https://doi.org/10.18485/primling.2026.27.6
37.091.3:811.111
Оригинални научни рад
Примљен: 16. 8. 2025.
Прихваћен: 20. 9. 2025.

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INDIVIDUAL DIFFERENCES IN ENGLISH LANGUAGE LEARNING: FOCUS ON LANGUAGE ANXIETY AND LEARNER AUTONOMY

Abstract: This study explored the relationship between foreign language anxiety and learner autonomy among high school students learning English in Serbia, and their variations across background variables. A quantitative, non-experimental study was conducted. The findings revealed a negative correlation, indicating that more autonomous learners show reduced language anxiety. Higher autonomy was observed among female learners, students spending more time learning English and those with higher self-perceived proficiency. Language anxiety varied only with self-perceived proficiency. The findings suggest that promoting learner autonomy may help reduce language anxiety. The strategies include reflective practice, cooperative learning and fostering supportive relationships between teachers and students.

Key words: foreign language anxiety, learner autonomy, English as a foreign language, secondary school students, individual differences.

1. Introduction

Individual differences have long been recognized as significant factors that determine outcomes in foreign language learning. They encompass a wide range of biological, psychological and social characteristics that make learners distinct, cause variation among learners and are assumed to impact learning outcomes either directly or indirectly.

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Although individual differences are typically studied as independent variables and predictors of one's success in the learning process, some researchers have investigated them as dependent variables – factors that may themselves be influenced by learning outcomes. For example, language anxiety is generally considered as a variable that leads to low achievement, however it could also be that language anxiety results from lower levels of achievement (Skehan, 1989).

Individual difference factors in foreign language learning are generally categorized into cognitive, conative, affective and sociocultural/demographic (Li et al., 2022). Cognitive variables encompass language aptitude, working memory, memory systems, learning strategies, cognitive styles and metacognition. Conative factors include motivation mindsets, goal complexes and willingness to communicate. Affective variables refer to emotional constructs such as language anxiety, enjoyment, self-efficacy and learner beliefs, while the sociocultural/demographic category accounts for broader influences like age and identity.

Among these, *language anxiety* stands out as an affective factor that can negatively affect learners' performance. Defined as the tension and nervousness experienced in situations requiring the use of a foreign language, language anxiety is considered a barrier to learning success, learners' confidence and overall language development (Horwitz et al., 1986; MacIntyre & Gardner, 1991). Although a great deal of research has been conducted on how language anxiety affects language performance, L2 motivation and willingness to communicate (e.g., Peng & Wang, 2022) among other individual differences, the potential impact of language anxiety on *learner autonomy* has been less studied.

Learner autonomy refers to the ability to take control over one's own learning process, which includes setting goals, monitoring progress and employing appropriate learning strategies (Little, 1991). It is increasingly considered as a crucial factor in successful language learning, especially in the contexts that emphasize the importance of learner-centered teaching and lifelong learning.

This study, therefore, aims to explore the relationship between language anxiety and learner autonomy among secondary school students learning English as a foreign language. Specifically, it investigates whether increased levels of language anxiety are associated with lower levels of learner autonomy in managing their English language learning.

2. Literature review

2.1. Language anxiety

Learning a foreign language often requires students to be actively involved in different types of communication, which can provoke emotional responses in them. One such response is language anxiety, an affective dimension defined as subjective feeling of tension, fear, nervousness and worry that arises during the learning and use of a foreign language (MacIntyre, 1999). It is generally considered as a unique complex of self-perception, beliefs, emotions and behaviors associated with foreign language learning resulting from the distinct nature of language learning process (Horwitz et al., 1986, p. 128). Traditionally, language anxiety has been defined as a trait or state dimension (Spielberger, 1983). Recent studies emphasize that this phenomenon is highly context-dependent and subject to change over time (Horwitz et al., 1986; MacIntyre & Gardner, 1991).

Language anxiety can manifest in various ways including communication apprehension, test anxiety and fear of negative evaluation (Horwitz et al., 1986, p. 127). Communication apprehension refers to a type of shyness characterized by fear of or anxiety about communicating with people, which manifests in difficulty in speaking in public or in listening to a spoken language. Performance anxiety stemming from a fear of failure is known as test anxiety. In foreign language contexts, even the most talented and well-prepared students frequently underperform due to test anxiety. Fear of negative evaluation refers to apprehension about being judged critically by others, the tendency to avoid situations where evaluation is likely and the persistent expectation of negative judgment.

