Foreign Language Classroom Anxiety and Multilingualism: a Case of Croatian-Speaking Undergraduate Students of English Language and Literature

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**FOREIGN LANGUAGE CLASSROOM ANXIETY AND MULTILINGUALISM:
A CASE OF CROATIAN-SPEAKING UNDERGRADUATE STUDENTS OF
ENGLISH LANGUAGE AND LITERATURE**

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Abstract

This thesis aims to explore whether there is a correlation between multilingualism and foreign language anxiety in a classroom environment. The participants in the study were 29 Croatian-speaking undergraduate students of English Language and Literature, who were divided into two groups based on how many foreign languages (FLs) they used in a classroom environment on a daily or a weekly basis. They filled out an online questionnaire containing questions about their demographic and language background as well as the 33-item Foreign Language Classroom Anxiety Scale to test their Foreign Language Classroom Anxiety (FLCA) levels in English and, for the students who are either double majoring in English and another FL or attending FL classes outside of university, in another FL. The results showed that there is no significant difference in FLCA levels between the two groups of English language majors. This is consistent with the findings of previous research which shows that the levels of FLCA in bilingual and trilingual individuals are almost equal. Regarding the group containing only students who engaged with another FL besides English on a daily or a weekly basis, the results indicated that they had slightly higher FLCA levels in their other FL than in English. It was proposed that the reason for this could be the age at which they started acquiring the other FL, which was, for most participants, higher than the age at which they started to acquire English. Another reason might be their constant and greater exposure to English in their daily lives, due to which they might feel more comfortable using English in contrast to another FL, which they only use in a classroom setting. Further research with larger and more diverse sample of participants could provide more insight into this topic.

Keywords: Foreign Language Classroom Anxiety, English as a foreign language, multilingualism

Contents

1 Introduction

The phenomenon of foreign language anxiety (FLA) was first conceptualized by Horwitz, Horwitz, and Cope in 1986, who described it as a type of anxiety "limited to the language learning situation". Ever since then, much research has been done on this concept. Many researchers have sought to find a correlation between FLA levels and various other variables related to language learning such as enjoyment, personality traits and gender, specifically in a classroom environment, since that is the type of context where foreign language (FL) learners first start to engage with the FL and are, thus, more likely to experience foreign language classroom anxiety (FLCA). Many language acquisition studies included a large variety of participants regarding their nationality, age, and the languages spoken. Some researchers also explored how different levels of multilingualism affect FL acquisition and FLA.

Despite all of that, the connection between FLA levels and the level of multilingualism has still not been explored enough when it comes to the classroom environment. Since higher levels of multilingualism proved to be beneficial in lowering the levels of FLA in general (Botes, Dewaele, & Greiff, 2020; Dewaele, 2007; Thompson & Kawaja, 2015), it is important to investigate whether this would be the case with FL learners in a classroom setting, where, aside from communication apprehension, which might occur in daily FL use, the learners might also have to combat two additional FLA-invoking phenomena: test anxiety and fear of negative evaluation.

The present study aims to focus on a specific group of FL learners: Croatian-speaking majors of English. University students were chosen mainly because FLA research included predominately young FL learners, aged 11 to 14, teenage FL learners, aged 15 to 18, and adult learners, while it largely excluded young adult FL learners. English was chosen as the focus of

the study mainly due to its status as a global language (Crystal, 2003), which makes it more accessible to Croatian-speaking FL learners. According to Didović Baranac, Falkoni-Mjehović, and Vidak (2016), Croatian-speaking EFL learners, who were shown to have positive beliefs about learning English, often encounter the language not only in a classroom setting, but also in their free time when they listen to music, watch films, or consume other entertaining and/or educational content in the English language over the Internet.

Considering how exposed Croatian-speaking EFL learners are to English and how much enthusiasm they show when it comes to learning and using the language, it would be worth investigating whether the attitudes of these learners could influence their FLA levels in both English and in other FLs they might be learning.

Furthermore, this group of EFL learners who are L1 speakers of Croatian or who speak Croatian as one of their L1s was also chosen because they were more easily accessible to the author of the study. Since I am an L1 speaker of Croatian, too, it would also make it easier for the students who choose to participate in the study to contact me and communicate with me in case they have questions regarding the questionnaire. FL communication would then not be a problem even for the students who might have higher levels of FLA because they would be able to communicate in their L1.

