried out with young learners. In her study on anxiety in young learners, Mihaljević Djigunović (2002) found a significant negative correlation between anxiety and motivation. As can be seen from various studies, motivational factors have a great influence on a student's anxiety level when it comes to learning language. However, there is a general consensus that students in Croatia have a high level of motivation when it comes to learning English. Croatian children are exposed to English almost on a daily basis, whether through TV shows, movies, cartoons, music or computer games. The presence of English in their everyday life makes it easier for teachers to motivate them and to maintain that level of motivation as they progress with their education. English is now taught from the first grade in most of the schools in Croatia, and even in schools where it is an elective subject, the majority of children chooses to learn English rather than some other foreign language.

Table 4: Correlation between language learning anxiety and motivation

		anxtot	mot.eng
anxtot	Pearson	1	-,094
	Correlation		
	Sig. (2-tailed)		,565
	N	40	40
mot.eng	Pearson	-,094	1
	Correlation		
	Sig. (2-tailed)	,565	
	N	40	40

anxtot – language learning anxiety

mot.eng – motivation for learning the English language

From the focus group interview, it was clear that Croatian young learners have a high level of motivation, and the answers in the questionnaire confirmed that. Instead of using the term 'language learning motivation' in the questionnaire, we used the phrase 'a desire to learn the English language', so the students would not get too confused. The results showed a negative correlation between language anxiety and motivation (Table 4). This is also in

accordance with previous research, where it was shown that the higher the motivation, the lower the anxiety, although this is not always the case. If a student has a lower level of motivation, they will sometimes treat the subject with indifference, and therefore, their level of anxiety will also be lower. However, most motivated children experience language anxiety in a smaller degree. They want to learn more about the language and are more eager to learn, thus their language anxiety decreases with time.

4.4.4. Relationship of language anxiety and achievement

Researchers, language teachers, and even language learners themselves have been interested in the possibility that anxiety inhibits language learning for quite some time. The literature on the relationship of language anxiety and language achievement suggests a negative correlation between the two. Findings concerning anxiety and language achievement have been relatively uniform, indicating a consistent moderate negative relationship between anxiety and achievement (Horwitz 2000).

Piechurska-Kuciel (2008) lists several research studies which have confirmed the negative relationship between language achievement and language anxiety. The first study she describes was conducted by Young in 1986, with 60 university majors and prospective teachers of French, Spanish and German. The goal of Young's research was to study the effect of anxiety on the individual's avoidance behaviour, and the quality of language input. The study's results confirmed the negative relationship between oral production and language anxiety.

In Phillips' study, published in 1992, she focused on the negative relationship between oral exam grades and the anxiety measurement. The negative relationship was established in the results of the study although it was difficult to determine the strength in which anxiety effects performance (Piechurska-Kuciel, 2008). Her study also stressed that anxiety seems to have a significant psychological role in taking the decision about whether to continue the study of a foreign language.

In a study published by Saito and Samimy in 1996, they studied American students of Japanese at three levels (beginning, intermediate and advanced). Their research study showed that at the beginner levels language anxiety does not play an important role in language

learning. The authors indicated that the beginner students are still inexperienced and that their main preoccupation is development of successful learning strategies. The students at this stage still do not have their performance goals set, so language anxiety can not interfere with their goals. On the other hand, they claim that language anxiety is a significant predictor of success in intermediate and advanced language learners (as cited in Piechurska-Kuciel, 2008).

The results of the MacIntyre et al. study (1997) revealed that anxious students communicate less information in a less proficient manner. Language anxiety also negatively correlated with actual and perceived L2 proficiency, with anxious learners underestimating their language abilities. The authors also indicated that by avoiding the opportunities for speaking, they deprive themselves of the chance for communication development and language anxiety reduction. Studies using FLCAS and other specific measures of second language anxiety have found a consistent moderate negative correlation between FLCAS and measures of second language achievement (typically final grades) (Horwitz, 2000).