The effects of language anxiety include broad educational, intellectual and social dimensions (MacIntyre, 2017). On the educational and intellectual levels, it leads to reduced competence in language acquisition, difficulties with concentration and memory, low self-confidence, decreased participation in class, difficulties with mastering the material (Radić-Bojanić, 2017, p. 12). In some cases, anxiety may even cause learners to abandon language learning altogether (Dewaele & Thirtle, 2009, p. 639). Socially, language anxiety manifests as a diminished willingness to communicate, so restricting learners' possibilities for practice and improvement (Song, 2024, p. 797).

As language anxiety represents a significant affective barrier in foreign language learning, with implications for learners' cognitive, emotional and social functioning, it is important to consider how this phenomenon may interact with other individual difference factors. One such factor is learner autonomy, a concept central to contemporary learner-centered teaching.

2.2. Learner autonomy

Broadly defined as the capacity to take control over one's own learning (Benson, 2001, p. 2), learner autonomy has seen a significant conceptual evolution over the past few decades. It is often referred to by various terms, including as "learning how to learn" (Little, 1991), "self-access learning" (Benson, 2001) and "self-regulated learning" (Fukuda, 2018).

The term was first introduced in the 1980s by Henri Holec, who defined it as "the ability to take charge of one's own learning" (Holec, 1981, p. 3). Importantly, Holec emphasized that this ability is not inborn, but rather something that must be acquired by natural means or by formal learning. According to the author, it involves key skills such as planning what and how to learn, monitoring the acquisition procedure and evaluating what is acquired.

As the concept developed, scholars argued that autonomy refers not only to an internal capacity, but also to observable learning behaviors inside and outside the classroom. For instance, Little (1991) expanded the concept by highlighting dimensions such as critical reflection, decision making and independent action (p. 4). Nunan (1997) further added to this by proposing a model that focuses on learners' actions, including awareness, involvement, intervention, creation and transcendence (p. 195). These stages signify a transition from passive content reception to active and strategic involvement in learning. Moreover, Littlewood (1997) and Benson (2001) broadened the scope by connecting autonomy to learning strategies, suggesting that autonomous learners don't just manage their immediate tasks but also shape their overall learning journey strategically.

By the late 1980s and the 1990s, under the impact of learner-centered educational theories, learner autonomy became a central goal of many educational reforms, often linked with fostering "critical thinking" (Little,

2007, p.14). This period saw a fundamental change in how autonomy was understood. As Little (2007) stated, it was no longer about learners doing things independently but rather about doing things for themselves. In other words, traditionally learner autonomy was associated with independent, self-directed learning, referring to learning outside formal settings or teacher guidance, while the new perspective defined it not in terms of physical independence from the teacher, but rather as taking initiative and ownership of one's own learning.

The focus expanded from mere self-direction to self-initiation, emphasizing the learner's active role in driving their learning process (Little, 1991; Ruelens, 2019), as well as to self-regulation, understood as the learners' willing, proactive and reflective involvement in the learning process (Little, 1991).

In light of its relevance, it is important to explore factors that support or inhibit the development of autonomy. This study focuses on the relationship between language anxiety and learner autonomy.

3. Research methodology

3.1. Research objectives and design

The aim of this study is to determine the levels of language anxiety and learner autonomy, as well as to explore the relationship between the variables among high school students in Serbia. In addition, the study examines whether foreign language anxiety and learner autonomy differ significantly based on background variables such as gender, years of English learning, participation in additional English classes and self-reported proficiency level.

The research questions guiding this study are:

1. What are the levels of language anxiety and learner autonomy in English language learning among high school students?

2. Is there a significant relationship between learner autonomy, including its subdimensions, and foreign language classroom anxiety?

3. Are there significant differences in language anxiety and learner autonomy with respect to gender, years of English learning, additional English classes and proficiency level?

The study employs a quantitative, non-experimental research design using a survey method. Data were collected through a structured questionnaire administered during regular school sessions.

