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AN INVESTIGATION INTO FOREIGN LANGUAGE ANXIETY (FLA) AMONG STUDENTS AT THE TECHNICAL FACULTY IN BOR

Abstract

Despite the fact that foreign language anxiety (FLA) has attracted much interest over the last thirty years and that FLA has also been recognized and documented as one of the factors affecting learner performance, this aspect of EFL has been disregarded in Serbia, and there are no studies that we are aware of concerning this phenomenon. This paper is aimed at presenting findings on FLA of 101 first-year students of the Technical Faculty in Bor, Serbia, and contributing to the existing literature on FLA, as well as at confirming the reliability of Foreign Language Anxiety Scale (FCLAS) as an instrument to measure potential anxiety in EFL classroom. The theoretical objective of this study was to examine Horwitz et al.'s model of FCLAS as well as to produce an adapted version of FCLAS suitable for Serbian learners' attitude towards FLA. The adapted version of FCLAS was administered to 101 non-major English students of the Technical Faculty in Bor, and the findings are presented in this paper.

Key words: FLA, English as a foreign language, university students, adapted FLCAS

1. Introduction

Anyone who has ever taught English as a foreign language has found themselves interpreting certain types of student behaviour (showing carelessness, coming late and unprepared, cutting classes, not volunteering in class or not answering simple questions, as well as fidgeting, squirming or even sleeping during classes) as a negative attitude towards the subject, lack of motivation, unwillingness to expend effort on subject tasks, or simply laziness on the part of the students. A growing body of literature, however, recognizes FLA as one of the main causes of such behaviour.

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Anxiety, “a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomous nervous system” (Spielberger, Anton and Bedell 1976), has been in the focus of foreign language learning research for over three decades. Among numerous factors that influence learning a foreign language affectively and cognitively, anxiety is considered to be one of the most important in the affective domain. Anxiety is usually classified as *trait* or *state* anxiety, where trait anxiety is a comparatively invariable personality tendency to feel tension regardless of the particular circumstances, while state anxiety is a temporary condition experienced as a response to an outside stimulus. The third type of anxiety, *situation-specific* anxiety, is a trait that reappears in specific situations (Spielberger et al. 1976). Since foreign language anxiety is manifested in language learning situations in classrooms, language learning research has argued that foreign language anxiety should be classified as situation-specific anxiety.

The first to introduce the construct of foreign language anxiety as anxiety specific to foreign language learning were Horwitz, Horwitz and Hope (1986): “a distinct complex construct of self-perception, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process.” Although research has shown that anxiety is not uncommon in practically all fields of learning, Cassady (2010) introduced the term *academic anxiety* — “a unifying formulation for the collection of anxieties learners experience while in school” — according to Horwitz, Horwitz and Hope, self-concept and self-expression are not involved in other areas of study at the same extent as they are involved in foreign language study. Even though foreign language anxiety may at times be facilitating (Scovel 1978), in most cases it has a debilitating effect on student learning. Negative manifestations of foreign language anxiety include ‘freezing up’ and concentration difficulties, lack of comprehension, errors (Young 1991), worry and dread (Ewald 2007), frustration (Coryell and Clark 2013), as well as fear, panic, reticence and self-consciousness (Horwitz et al. 1986). Horwitz et al. have also found that students who experience high anxiety tend to not even attempt to participate, and often avoid the use of the target language entirely. Foreign language anxiety can affect any language learner at any language level. It is not rare to find students who excel at other subjects, but feel incompetent and discouraged in foreign language classes.

MacIntyre (1999: 33) claimed that foreign language learning “has more potential for students to embarrass themselves, to frustrate their self-expression, and to challenge their self-esteem and sense of identity than almost any other learning activity.”