Table 5: Correlation between language anxiety and language achievement

		anxtot	grade.eng
anxtot	Pearson	1	-,164
	Correlation		
	Sig. (2-tailed)		,313
	N	40	40
grade.eng	Pearson	-,164	1
	Correlation		
	Sig. (2-tailed)	,313	
	N	40	40

anxtot - language learning anxiety
 grade.eng – English language grades

This study is no different. A moderate negative correlation was found between language anxiety and language achievement. Language achievement was measured by the participants' final grade at the end of the previous school year in Ivanec, or by calculating the mean of all English class grades in Bednja, since the students in Bednja had been studying English for only a couple of months. The participants were, as already mentioned, at the

beginner's level, and their level of language anxiety was in general not high. However, although the results did not show a significant negative relationship between language anxiety and achievement, they should not be discarded. As mentioned before, in the beginner students, language anxiety does not play such a significant role when it comes to their performance. However, at the intermediate and advanced levels, this relationship becomes more significant. Even at the beginners' level, when using foreign language, anxious students are prone to producing longer texts with longer pauses, they use few target structures and they feel anxious when giving an oral presentation or perform in any way in front of the whole class. In order to cope with their anxiety they tend to use avoidance strategies (Piechurska-Kuciel, 2008). These anxiety characteristics eventually lead to bad grades, since they can give the false impression about students' knowledge. It is important to recognize these anxiety characteristics, and to encourage students in order to create an anxiety-free environment. Otherwise, the relationship between language anxiety and achievement will become more significant, and bad grades in language classes will become both the cause and the effect of increased foreign language anxiety.

4.4.5. Comparison of language anxiety between two subject groups

Regarding the language anxiety level in the two groups of participants, it can be seen from Table 6 (see Appendix B) that, in general, the Ivanec participants showed a higher level of language anxiety than those from Bednja. The reasons for this discrepancy could be of various origins. Ivanec was a bigger school, located in a town. The elementary school in Bednja was located, as mentioned above, in a small village, with a prevailing sense of familiarity among the residents. Since it was a small school, the teachers and students tended to develop a more friendly connection, hence decreasing the level of anxiety experienced in class. The students were also more connected amongst themselves, since they all practically lived in the same neighbourhood, and most of them were friends since kindergarten. This decreased the amount of teasing and mocking and created the sense of greater unity.

In Ivanec, the participants were four fourth graders, at the age which sometimes creates a sense of a bigger rivalry. Another factor we have to take into consideration is the teacher. The participants from Bednja and the participants from Ivanec did not have the same English teacher. In Ivanec, the teacher's time and attention was divided amongst a bigger

number of students, and some children often did not get the attention they needed which would perhaps help them with their anxiety issues.

In Tables 6 and 7 (see Appendix B) we can see in which of the questionnaire items the difference in the language anxiety level was most significant. Items number 2 (teacher calling out students), number 3 (bad grade in English), item number 5 (oral exam), and 6 (written exam) show a significant difference in the language anxiety level. In each of these items, the participants from Ivanec showed higher anxiety.

As already mentioned, the participants from Ivanec and participants from Bednja had a different English teacher, which could affect the level of language anxiety. However, since the participants from Ivanec were at a higher stage of English learning, it is also possible that the students were more aware of the mistakes they could make while producing the language, and therefore were more anxious when they were called out. Also, they had had four years of language learning, in which time they could accumulate some negative experiences while learning English and those experiences increased the language anxiety level and made them apprehensive when using the language.

When it comes to items 3, 5 and 6, they can all be put in the category of ‘fear of negative evaluation’. The students in Ivanec, being on a higher level of English learning, may have had a bigger awareness of the English grade impact. Also, their teaching programme was more extensive and complex than that of the students from Bednja (the beginner level), so it is natural that they felt more anxiety during oral or written examination. As recommended, at the beginner levels, the children learn through songs, games, and fun activities. The participants from Bednja would have lower language anxiety level because they only experienced English language learning in a fun way, whereas in Ivanec (a higher level) the teacher gradually used fewer games, songs, and demanded more studying.

4.4.6. Correlations between specific questionnaire items

As can be seen in Tables 8, 9 and 10 (see Appendix B) significant correlations were found between most of the items. However, there are a few exceptions. The first item (I make mistakes) did not show a significant correlation with items 13 (writing new words on the blackboard) and 14 (reading in front of the class). The lack of a significant correlation in this case is perhaps a bit unexpected, since students usually make mistakes when writing or

reading new vocabulary. However, such young learners are encouraged to learn in a fun way, and the teachers should not correct their mistakes too often. Children need to be encouraged to read or write new words without the anxiety or fear of mistakes. Also, at that age children consider writing on the blackboard a fun activity, and most of them are proud when the teacher calls them out. Another item which did not have a significant correlation with items 13 and 14 is item 12 (the teacher gets angry when I make a mistake). The fear of making mistakes is at this age still at a low level. The anxiety related to the teacher could originate from the general anxiety when it comes to teachers or figures of authority, or some students may think that the teacher is too strict.