Thirdly, English majors, specifically, were chosen for this research because they use English intensively on a daily or weekly basis. Moreover, besides continuing to acquire general English, they are also beginner learners of Academic English, which instantly makes them more prone to develop FLA (Horwitz, Horwitz, & Cope, 1986).

Since there are students among this group of English language majors who are either majoring in another FL, taking an elective course in another FL or are attending FL classes outside university, i.e. who might be considered to be "more multilingual" than the students

who learned only English in the classroom setting, the study aimed to discover whether there is a correlation between FLA levels and levels of multilingualism in a classroom setting.

The study also aimed to fill in the gap in the literature concerning the difference in FLCA levels in relation to different languages. To my knowledge, FLA researchers mainly focus on FLCA levels in only one FL and rarely take into account possible differences in FLCA levels among different languages within the same study. A study that one could consider an exception to this is Djafri and Wimbarti (2018), which focused on exploring FLCA levels in five different FLs. Since this study partially provided the basis for one of the research questions in this study, its findings will be discussed later in the thesis. For this reason, this study aimed to compare whether there are any differences in FLCA levels between the other languages and English, an FL which Croatian-speaking EFL learners come into frequent contact with, and which has, additionally, proven to be positively appraised by Croatian-speaking EFL learners.

To summarize, the aims of this study are as follows. The first aim is to see whether there is any difference in FLCA levels between English language majors who are either majoring in another FL, taking an elective course in an FL, or attending FL classes outside of university, and English language majors who do not engage with another FL in a classroom environment on a daily or a weekly basis. The second aim is to explore whether English language majors have higher FLCA levels in English or in another FL they use in a classroom environment on a daily or a weekly basis.

The structure of the thesis is the following. In Chapter 2, theoretical background to the study is given, in such a way that the two phenomena, FLCA and multilingualism, are defined and explained. Subsequently, a brief overview of the previous relevant studies is provided. This is followed by a description of the present study, with the description of the methodology in Chapter 4 and the presentation of the results in Chapter 5. Chapter 6 brings a discussion of the

results obtained in the study. Chapter 7 contains some concluding remarks, a discussion on the limitations of the study and some suggestions for future research.

2 Theoretical framework

This chapter aims to provide a theoretical background to the two concepts vital for this study: FLCA and multilingualism. The phenomenon of FLCA is defined first. Some of the causes of this type of anxiety as well as effects on language learning are described. This is followed by an overview of the definitions of multilingualism.

1.1 Foreign Language Classroom Anxiety

As was previously mentioned in Chapter 1, the phenomenon of FLA has been of great importance for research on language acquisition. This chapter focuses on defining this phenomenon as well as discussing some of its causes and the effects that the phenomenon has on language acquisition.

2.1.1 Defining FLCA

The first study that aimed to define and conceptualize FLA in general, is the one by Horwitz, Horwitz, and Cope (1986). They related this phenomenon to three other types of anxieties: communication apprehension, test anxiety, and fear of negative evaluation. To be able to fully understand the concept of FLA, one must first define and explain the other three types of anxieties.

Lucas (1984) defined communication apprehension as a type of "generalized anxiety" where a person actively avoids oral communication with other individuals or groups of individuals and seeks to evade situations in which such encounters might occur. According to

Lucas (1984), this type of anxiety might be caused by fear of negative evaluation, fear of failure, or fear of intimacy.

Lucas (1984) observed Japanese-speaking students of English as a Second Language (ESL) who have recently moved to the United States and concluded that communication apprehension poses a significant problem in their successful acquisition of the language since they rarely engaged in conversation with native speakers in fear of making too many mistakes. Therefore, one can conclude that communication apprehension can indeed evoke anxiety in situations related to language use or language learning.

The next of the three anxieties is test anxiety, which is commonly known as an issue students face in various types of learning environments, not just the one related to language learning. According to Hembree (1988), students are more likely to experience test anxiety if they already have a fear of negative evaluation, if they dislike tests in general or if they lack the skills that might help them acquire the study materials faster.

Lastly, there is fear of negative evaluation that seems to be crucial for both of the aforementioned anxieties. This is a type of fear that an individual can experience in any type of social situation, including in FL classrooms, where they might have to be evaluated by another person. In this situation, they expect that they will be negatively evaluated by others, which is also why they actively seek to evade finding themselves in such situations (Horwitz, Horwitz & Cope, 1986).