Young (1991) stated that the greatest source of anxiety for students in the language classroom is the face-to-face interaction and evaluation that often happen with peers and the instructor. As maintained by Horwitz et al. (1986), foreign language anxiety is possibly related to communicative apprehension, test anxiety, and fear of

negative evaluation. Owing to the fact that the language classroom environment has particular characteristics for provoking anxiety in learners, not being able to present one's ideas and opinions in the target language can undermine self-esteem and threaten self-image, while the inability to pronounce words correctly or to use correct grammar can lead to negative evaluation of others. Horwitz et al. discussed the ego-threatening nature of language learning and included Foreign Language Classroom Anxiety Scale (FLCAS), which has become the standard measure of language anxiety. Therefore, it can be concluded that foreign language anxiety is not just an abstract concept studied by researchers, but a painful reality for many students.

Since the knowledge of English as a global language can ensure access to education, science and technology as well as to business, and bearing in mind that many EFL learners may actually never overcome the frustration and discomfort that FLA brings (and those consequences of FLA may be felt beyond the foreign language classroom, the result of which is "a loss for the whole school system that has invested money, time and energy in the teaching of FL that will ultimately not be used" (Dewaele and Thirtle 2009: 638)), it is imperative to raise awareness among teachers so that they might comprehend their learners' experiences, identify anxious students as well as the causes of anxiety, and eventually try to apply different teaching strategies. The findings of this study will hopefully result in a better understanding of FLA in the language learning context in Serbia.

2. Problem formulation

Despite the fact that English is a compulsory subject in Serbia both in primary (8 years) and secondary (4 years) education, and the fact that children in Serbia are exposed to English through films, TV shows, and the Internet from an early age, the students of the Technical Faculty in Bor enter university with many English language problems. The main purpose of the present study was to investigate the issue of foreign language anxiety within the context of EFL learning in Serbia since, as argued before, there has been little information regarding FLA.

3. Method

3.1 Participants

The participants were 101 first-year students from the Technical Faculty in Bor, University of Belgrade, in the academic year 2016–2017. All were enrolled in the credit-bearing and compulsory general English course, but were from different departments (Engineering Management, Metallurgical Engineering, Mining Engineering, and Technological Engineering). The majority of these students were male, with a male to

female ratio of 61:40 (60.4 % male). Their ages ranged from 19 to 24 and older. The majority of the participants were aged 19 (48 = 47.52%), followed by the group aged 20 (39 = 38.61%), the group aged 21 (3 = 2.97%) and finally the group older than 24 (3 = 2.97%). They had studied English for a minimum of 0 and a maximum of 12 years. The great majority of these learners had come from technical/vocational secondary schools (79 = 77.78%), and 22 students (22.22%) had attended gymnasiums. The participants were typical EFL learners learning the target language in a monolingual classroom exclusively.

3.2 Instruments

The original instrument used as a starting point in this study was designed by Horwitz et al. (1986) - Foreign Language Classroom Anxiety Scale (FLCAS) — a 33-item Likert-type scale with selections ranging from “strongly agree” to “strongly disagree.” FLCAS is indicative of the anxieties regarded to be related to FLA: communication apprehension (“a type of shyness characterized by fear of or anxiety about communicating with people,” Horwitz et al. 1986: 127), fear of negative evaluation (“apprehension about others’ evaluations, avoidance of evaluative situation, and the expectation that others would evaluate oneself negatively,” Horwitz et al. 1986: 128), and test anxiety (“a type of performance anxiety stemming from a fear of failure,” Horwitz et al. 1986: 127).

As the first part of the questionnaire, the original FLCAS was adapted in order to be suitable for the EFL context in Serbia, and the method of multiple translators was used. The questionnaire was translated by three EFL teachers who teach at the Technical Faculty, Bor, and the translations were compared. The words “foreign language” and “language” were substituted with “English” (engleski) for better comprehension on the part of the respondents. The modified version was translated back into Serbian in order to check its consistency. The Cronbach Coefficient Alpha, referring to the internal reliability of the adapted FLCAS (Foreign Language Classroom Anxiety Scale) for measuring the learner’s anxiety levels was .849, indicating that internal consistency is reliable.