3.2. Participants

The sample included 81 high school students from the Second Grammar School in Kragujevac, Serbia. The sample consisted of students from the third (66.7%) and fourth grades (33.3%). The mean age of the participants was approximately 17.6 years (SD=0.63). The students, on average, had been learning English for about 11 years. Out of these students, 87.7% reported not attending any additional English classes outside of school. With regard to contact with native speakers, almost 70% of the students reported communicating occasionally or more frequently with native English speakers. Relative to self-rated English proficiency, the majority of students (59%) rated themselves as intermediate (B1-B2), followed by 30.9% rating themselves as advanced (C1-C2) and 9.9% as beginner (A1-A2).

3.3. Instruments

The data were collected using a three-part questionnaire (Appendix). The first section gathered demographic information, including age, gender and educational background.

The second section assessed learner autonomy in language learning, employing the *Learner Autonomy in Language Learning Scale* developed by Dzung and Dzung (2024). This scale consists of 23 items, divided into two major dimensions – self-initiation and self-regulation – each containing several subscales. The self-initiation dimension includes four subscales: motivation and attitudes, openness to new things, making efforts to learn and perseverance (e.g., "I motivate myself to learn without external factors", "I am able to take responsibility for my learning"). The self-regulation dimension includes two subscales: identifying needs and learning goals, and planning and monitoring the learning process (e.g., "I am able to identify my own learning problems and means of addressing them", "I am able to develop daily/weekly learning plans").

The third section focused on measuring foreign language anxiety, using the *Foreign Language Anxiety Scale* developed by Horwitz et al.

(1986), which included 33 items (e.g., "Even if I am well prepared for language class, I feel anxious").

All items in parts 2 and part 3 were rated on a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The reliability of the *Learner Autonomy in Language Learning Scale* was confirmed with a Cronbach's alpha of .881, while the *Foreign Language Anxiety Scale* showed a reliability coefficient of .858.

3.4. Data collection procedure

The questionnaire was administered in paper form during regular school sessions with prior consent from school authorities. Participation was voluntary and anonymous, while informed consent was obtained from all participants.

3.5. Data analysis

Descriptive statistics were used to summarize participants' responses. Since the assumption of normality and linearity were not met for some variables, as indicated by the Shapiro-Wilk test and scatterplot inspection, non-parametric tests were applied. Spearman's rank-order correlation was employed to explore the relationship between learner autonomy and language anxiety. To examine potential differences based on background variables, the Mann-Whitney U test and Kruskal-Wallis H test were used as non-parametric alternatives to the independent samples t-test and one-way ANOVA, respectively. All analyses were conducted using SPSS, version 20.0.

4. Results and discussion

4.1. Level of learner autonomy and language anxiety in English language learning

The first objective of the study was to determine the levels of learner autonomy and language anxiety among high school students learning English as a foreign language. Descriptive statistics were calculated for the overall scores, as well as for the dimensions of learner autonomy: self-initiation and self-regulation, and their subdimensions (Table 1).

Table 1: *Descriptive statistics for learner autonomy (overall and subcomponents) and language anxiety*

Variable	N	Minimum	Maximum	Mean	Std. deviation
Learner autonomy	81	2.70	4.91	4.04	.54
Self-initiation	81	2.67	5.00	4.07	.58
Motivation and attitudes	81	1.67	5.00	4.31	.70
Openness to new things	81	1.67	5.00	3.74	.84
Self-regulation	81	2.45	5.00	4.02	.62
Making efforts to learn	81	1.67	5.00	4.05	.78
Perseverance	81	1.67	5.00	4.18	.83
Identifying needs and learning goals	81	3.00	5.00	4.17	.58
Planning and monitoring the learning process	81	1.50	5.00	3.90	.82
Language anxiety	81	1.61	3.94	2.46	.54

The overall mean score for learner autonomy among the students was relatively high (M=4.04, SD=0.54), indicating that most learners believe that they are capable of taking responsibility for their English language learning. Given the responses were measured on a five-point Likert scale (1= strongly disagree to 5 = strongly agree), this result suggests a pronounced presence of autonomous learning behaviors within the sample. This finding may be attributed to a mix of the characteristics of the learners and environmental factors within the school English language program, i.e., pedagogical practices or curricular design to foster learner autonomy.

The composite measure for self-initiation (M=4.07, SD=0.58) and self-regulation (M=4.02, SD=0.62) support the general trend from the subscales, suggesting a very high level of both affective-motivational and

metacognitive dimensions of learner autonomy. The finding indicates not only that learners have a positive orientation to engage with the process of learning but also employ the cognitive and metacognitive strategies involved in planning, monitoring and regulating their progress.