The next two items without a significant correlation are items 3 (bad grade in English) and 4 (reading an English text in front of the class). As discussed earlier, even at this age, students are aware of the grade impact, and some are very sensitive when it comes to their grades. The anxiety level in item 3 was significantly higher than in item 4. Most children enjoy reading English texts, especially if they can read it as if they are acting, or miming while reading. This method is very common and it helps students to relax, since it creates an anxiety-free environment.

Item 6 (writing an English test) did not show a significant correlation with item 8 (other students are better in English than me). As mentioned before, students in general show high levels of anxiety when it comes to examination, be it oral or written. Young learners usually believe that they are all on the same and similar level, and they are not intimidated by another student's knowledge; hence, the anxiety level in item 8 is relatively low.

Item number 7 (the reaction of other students when I make a mistake) did not correlate significantly with items 8 (other students are better in English than me) and item 9 (talking in English in class). At this age, the students are generally sensitive when it comes to their peers' reaction and mocking, and this provokes feelings of anxiety. On the other hand, when the teacher creates a positive and relaxing atmosphere, the students are not anxious when it comes to producing in the English language in class. The teachers should, therefore, try to warn other students that they should not laugh at others' mistakes and, instead, make an encouraging and anxiety-free atmosphere where laughing and mocking are forbidden.

5. Conclusion and Implications

There is still a lot of research needed in the field of foreign language anxiety in young learners. Although the general belief is that children are very similar at an early age, and that they do not have enough foreign language learning experience to experience anxiety, studies up to date prove differently. This study was a small-scale study, conducted on a very small number of participants. In order to explore language anxiety in young learners more thoroughly, there is a need for a longitudinal study with a larger sample. Also, there is a need to examine the role of the teacher in the classroom, as it was seen that the teacher is one of the sources of language learning anxiety.

In this paper, it was shown that children do experience anxiety at some level. Even those learners who are just starting to learn the foreign language state that they are afraid of tests, bad grades and their teacher's reactions. The anxiety level rises as the learners progress to the higher level of language learning and accumulate negative experiences through their education. Young learners are still not afraid of making mistakes, but are focusing on other sources of anxiety, such as negative evaluation, oral or written tests or grades. It is important to teach young learners how to deal with any anxiety they might experience, at this level, or in the future, so they can be more motivated and more successful in their foreign language learning.

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7. Appendices

7.1. Appendix A

Questionnaire

Podatci o ispitaniku:

Razred:

Spol (zaokruži): muško žensko

Ocjena iz engleskog jezika na polugodištu:

Ocjena iz njemačkog jezika na polugodištu:


Kolika je tvoja želja za učenjem engleskog jezika? Oboji toliko smajlića koliko će najbolje pokazati jačinu tvoje želje za učenjem engleskog jezika.











































































Kolika je tvoja želja za učenjem njemačkog jezika? Oboji toliko smajlića koliko će najbolje pokazati jačinu tvoje želje za učenjem njemačkog jezika.
































































Mnogi učenici ponekad osjećaju strah na satu engleskog jezika. Uzrok njihovog straha može biti različit. U ovom upitniku su navedeni neki uzroci straha. Pogledaj svaki uzrok, razmisli i označi da li i ti ponekad osjećaš strah na satu engleskog jezika.

Ako nikada ne osjećaš takav strah, zaokruži 

Ako si ikada osjetio strah na satu engleskog jezika, označi koliko je velik tvoj strah: zaokruži toliko smajlića koliko će najbolje pokazati jačinu tvog straha.