Inspired by Toth’s procedure (2008), before administering the questionnaire, six students were asked to express their opinions while answering the questions in the think-aloud protocols conducted in Serbian, for the purpose of testing response validity. They were also motivated to concentrate on the items they found vague or difficult to understand, and encouraged to make general comments about the questionnaire. The term “anxious,” which was translated as “anksiozan,” was replaced with the term “napet” since in their opinion the other students would understand the latter term

better. The second part of the questionnaire was intended to collect information from the participants such as their age, gender, the type of high school they had attended, and how long they had studied English as a foreign language.

3.3 Procedures

The questionnaire was completed by 101 students during their English class at the beginning of the fall semester of 2016–2017 academic year. The questionnaire was administered by researchers themselves. Prior to distributing the questionnaires, the teachers explained the objective and the possible value of the study to the students, and assured them that the replies would be used for research purposes only. The students were co-operative, and all who participated in the study submitted their questionnaires to the teachers.

4. Results and discussion

statement	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Without an answer
	%	%	%	%	%	%
1	12.87	33.66	15.84	20.79	16.83	
2	6.93	33.66	15.84	37.62	5.94	
3	6.93	16.83	19.8	33.66	22.77	
4	2.97	10.89	16.83	36.63	32.67	
5	17.82	29.7	29.72	17.82	12.87	0.99
6	20.79	38.61	23.76	12.87	1.98	1.98
7	6.93	22.77	22.77	25.74	21.78	
8	27.72	33.66	10.89	23.76	3.96	
9	4.95	19.8	17.82	30.69	26.73	
10	13.86	21.78	9.9	24.75	29.7	
11	16.83	19.8	18.81	35.64	7.92	0.99
12	7.92	19.8	8.91	35.64	27.72	
13	9.9	21.78	15.84	33.66	18.81	
14	17.82	20.79	27.72	27.72	5.94	
15	1.98	17.82	25.74	38.61	15.84	
16	1.9	16.83	12.87	42.57	24.75	0.99
17	16.83	24.75	21.78	27.72	7.92	0.99
18	15.84	25.74	21.78	33.66	2.97	
19	1.98	25.74	16.83	40.59	14.85	
20	5.94	18.81	14.85	37.62	22.77	
21	4.95	19.8	12.87	36.63	23.76	1.98

22	15.84	46.53	20.79	13.86	1.98	0.99
23	7.92	24.75	18.81	28.71	19.2	
24	7.92	18.81	18.81	32.67	20.79	0.99
25	4.95	15.84	16.83	40.59	21.78	
26	2.97	14.85	14.85	34.65	32.67	
27	1.98	23.76	16.83	35.64	21.78	
28	22.77	28.71	25.74	22.77	0	
29	4.95	22.77	16.83	38.61	16.83	
30	12.87	24.75	28.71	20.79	12.87	
31	5.94	21.78	7.92	30.69	33.66	
32	13.86	29.7	30.69	20.79	4.95	
33	2.97	20.79	20.79	31.68	23.76	

Table 1. The results of the survey (statements are presented in Appendix 1)

Table 1 shows the data obtained from the students' responses (expressed in percentages) given by selecting one out of five (5) alternatives (Strongly agree, Agree, Neither agree nor disagree, Disagree and Strongly disagree).

The resulting data are organized in four (4) groups regarding their relationship with the following sub-topic of FLCA: speaking anxiety, listening anxiety, test anxiety, and general reactions of anxiety towards the foreign language classroom.

4.1 Speaking anxiety

Speaking the foreign language seemed rather difficult for some students, since 24.75% of them said that they felt overwhelmed by the number of rules they had to learn to speak a foreign language (statement 30).

The evidence of the students' lack of self-confidence was revealed by the fact that 33.66% recognized they never felt quite sure of themselves when they were speaking in a foreign language class (statement 1), as well as in the fact that the same percentage was obtained (33.66%) for statement 18, in which students said they did not feel confident when they spoke in a foreign language class. However, only 16.83% said they trembled when they knew they were going to be called on in a language class (statement 3), and 21.78% felt uncomfortable to volunteer answers in class (statement 13).