The self-initiation dimension of learner autonomy, which captures the affective and motivational components of learners' engagement, consists of four subscales: motivation and attitudes, perseverance, making efforts to learn and openness to new things.

Among the subscales, motivation and attitudes showed the highest mean score (M=4.31, SD=0.70), indicating that students are mostly intrinsically motivated to learn English and have positive attitudes towards the language. This result is in line with previous research (e.g., Holec, 1981; Little, 1991), which emphasizes intrinsic motivation as a key feature of autonomous learning.

The perseverance subscale was also highly rated (M=4.18, SD=0.83), which means that students are generally able to continue their learning efforts over a period and remain committed even in face of difficulties. This indicates that autonomous learners are not only independent of external guidance but are also capable of sustaining long-term commitment to their learning goals, demonstrating the existence of motivational strategies and resilience as key components of learner autonomy (Benson, 2001; Nunan, 1997).

The subscales of making efforts to learn (M=4.05; SD=0.78) and openness to new things (M=3.74, SD=0.83) were slightly lower than the others, but they were still reflective of a positive attitude. The relatively lower score on openness to new experiences could indicate that some learners feel hesitant about using unknown learning strategies or engaging in new classroom activities. This might be attributed to learners' previous learning experiences or general socio-cultural influences, as considered by Littlewood (1991) and Ruelens (2019).

The second aspect of learner autonomy, self-regulation, comprises the subscales for assessing learners' capacities for setting goals and monitoring their own progress: identifying needs and goals, and planning and monitoring learning.

The subscale identifying needs and goals received a high mean score (M=4.17, SD=0.83), indicating that the students are capable of recognizing their learning requirements and articulate specific objectives accordingly. The subscale planning and monitoring learning had a slightly

lower mean (M=3.90; SD=0.82), but still suggests that students possess a developed ability to organize, supervise and reflect on their learning processes.

In contrast to high levels of learner autonomy, the foreign language anxiety mean score was considerably lower (M=2.46, SD=0.54), representing a moderate level of anxiety. Although not high, this anxiety level can affect learners' willingness to engage in classroom interaction or communicative activities.

4.2. Relationship between foreign language anxiety and learner autonomy

The second aim of this study was to examine the possible significant correlation between foreign language classroom anxiety and the level of learner autonomy. The results of the Spearman correlation analysis revealed the existence of a negative correlation between general learner autonomy and foreign language anxiety (r=-.272, p=.015), which implies that learners with higher levels of autonomy would tend to have lower levels of anxiety in foreign language classrooms (Table 2). This result supports the fact that autonomous learners, who are proactive, self-directed and confident, might have a greater sense of control and lower levels of anxiety during language classes.

Table 2: *Spearman correlations between language anxiety and learner autonomy dimensions*

Variable	ρ (with language anxiety))	Sig. (2-tailed)
Learner autonomy	–.272*	.015
Self-initiation	–.203	.071
Motivation and attitudes	–.289**	.009
Openness to new things	–.091	.418
Making efforts to learn	–.089	.430
Perseverance	–.162	.152
Self-regulation	–.324**	.003
Identifying needs and learning goals	–.244*	.028
Planning and monitoring the learning process	–.304**	.006

Note. ρ = Spearman's rank-order correlation coefficient. $p < .05$ (*), $p < .01$ (**).

More specifically, the analysis showed that although self-initiation and language anxiety were negatively related (r=-.203), the correlation did not attain statistical significance (p=.071), which implies that higher levels of self-initiation cannot be linked to lower anxiety. By contrast, a moderate and statistically significant negative correlation between self-regulation and language anxiety (r=-.324, p=.003) indicates that learners with the ability to control and manage their learning process tend to experience lower anxiety in English language learning.

Regarding the correlation between language anxiety and the subscales of self-initiation and self-regulation subscales, there was a significant negative correlation between language anxiety and several factors. Higher motivation and more positive attitudes (r=-.289, p=.009), the greater ability to identify learning needs and goals (r=-.244, p=.028) and more developed planning and monitoring capacities (r=-.304, p=.006) were related with lower levels of language anxiety. In contrast, no significant relationships were found between language anxiety and openness to new experiences (r=-.091, p=.418), making efforts to learn (r=-.089, p=.430) and perseverance (r=-.162, p=.152). These findings suggest that while general effort and persistence may not directly reduce language anxiety, intrinsic motivation, ability to identify learning objectives and self-regulatory learning are important factors in controlling learners' language anxiety levels.