Having seen how these types of anxieties are interrelated, Horwitz et al. (1986) proposed that although FLA might be induced by them, it cannot be considered exclusively as a combination of the three. Therefore, Horwitz et al. (1986) define FLA as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128).

Some of the symptoms of a person experiencing FLA are similar to those experienced in generalized anxieties. According to Horwitz et al. (1986), other than the psycho-physiological symptoms that characterize regular anxiety such as "tenseness, trembling, perspiring, palpitations, and sleep disturbance" (p. 129), individuals affected by this type of anxiety often feel worried and have trouble concentrating during FL classes, postpone doing their homework and other assignments, and sometimes have trouble recalling information during exams.

2.1.2 Causes of FLCA

Just like with other types of anxieties, there are some factors that might make language learners more susceptible to experiencing FLA. Onwuegbuzie, Bailey and Daley (1999) made a thorough analysis of the studies on FLA up until that point in time and concluded that there are three factors that serve as predictors of FLA, all related to how the students evaluate themselves from a scholastic point of view.

The three predictors that Onwuegbuzie et al. (1999) mention are "overall achievement in FL courses, perceived self-worth, and perceived scholastic competence" (p. 228). Furthermore, although other demographic factors haven't been proven to be relevant for the prediction of FLA, it has been shown that the older the learners are, the more likely they are to experience FLA (Onwuegbuzie et al., 1999).

Aside from demographical factors, MacIntyre (2017) mentions academic, cognitive, and social factors which can make an individual more likely to develop language anxiety. FLCA can stem from academic factors such as "errors in pronunciation, unrealistic learner beliefs, instructors who intimidate their students with harsh and/or embarrassing error correction (…), methods of testing" (p. 21). FLCA can, thus, be caused by the students themselves, or by certain

aspects of the environment in which they are learning a language, such as a teacher's behavior towards the student and their methods of error correction. Some of the cognitive causes of FLCA can be "fear of losing one's sense of identity, biased perceptions of proficiency, personality traits and/or shyness, low self-esteem" (p. 21). Among the social factors, there are "fear of being laughed at, being embarrassed and making a fool of oneself, a poor-quality accent, misunderstanding communication or using incorrect words, cultural gaffes, frequency and quality of contact with native speakers" (p. 21). Therefore, if the students are not sufficiently prepared for the communication in the FL, and possibly, with the native speakers of that FL, in a way that they are taught about the cultural differences and the culture behind that FL in general, they are more likely to have negative experiences communicating in the FL and developing FLCA.

2.1.3 Effects of FLA on language learning and performance

After explaining FLCA as a concept, naming some of its manifestations as well as some factors that might serve as predictors of this phenomenon, it is important to explain how this type of anxiety affects the process of language learning.

Firstly, FLA has been proven to have a severe impact on the oral performance of language learners affected by it. Hewitt and Stephenson (2012) aimed to investigate whether there is a correlation between oral performance and anxiety levels. The results have shown that participants with higher levels of FLA had much lower grades in their oral exams than the students who had moderate or low levels of FLA. These findings are in line with those from Phillips (1992), which has also found a high correlation between lower oral exam grades and higher FLA levels.

Furthermore, FLA can occur not only with productive skills such as speaking, but it can also affect the successful acquisition and use of receptive skills such as reading. Saito, Horwitz and Garza (1999) concluded that the students who had indications of Foreign Language Reading Anxiety [1]achieved lower overall grades than their peers who showed lower levels of FLRA.

MacIntyre (2017) divided the effects of FLA into three categories: academic, cognitive, and social. Academic effects relate to the effects that FLCA has on students regarding their success on tests and success of the learning and studying process such as "lowered grades and poor academic achievement, impaired performance on tests, lower result scores on measures of actual second language competence, 'overstudying' – increased effort at learning resulting in lower levels of achievement than expected" (p. 17). Cognitive effects concern the way FLCA affects the mental processing of students such as "increased self-related cognition [thoughts of failure, performance worry, self-deprecating thoughts]" (p. 17). Moreover, the students' memory can also become impaired, making them less capable of easily recognizing words, storing vocabulary and grammar rules in their short-term memory, and making them have trouble retrieving vocabulary and/or grammar rules from their long-term memory. Lastly, according to MacIntyre (2017), FLCA can negatively affect the students' ability to socialize. Their self-confidence can easily be undermined when they are required to speak a FL and they can experience higher levels of communication apprehension both in that FL, as well as in their L1, if they are in an environment where their FL is predominately spoken.