Statement 27 revealed that 23.73% of students got nervous and confused when they spoke in a foreign language class, and, according to statement 20, only 18.81% experienced heart pounding when being called on in class.

With regard to other factors which could influence students' anxiety, statement 33 indicated that 20.79% of the students got nervous when the language teacher asked questions which they had not prepared for in advance. Fear of making mistakes was

also an important factor, since 37.62% stated they were worried about making mistakes in class (statement 2).

The fear of being evaluated by others also affects students' anxiety. The results show that students' fear of being evaluated by the teacher was slightly more intense than their fear of being evaluated by their classmates, since 25.74% said they were afraid that their teacher would correct every mistake they made (statement 19). However, 18.81% felt self-conscious about speaking a foreign language in front of other students (statement 24), and 21.78% felt fear of being laughed at when they spoke in a language class (statement 31). A number of students, 19.8%, start to panic when they need to speak without preparation (statement 9). Comparing themselves with other students also influences students' anxiety to some extent, since 24.75% had a feeling that other students always spoke the foreign language better than they themselves did (statement 23), and 22.77% thought other students were better at languages than they were (statement 7). The presence of a native speaker seemed to be intimidating to some students: 20.79% disagreed with statement 32, saying they would not feel comfortable around foreign language native speakers, and 27.72% of them stated they would be nervous speaking a foreign language with a native speaker (statement 14).

4.2 Listening anxiety

With regard to listening anxiety, reactions were not as frequent as those corresponding to speaking anxiety since 10.89% (statement 4) and 22.77% (statement 29) felt nervous when they did not understand what the teacher had said in the foreign language. The results also show that 17.82% of students tend to get upset when they do not understand what the teacher is correcting (statement 15). It should be mentioned that statements 4, 15 and 29 relate to students' fear of not understanding their teacher.

4.3 Test anxiety

The resulting data regarding students' test anxiety revealed that only 21.78% worried about the consequences of failing the class (statement 10), and almost the same percentage indicated they did not feel at ease during tests (23.76%, statement 8).

4.4 General reactions of anxiety towards the foreign language classroom

By analysing the obtained results, we can also consider levels of concern over foreign language lessons in general, both outside and inside the classroom. Statement 22 showed that 46.53% of students did not feel the pressure to prepare well for the class. However, 35.64% seemed to understand why people got so upset over foreign language classes (statement 11), and 16.83% said they were worried about the class even though they were well prepared for it (statement 16). Besides, 22.77% denied

feeling sure and relaxed when they were going to the language class (statement 28), 24.75% agreed they often did not feel like going to class (statement 17), and 17.82% indicated they would be upset if they had to take more foreign language classes (statement 5).

With regard to the anxiety experienced inside the classroom, 15.84% were worried about getting left behind due to the pace of the lesson (statement 25); 14.85% felt more tense and nervous in the foreign language class than in other classes (statement 26); and 19.80% said that they could get so nervous in class, they would forget things they knew (statement 12). Finally, an even greater number of students, 36.61%, normally found themselves thinking of things that had nothing to do with the class (statement 6).

Ranking	FLCAS statement
1	6. During language class, I find myself thinking about things that have nothing to do with the course.
2	2. I don't worry about making mistakes in language class.
3	1. I never feel quite sure of myself when I am speaking in my foreign language class.
4	18. I feel confident when I speak in foreign language class.
5	14. I would not be nervous speaking the foreign language with native speakers.

Table 2. Top five sources of anxiety

Top five sources of foreign language classroom anxiety among the students in this study are shown in Table 2.

It can be observed that the statement that obtained the highest percentage is statement 6, which concerns students' anxiety inside the classroom, showing that most of them get distracted during the class. This statement is followed by statement 2, which assesses students' fear of making mistakes, that is, the fear of negative evaluation. The next highest percentage was obtained for statement 1, which determines students' lack of communicative confidence. Statement 18 revealed a noteworthy level of speaking anxiety and a lack of communicative confidence as well. Finally, statement 14 indicated a relatively high level of anxiety in the presence of native speakers.