4.3. Differences in foreign language anxiety and learner autonomy based on background factors

The third aim of the paper was to explore if language anxiety and learner autonomy vary significantly according to background factors: gender, years of learning English, participation in additional English classes and self-perceived proficiency level.

In relation to gender differences, the Mann-Whitney U test results indicated a statistically significant distinction between male and female learners in learner autonomy (U=482.50, Z=-2.36, p=.018) (Table 3). Female learners (Mean Rank=44.15) had significantly higher scores on learner autonomy compared to male learners (Mean Rank=31.64). The results are consistent with earlier research (Alsmari, 2024; Şakrak-Ekin & Balçıkanlı, 2019), which has demonstrated a gender difference in

favor of females in self-directed and self-regulated learning. This could be explained by females' more strategic learning (Alsmari, 2024), their generally positive attitudes towards autonomous learning (Şakrak-Ekin & Balçıkanlı, 2019), as well as their perception of supportive teaching practices (Nguyen et al., 2024).

Table 3: *Gender differences in learner autonomy and language anxiety (Mann-Whitney U Test)*

Variable	Gender	Mean Rank	U	Z	p
Learner autonomy	Male	31.64	482.50	-2.36	.018
	Female	44.15			
Language anxiety	Male	39.81	719.50	-0.06	.955
	Female	40.11			

In contrast, the results revealed no statistically significant difference in language anxiety between the male and female participants (U=719.50, Z=-0.06, p=.955), implying that gender does not play a significant role in influencing levels of language anxiety.

Table 4 shows the results of the Spearman's rank-order correlation examining the correlation between the length of English language learning and the two main variables. No statistically significant correlation was found between the number of years of English learning and language anxiety (r=-.05, p=.675). On the other hand, a moderate positive correlation was found between the length of study and learner autonomy (r=.37, p=.001). The result suggests that as students learn in English learning settings for longer periods of time, they tend to be more self-regulative and responsible for their learning activities, a finding consistent with earlier research (e.g., Lobach, 2023).

Table 4: *Correlation between length of English learning, learner autonomy and language anxiety (Spearman's rho)*

Variable 1	Variable 2	Spearman's rho	p
Length of learning	Learner autonomy	.37	.001
Length of learning	Language anxiety	-.05	.675

Regarding participation in additional English classes, the results of the Mann-Whitney U test showed a lack of statistically significant difference in language anxiety and learner autonomy between the students who attended extra English classes (Mean Rank=34.35) and those who did not (Mean Rank=41.38), U=288.50, Z=-0.90, p=.371 (Table 5). The finding suggests that more class attendance in English does not necessarily lead to better learner autonomy or less language anxiety.

Table 5: *Participation in additional English classes (Mann-Whitney U Test)*

Variable	Group	Mean Rank	U	Z	p
Learner autonomy	Attended	34.35	288.50	-0.90	.371
	Not attended	41.38			
Language anxiety	Attended	39.45	339.50	-0.22	.824
	Not attended	41.22			

With regard to self-perceived English proficiency level, the results of the Kruskal-Wallis H test and post hoc Mann-Whitney U test indicated that there was a statistically significant difference in learner autonomy among three self-perceived proficiency levels: beginner, intermediate and advanced ($\chi^2(2)=9.96$, p=.007) (Table 6). The learners who identified themselves as having advanced proficiency levels, C1-C2 (Mean Rank=45.54), reported higher learning autonomy compared to those at intermediate levels, B1-B2 (Mean Rank= 42.00), and those at lower levels, A1-A2 (Mean Rank =16.38). The results are consistent with the notion that students with higher English proficiency are more likely to be more autonomous and take responsibility for their own learning, demonstrating growing ability for self-regulation in relation to language learning (Ullah et al., 2024).