Pravim pogreške	           
Učiteljica proziva	           
Loša ocjena iz engleskog	           
Čitanje teksta na engleskom pred cijelim razredom	           
Usmena provjera na engleskom	           
Pismena provjera na engleskom	           

Reakcija drugih učenika na moje pogreške (ruganje)			 	 	 
Drugi učenici govore engleski jezik bolje od mene			 	 	 
Pričanje na engleskom jeziku na satu			 	 	 
Dizanje ruke i javljanje na satu engleskog			 	 	 
Učiteljica ispravlja moje greške			 	 	 
Učiteljica se ljuti kad pogriješim			 	 	 
Pisanje riječi na ploči			 	 	 
Čitanje novih riječi					

pred cijelim razredom	    
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7.2. Appendix B – Tables

Table 2 – Language anxiety differences between male and female students

	gender	N	Mean	Std. Deviation	Std. Error Mean
anxiety1	male	18	,61	,850	,200
	female	22	1,05	,899	,192
anxiety2	male	18	,50	,786	,185
	female	22	,95	1,290	,275
anxiety3	male	18	1,22	1,263	,298
	female	22	1,91	1,601	,341
anxiety4	male	18	,33	,767	,181
	female	22	,64	1,293	,276
anxiety5	male	18	,50	,924	,218
	female	22	,91	1,306	,278
anxiety6	male	18	,78	1,003	,236
	female	22	1,23	1,270	,271
anxiety7	male	18	,39	,608	,143
	female	22	1,32	1,323	,282
anxiety8	male	18	,33	,840	,198
	female	22	,36	,902	,192
anxiety9	male	18	,39	,979	,231
	female	22	,32	,780	,166
anxiety10	male	18	,33	,970	,229
	female	22	,32	,894	,191
anxiety11	male	18	,44	,784	,185
	female	22	,95	1,327	,283
anxiety12	male	18	,89	1,023	,241
	female	22	1,59	1,469	,313
anxiety13	male	18	,39	,916	,216
	female	22	,36	,902	,192
anxiety14	male	18	,22	,428	,101
	female	22	,77	1,066	,227

anxiety 1-14= questions 1-14

Table 3 - Language anxiety differences between male and female students

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
anxiety1	Equal variances assumed	,120	,731	-1,558	38	,127	-,434	,279	-,999	,130
	Equal variances not assumed			-1,567	37,156	,126	-,434	,277	-,996	,127
anxiety2	Equal variances assumed	1,791	,189	-1,308	38	,199	-,455	,348	-1,158	,249
	Equal variances not assumed			-1,371	35,379	,179	-,455	,332	-1,128	,218
anxiety3	Equal variances assumed	4,874	,033	-1,481	38	,147	-,687	,464	-1,626	,252
	Equal variances not assumed			-1,517	37,964	,138	-,687	,453	-1,604	,230
anxiety4	Equal variances assumed	2,913	,096	-,875	38	,387	-,303	,346	-1,004	,398
	Equal variances not assumed			-,919	34,963	,364	-,303	,330	-,972	,366
anxiety5	Equal variances assumed	1,416	,241	-1,119	38	,270	-,409	,366	-1,149	,331
	Equal variances not assumed			-1,157	37,302	,254	-,409	,353	-1,125	,307
anxiety6	Equal variances assumed	1,236	,273	-1,221	38	,230	-,449	,368	-1,195	,296
	Equal variances not assumed			-1,250	37,967	,219	-,449	,359	-1,177	,278
anxiety7	Equal variances assumed	18,875	,000	-2,747	38	,009	-,929	,338	-1,614	-,244
	Equal variances not assumed			-2,937	30,701	,006	-,929	,316	-1,575	-,284
anxiety8	Equal variances assumed	,001	,976	-,109	38	,914	-,030	,278	-,593	,533
	Equal variances not assumed			-,110	37,318	,913	-,030	,276	-,589	,529
anxiety9	Equal variances assumed	,162	,690	,254	38	,801	,071	,278	-,492	,633
	Equal variances not assumed			,249	32,218	,805	,071	,284	-,508	,650

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
anxiety10	Equal variances assumed	,001	,980	,051	38	,959	,015	,295	-,582	,613
	Equal variances not assumed			,051	35,103	,960	,015	,298	-,589	,619
anxiety11	Equal variances assumed	4,398	,043	-1,437	38	,159	-,510	,355	-1,229	,208
	Equal variances not assumed			-1,510	34,897	,140	-,510	,338	-1,196	,176
anxiety12	Equal variances assumed	5,612	,023	-1,714	38	,095	-,702	,410	-1,531	,127
	Equal variances not assumed			-1,776	37,146	,084	-,702	,395	-1,503	,099
anxiety13	Equal variances assumed	,166	,686	,087	38	,931	,025	,289	-,559	,610
	Equal variances not assumed			,087	36,214	,931	,025	,289	-,561	,612
anxiety14	Equal variances assumed	5,870	,020	-2,056	38	,047	-,551	,268	-1,093	-,008
	Equal variances not assumed			-2,214	28,707	,035	-,551	,249	-1,059	-,042