5. Conclusion

The goal of the study is to provide information on language anxiety of Serbian EFL learners by investigating the levels of anxiety identified and experienced inside the classroom. After analysing the data, interesting information about anxiety levels among

Serbian EFL learners was revealed. One of the reasons for anxiety in the classroom can be explained by the fact that students have to deal with the request of being able to sustain communication in a language they are not completely familiar with. The results show that the highest level of anxiety was observed over communication apprehension. Listening and test anxiety levels were found to be slightly lower than speaking anxiety level. Students' inclination to engage in thoughts irrelevant to the course was detected as the primary source of anxiety, although it appears to have been measured in an indirect way and to be somehow related to students' attitude toward the foreign language class.

The study has also shown that many years of studying a foreign language do not necessarily provide a sense of confidence in using the target language to every learner. The results support and confirm the conclusion that anxiety can have a negative effect on the second language learning experience in different ways and to various levels, and that easing that anxiety should be the primary goal in the foreign language classroom.

There is one limitation of this research that should be noted: generalization regarding the possible implications of this research is ill-advised. Thus, the results of this study should be interpreted with caution. The number of participants was too small for it to be possible to generalize the results to other classroom contexts. Due to the limited size of the student sample (n=101), research findings require replication on a larger sample and in other classroom contexts. Our results should be considered as a starting point for further research.

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Appendix 1

Foreign Language Classroom Anxiety Scale (Horwitz et al. 1986)

1. I never feel quite sure of myself when I am speaking in my foreign language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

2. I don't worry about making mistakes in language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

3. I tremble when I know that I'm going to be called on in language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

4. It frightens me when I don't understand what the teacher is saying in the foreign language.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

5. It wouldn't bother me at all to take more foreign language classes.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

6. During language class, I find myself thinking about things that have nothing to do with the course.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

7. I keep thinking that the other students are better at languages than I am.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

8. I am usually at ease during tests in my language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

9. I start to panic when I have to speak without preparation in language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

10. I worry about the consequences of failing my foreign language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

11. I don't understand why some people get so upset over foreign language classes.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

12. In language class, I can get so nervous I forget things I know.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

13. It embarrasses me to volunteer answers in my language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

14. I would not be nervous speaking the foreign language with native speakers.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

15. I get upset when I don't understand what the teacher is correcting.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

16. Even if I am well prepared for language class, I feel anxious about it.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

17. I often feel like not going to my language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

18. I feel confident when I speak in foreign language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

19. I am afraid that my language teacher is ready to correct every mistake I make.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

20. I can feel my heart pounding when I'm going to be called on in language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