Table 6: *Differences in learner autonomy by self-perceived English proficiency (Kruskal-Wallis Test)*

Proficiency level	Mean Rank
Beginner (A1-A2)	16.38
Intermediate (B1-B2)	42.00
Advanced (C1-C2)	45.54

Test Statistics: $\chi^2(2) = 9.96$, p = .007

Accordingly, the findings indicated that there was a statistically significant difference in language anxiety among the three groups ($\chi^2(2)=16.93$, $p<.001$) (Table 7). The beginner group, A1-A2, showed the highest levels of language anxiety (Mean Rank=61.63), followed by the intermediate group, B1-B2 (Mean Rank=45.05), whereas the advanced group, C1-C2, had the lowest levels of anxiety (Mean Rank=26.62). Similarly, previous research has proved that more proficient learners tend to experience less language anxiety (e.g., Xu & Xie, 2024; Zhang, 2019), mainly due to better language ability (Alamer et al., 2025), greater self-confidence (Jin et al., 2021), lower fear of making mistakes (Dewaele & Al-Saraj, 2015) and frequent contact with the language (Xu & Xie, 2024).

Table 7: *Differences in language anxiety by self-perceived English proficiency (Kruskal-Wallis Test)*

Proficiency level	Mean Rank
Beginner (A1-A2)	61.63
Intermediate (B1-B2)	45.05
Advanced (C1-C2)	26.62

Test Statistics: $\chi^2(2) = 16.93$, $p < .001$

5. Conclusion

This study aimed to explore the levels of language anxiety and learner autonomy, as well as the relationship between the variables, among high school students in Serbia. Additionally, the study addressed the potential relation between the variables and background factors, including gender, years of English learning, participation in additional English classes and self-reported proficiency level.

The results indicated a moderate degree of language anxiety and a high degree of learner autonomy among the participants. The most salient dimension of learner autonomy was the motivation and attitudes dimension, which reflects the learners' internal motivation and their positive attitudes towards English learning. In addition, a significant negative correlation between learner autonomy and language anxiety was identified, suggesting that more autonomous and confident learners in

English language learning are likely to manifest lower levels of language anxiety. Lastly, for the background factors, the results revealed that higher degrees of learner autonomy were detected in female learners, learners with more time spent learning English and those who rated their proficiency levels more positively. Language anxiety, on the other hand, was influenced only by self-perceived proficiency, with higher-proficiency learners reporting reduced language anxiety levels.

The results suggest that fostering learner autonomy could be a strategy to reduce language anxiety in a foreign language classroom. The strategies fostering learner autonomy can involve promoting reflective practice, facilitating collaborative and cooperative learning, and developing supportive relationships between teachers and students (Şener & Mede, 2022; Shi & Han, 2019).

The results of the study should be interpreted in light of several limitations. First, the sample size was relatively small and limited to students from a single high school, which constrains generalizability of the results. Second, the study relied on self-reported data, which may be influenced by participants' subjective perceptions of their own foreign language anxiety and learner autonomy. Future research could address these limitations by employing larger and more diverse samples to increase the generalizability and by integrating observational methods alongside self-reported measures to more accurately capture authentic learner behavior.

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ИНДИВИДУАЛНЕ РАЗЛИКЕ У УЧЕЊУ ЕНГЛЕСКОГ ЈЕЗИКА: ФОКУС НА ЈЕЗИЧКУ АНКСИОЗНОСТ И АУТОНОМИЈУ УЧЕНИКА

Сажетак: Циљ овог рада био је да се утврди ниво језичке анксиозности и аутономије у учењу код ученика једне средње школе у Србији, да се испита међусобна повезаност ових варијабли, као и да се анализира утицај појединих социодемографских фактора. У ту сврху спроведено је квантитативно истраживање методом анкетирања. Резултати су показали да ученици испољавају умерен ниво језичке анксиозности, док је ниво њихове аутономије у учењу висок. Утврђена је умерена негативна корелација између језичке анксиозности и аутономије у учењу, што указује на то да ученици који показују већи степен самосталности у учењу углавном изражавају нижи ниво језичке анксиозности. Поред тога, виши ниво аутономије уочен је код ученица, код ученика који су дужи период учили енглески језик, као и код оних са вишим самопроцењеним нивоом знања. С друге стране, ниво језичке анксиозности варирао је једино у односу на самопроцењено знање. Добијени резултати имају значајне педагошке импликације, првенствено у погледу подстицања аутономије у учењу као стратегије за смањење језичке анксиозности. Предложене мере укључују развијање способности за рефлексију, подстицање кооперативног учења, као и неговање подржавајућих односа између наставника и ученика.

Кључне речи: језичка анксиозност, аутономија у учењу, енглески као страни језик, ученици средњих школа, индивидуалне разлике.