anxiety 1-14= questions 1-14

Table 6 - The comparison of language anxiety between two groups

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
anxiety1	bednja	17	,76	1,033	,25
	ivanec	23	,91	,793	,16
anxiety2	bednja	17	,35	,862	,20
	ivanec	23	1,04	1,186	,24
anxiety3	bednja	17	1,06	1,345	,32
	ivanec	23	2,00	1,477	,30
anxiety4	bednja	17	,18	,393	,09
	ivanec	23	,74	1,356	,28
anxiety5	bednja	17	,24	,562	,13
	ivanec	23	1,09	1,345	,28
anxiety6	bednja	17	,59	,939	,22
	ivanec	23	1,35	1,229	,25
anxiety7	bednja	17	,53	,943	,22
	ivanec	23	1,17	1,230	,25
anxiety8	bednja	17	,18	,393	,09
	ivanec	23	,48	1,082	,22
anxiety9	bednja	17	,18	,393	,09
	ivanec	23	,48	1,082	,22
anxiety10	bednja	17	,12	,332	,08
	ivanec	23	,48	1,163	,24
anxiety11	bednja	17	,47	,874	,21
	Ivanec	23	,91	1,276	,26
anxiety12	bednja	17	1,06	1,088	,26
	Ivanec	23	1,43	1,472	,30

	Group	N	Mean	Std. Deviation	Std. Error Mean
anxiety13	bednja	17	,18	,529	,12
	ivanec	23	,52	1,082	,22
anxiety14	bednja	17	,29	,470	,11
	ivanec	23	,70	1,063	,22

anxiety 1-14 = questions 1-14

Table 7 - The comparison of language anxiety between two groups

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
anxiety1	Equal variances assumed	1,895	,177	-,514	38	,610	-,148	,288	-,732	,435
	Equal variances not assumed			-,494	28,978	,625	-,148	,300	-,762	,465
anxiety2	Equal variances assumed	1,272	,267	-2,033	38	,049	-,691	,340	-1,378	-,003
	Equal variances not assumed			-2,132	37,997	,039	-,691	,324	-1,346	-,035
anxiety3	Equal variances assumed	2,339	,134	-2,068	38	,046	-,941	,455	-1,863	-,020
	Equal variances not assumed			-2,098	36,277	,043	-,941	,449	-1,851	-,032
anxiety4	Equal variances assumed	11,789	,001	-1,656	38	,106	-,563	,340	-1,251	,125
	Equal variances not assumed			-1,886	26,809	,070	-,563	,298	-1,175	,050
anxiety5	Equal variances assumed	11,315	,002	-2,450	38	,019	-,852	,348	-1,555	-,148
	Equal variances not assumed			-2,730	31,228	,010	-,852	,312	-1,488	-,216
anxiety6	Equal variances assumed	1,092	,303	-2,128	38	,040	-,760	,357	-1,482	-,037
	Equal variances not assumed			-2,215	37,935	,033	-,760	,343	-1,454	-,065
anxiety7	Equal variances assumed	1,746	,194	-1,802	38	,080	-,645	,358	-1,369	,080
	Equal variances not assumed			-1,875	37,925	,069	-,645	,344	-1,340	,051
anxiety8	Equal variances assumed	5,610	,023	-1,095	38	,280	-,302	,276	-,860	,256
	Equal variances not assumed			-1,233	29,275	,228	-,302	,245	-,802	,199
anxiety9	Equal variances assumed	5,610	,023	-1,095	38	,280	-,302	,276	-,860	,256
	Equal variances not assumed			-1,233	29,275	,228	-,302	,245	-,802	,199