21. The more I study for a language test, the more con-fused I get.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

22. I don't feel pressure to prepare very well for language class.

___ strongly agree ___ agree ___ neither agree nor disagree ___ disagree
___ strongly disagree

23. I always feel that the other students speak the foreign language better than I do.

____ strongly agree ____ agree ____ neither agree nor disagree ____ disagree
____ strongly disagree

24. I feel very self-conscious about speaking the foreign language in front of other students.

____ strongly agree ____ agree ____ neither agree nor disagree ____ disagree
____ strongly disagree

25. Language class moves so quickly I worry about getting left behind.

____ strongly agree ____ agree ____ neither agree nor disagree ____ disagree
____ strongly disagree

26. I feel more tense and nervous in my language class than in my other classes.

____ strongly agree ____ agree ____ neither agree nor disagree ____ disagree
____ strongly disagree

27. I get nervous and confused when I am speaking in my language class.

____ strongly agree ____ agree ____ neither agree nor disagree ____ disagree
____ strongly disagree

28. When I'm on my way to language class, I feel very sure and relaxed.

____ strongly agree ____ agree ____ neither agree nor disagree ____ disagree
____ strongly disagree

29. I get nervous when I don't understand every word the language teacher says.

____ strongly agree ____ agree ____ neither agree nor disagree ____ disagree
____ strongly disagree

30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

____ strongly agree ____ agree ____ neither agree nor disagree ____ disagree
____ strongly disagree

31. I am afraid that the other students will laugh at me when I speak the foreign language.

____ strongly agree ____ agree ____ neither agree nor disagree ____ disagree
____ strongly disagree

32. I would probably feel comfortable around native speakers of the foreign language.

____ strongly agree ____ agree ____ neither agree nor disagree ____ disagree
____ strongly disagree

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Q6	Tokom časa zatičem sebe kako razmišljam o stvarima koje nemaju nikakve veze sa gradivom.	1	2	3	4	5
Q7	Stalno mislim da su drugi studenti bolji iz engleskog nego što sam ja.	1	2	3	4	5
Q8	Obično sam opušten tokom ispita (testa) iz engleskog jezika.	1	2	3	4	5
Q9	Počinjem da paničim kada bez pripreme moram da govorim na času engleskog jezika.	1	2	3	4	5
Q10	Brinem kakve su posledice padanja na ispitu.	1	2	3	4	5
Q11	Ne razumem zašto se neki ljudi toliko uznemire zbog časova engleskog jezika.	1	2	3	4	5
Q12	Na času engleskog jezika mogu biti toliko nervozan da zaboravim stvari koje znam.	1	2	3	4	5
Q13	Sramota me je da se sam javim da odgovaram na času engleskog jezika.	1	2	3	4	5
Q14	Ne bih bio nervozan tokom razgovora na engleskom jeziku sa ljudima kojima je on maternji.	1	2	3	4	5
Q15	Uznemirim se kada ne razumem koju grešku nastavnik ispravlja.	1	2	3	4	5
Q16	Napet sam čak i kada sam dobro pripremljen za čas.	1	2	3	4	5

		U potpunosti se slažem	Slažem se	Niti se slažem niti se ne slažem	Ne slažem se	U potpunosti se ne slažem
Q17	Često mi se ne ide na časove engleskog jezika.	1	2	3	4	5
Q18	Osećam se sigurnim u sebe kada govorim na času engleskog jezika.	1	2	3	4	5
Q19	Bojim se da je nastavnik spreman da ispravi svaku grešku koju napravim.	1	2	3	4	5
Q20	Osećam kako mi srce ubrzano kuca pre nego što me prozovu na času.	1	2	3	4	5
Q21	Što više učim za test postajem sve zbunjeniji.	1	2	3	4	5
Q22	Ne osećam pritisak da se dobro pripreim za čas engleskog jezika.	1	2	3	4	5
Q23	Uvek osećam da drugi studenti bolje od mene govore engleski.	1	2	3	4	5
Q24	Ne osećam se prijatno kada treba da govorim engleski pred drugim studentima.	1	2	3	4	5
Q25	Na času engleskog jezika se sve prelazi tako brzo.	1	2	3	4	5
Q26	Osećam se napetije i nervoznije na času engleskog jezika nego na drugim časovima.	1	2	3	4	5
Q27	Postajem nervozan i zbunjen kada govorim engleski na času.	1	2	3	4	5
Q28	Kada idem na čas engleskog osećam se sigurno i opušteno.	1	2	3	4	5

AN INVESTIGATION INTO FOREIGN LANGUAGE ANXIETY (FLA) AMONG STUDENTS

Q29	Postajem nervozan kada ne razumem svaku reč koju nastavnik izgovori.	1	2	3	4	5
Q30	Osećam da sam preopterećen brojem pravila koje moraš da naučiš da bi govorio engleski.	1	2	3	4	5
Q31	Plašim se da će mi se drugi student smežati kada govorim engleski.	1	2	3	4	5
Q32	Verovatno bih se osećao prijatno u prisustvu osoba čiji je maternji jezik engleski.	1	2	3	4	5
Q33	Postajem nervozan kada nastavnik postavlja pitanja za koja se nisam pripremio unapred.	1	2	3	4	5