Appendix

Questionnaire: Learner Autonomy and Experiences in Learning English

This questionnaire aims to learn more about your attitude toward learning English, as well as how you feel during lessons. Your answers are anonymous and will be used exclusively for research purposes.
Please answer each question honestly by selecting the option that best describes your opinion.

Part 1: Basic information

1 Gender:
☐ Male
☐ Female
☐ Other: _____

2. Age: ____ years

3. Grade:
☐ I
☐ II
☐ III
☐ IV

4. How many years have you been learning English? ____ years

5. Do you attend additional English classes outside of regular school lessons?
☐ Yes
☐ No

6. Have you ever had the opportunity to communicate with native speakers of English?
☐ Yes, often
☐ Yes, sometimes

☐ Very rarely
☐ Never

7. How would you assess your level of English?
☐ Beginner (A1–A2)
☐ Intermediate (B1–B2)
☐ Advanced (C1–C2)

Scale instruction
Rate each statement in Parts 2 and 3 according to the following scale:
1 — Strongly disagree
2 — Disagree
3 — Neither agree nor disagree
4 — Agree
5 — Strongly agree

Part 2 – Learner autonomy questionnaire section

No.	Statement	1	2	3	4	5
	I have a willingness to learn.					
	I have positive attitude towards learning English.					
	I motivate myself to learn without external factors					
	I am open to new ways of doing familiar things.					
	I enjoy new learning experiences.					
	I enjoy being set a challenge.					
	I am able to work cooperatively in pairs or groups.					
	I am able to seek help or support from my peers.					
	I am able to take part in classroom interactions and discussions.					
	I am able to stick with tasks even when they are difficult.					
	I am able to meet deadlines.					

	I am able to take responsibility for my learning.					
	I am able to set my own learning goals.					
	I am able to identify my own needs (e.g., why I want to learn English).					
	I am able to identify my own learning problems and means of addressing them.					
	I am able to identify my strengths and weaknesses and structure my learning accordingly.					
	I am able to evaluate to what extent I have achieved my learning goals.					
	I am able to work with a variety of materials and resources to enhance learning.					
	I am able to find information about new topics on my own.					
	I am able to identify and develop learning strategies (e.g., learning words by association, repeating words or sentences, or organizing a table of important grammar rules).					
	I am able to develop the ability to study by myself.					
	I am able to plan where I want to learn (e.g., in/outside the classroom, at home, in the library).					
	I am able to develop daily/weekly learning plans.					

Part 3 –Foreign language anxiety questionnaire section

No.	Statement	1	2	3	4	5
	I never feel quite sure of myself when I am speaking in my foreign language class.					
	I don't worry about making mistakes in language class.					

	I tremble when I know that I'm going to be called on in language class.					
	It frightens me when I don't understand what the teacher is saying in the foreign language.					
	It wouldn't bother me at all to take more foreign language classes.					
	During language class, I find myself thinking about things that have nothing to do with the course.					
	I keep thinking that the other students are better at languages than I am.					
	I am usually at ease during tests in my language class.					
	I start to panic when I have to speak without preparation in language class.					
	I worry about the consequences of failing my foreign language class.					
	I don't understand why some people get so upset over foreign language classes.					
	In language class, I can get so nervous I forget things I know.					
	It embarrasses me to volunteer answers in my language class.					
	I would not be nervous speaking the foreign language with native speakers.					
	I get upset when I don't understand what the teacher is correcting.					
	Even if I am well prepared for language class, I feel anxious about it.					
	I often feel like not going to my language class.					
	I feel confident when I speak in foreign language class.					
	I am afraid that my language teacher is ready to correct every mistake I make.					
	I can feel my heart pounding when I'm going to be called on in language class.					
	The more I study for a language test, the more confused I get.					

	I don't feel pressure to prepare very well for language class.					
	I always feel that the other students speak the foreign language better than I do.					
	I feel very self-conscious about speaking the foreign language in front of the other students.					
	Language class moves so quickly I worry about getting left behind.					
	I feel more tense and nervous in my language class than in my other classes.					
	I get nervous and confused when I am speaking in my language class.					
	When I'm on my way to language class, I feel very sure and relaxed.					
	I get nervous when I don't understand every word the language teacher says.					
	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.					
	I am afraid that the other students will laugh at me when I speak the foreign language.					
	I would probably feel comfortable around native speakers of the foreign language.					
	I get nervous when the language teacher asks questions which I haven't prepared in.					

Thank you very much for your time and honest answers!