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
anxiety10	Equal variances assumed	7,682	,009	-1,238	38	,223	-,361	,291	-,950	,229
	Equal variances not assumed			-1,412	26,678	,170	-,361	,255	-,885	,164
anxiety11	Equal variances assumed	1,570	,218	-1,230	38	,226	-,442	,360	-1,171	,286
	Equal variances not assumed			-1,300	37,836	,201	-,442	,340	-1,131	,246
anxiety12	Equal variances assumed	4,491	,041	-,888	38	,380	-,376	,423	-1,233	,481
	Equal variances not assumed			-,929	37,997	,359	-,376	,405	-1,195	,443
anxiety13	Equal variances assumed	5,279	,027	-1,211	38	,233	-,345	,285	-,923	,232
	Equal variances not assumed			-1,331	33,679	,192	-,345	,259	-,873	,182
anxiety14	Equal variances assumed	4,551	,039	-1,452	38	,155	-,402	,277	-,961	,158
	Equal variances not assumed			-1,611	32,076	,117	-,402	,249	-,909	,106

anxiety 1-14 = questions 1-14

Table 8 - Correlations between specific questionnaire items

Correlation

		anxiety1	anxiety2	anxiety3	anxiety4	anxiety5
anxiety1	Pearson Correlation	1	,507**	,612**	,529**	,581**
	Sig. (2-tailed)		,001	,000	,000	,000
	N	40	40	40	40	40
anxiety2	Pearson Correlation	,507**	1	,533**	,406**	,669**
	Sig. (2-tailed)	,001		,000	,009	,000
	N	40	40	40	40	40
anxiety3	Pearson Correlation	,612**	,533**	1	,367*	,519**
	Sig. (2-tailed)	,000	,000		,020	,001
	N	40	40	40	40	40
anxiety4	Pearson Correlation	,529**	,406**	,367*	1	,828**
	Sig. (2-tailed)	,000	,009	,020		,000
	N	40	40	40	40	40
anxiety5	Pearson Correlation	,581**	,669**	,519**	,828**	1
	Sig. (2-tailed)	,000	,000	,001	,000	
	N	40	40	40	40	40

anxiety 1-5 = questions 1-5

Table 9 - Correlations between specific questionnaire items

		Correlations				
		anxiety1	anxiety6	anxiety7	anxiety8	anxiety9
anxiety1	Pearson Correlation	1	,694**	,584**	,535**	,435**
	Sig. (2-tailed)		,000	,000	,000	,005
	N	40	40	40	40	40
anxiety6	Pearson Correlation	,694**	1	,614**	,322*	,424**
	Sig. (2-tailed)	,000		,000	,043	,006
	N	40	40	40	40	40
anxiety7	Pearson Correlation	,584**	,614**	1	,191	,062
	Sig. (2-tailed)	,000	,000		,238	,704
	N	40	40	40	40	40
anxiety8	Pearson Correlation	,535**	,322*	,191	1	,759**
	Sig. (2-tailed)	,000	,043	,238		,000
	N	40	40	40	40	40
anxiety9	Pearson Correlation	,435**	,424**	,062	,759**	1
	Sig. (2-tailed)	,005	,006	,704	,000	
	N	40	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

anxiety 1 = question 1; anxiety 6-9 = question 6-9

Table 10: Correlations between specific questionnaire items

		Correlations					
		anxiety1	anxiety10	anxiety11	anxiety12	anxiety13	anxiety14
anxiety1	Pearson Correlation	1	,500**	,618**	,688**	,328*	,300
	Sig. (2-tailed)		,001	,000	,000	,039	,060
	N	40	40	40	40	40	40
anxiety10	Pearson Correlation	,500**	1	,731**	,475**	,659**	,612**
	Sig. (2-tailed)	,001		,000	,002	,000	,000
	N	40	40	40	40	40	40
anxiety11	Pearson Correlation	,618**	,731**	1	,755**	,432**	,614**
	Sig. (2-tailed)	,000	,000		,000	,005	,000
	N	40	40	40	40	40	40
anxiety12	Pearson Correlation	,688**	,475**	,755**	1	,192	,359*
	Sig. (2-tailed)	,000	,002	,000		,235	,023
	N	40	40	40	40	40	40
anxiety13	Pearson Correlation	,328*	,659**	,432**	,192	1	,395*
	Sig. (2-tailed)	,039	,000	,005	,235		,012
	N	40	40	40	40	40	40
anxiety14	Pearson Correlation	,300	,612**	,614**	,359*	,395*	1
	Sig. (2-tailed)	,060	,000	,000	,023	,012	
	N	40	40	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

anxiety 1 = question 1; anxiety 10-14 =questions 10-14