As research has shown, experiencing FLA can negatively affect FL learners who, consequently, make more mistakes in language performance and do not achieve as high grades

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[1] Foreign Language Reading Anxiety is a specific type of FLA where individuals can experience feelings of unease, nervousness and discomfort when they encounter "unfamiliar scripts and writing systems and unfamiliar cultural material" while reading in a FL (Saito et al., p. 203).

when evaluated, which could in turn evoke the fear of negative evaluation, one of the types of anxieties that has a considerable impact on FLCA.

2.2 Multilingualism

Another phenomenon that is the topic of this thesis is multilingualism. This chapter explains the difference between multilingualism and bilingualism and offers a brief overview of some definitions of multilingualism.

2.2.1 *The difference between multilingualism and bilingualism*

Before the phenomenon of multilingualism is defined, it must briefly be explained what the difference between the terms "multilingualism" and "bilingualism" is and why one term was chosen over the other.

It is important to highlight that the literature on bilingualism and multilingualism is not in universal concord when it comes to the definition of these two terms. While some view it as two different phenomena and define bilingualism as the ability to use two different languages, others claim that bilingualism and multilingualism are one and the same thing, i.e. that all bilinguals could automatically be considered multilinguals (Cenoz, 2013).

According to Dewaele (2015), the term multilingualism has been introduced in the area of research on individuals who use more than one language after many disputes over ambiguous terms such as "trilingualism". Nowadays, multilingualism as the ability to use two and any number of additional languages is being most commonly used among language acquisition researchers (Dewaele, 2015).

Bearing in mind the relevance of the term "multilingualism" in the field of language acquisition research, this term will be used throughout the thesis to describe the study, the participants and the findings, regardless of whether it is two or three languages that are being referred to.

2.2.2   *Defining multilingualism*

There are many definitions of multilingualism. Several of them will be showcased here so that the diversity of these definitions be accentuated and that a unified definition that will be used for this thesis be formulated.

Proficiency an individual needs to have in the languages they use to be called "multilingual" is one of the first things that comes to mind when defining multilingualism. According to Edwards (2013), people most often assume that to be considered a proficient speaker of more than one language, one must gain a certain level of competence. Furthermore, they also believe that knowing only a few phrases or words in numerous languages should not be enough for an individual to be called "multilingual". Measuring and defining competence that an individual is supposed to acquire to earn their "title" of a multilingual, though, is far more difficult. Firstly, that is because it is difficult to define what a high level of linguistic competence exactly even pertains to. Secondly, that is also due to many researchers having a different view on the importance of linguistic proficiency. Some of these differences shall be showcased through definitions by different authors that will be discussed below.

For instance, for Lüdi and Py (2009) an important aspect of multilingualism is code-switching or the ability to switch between the languages a person knows. They, thus, define a multilingual person as "each individual currently practicing two (or more) languages, and able,

where necessary, to switch from one language to the other without major difficulty" (p. 158). Since one should be fairly knowledgeable in all of the languages used and should, thus, also demonstrate great competence in those languages, it can be concluded that for Lüdi and Py linguistic competence, i. e. the level of proficiency in the languages is an important characteristic of a multilingual person.

When talking about multilinguals, people often assume that they are able to use two or more languages without making any errors in speech or writing. Hofer (2015), however, claims that the key to multilingual proficiency lies in communicative competence, which does not necessarily have to be completely error-free. Grosjean (2010) also mentions the importance of using the languages in communication but highlights that the languages in the multilingual context should be used on an everyday basis.

On the other hand, Dewaele (2015) argues that a stable unchanging marker that would define how proficient someone is in a language should not exist. He claims that multilingual individuals acquire a certain amount of proficiency in a language based on their needs. This would mean that someone who uses two languages almost error-free in writing, because (s)he was required to develop his/her writing skills for his/her job but does not use the languages well or at all in speech would also be considered a multilingual.

Li (2008) takes an approach to multilingualism that is not based on any requirements for the level of proficiency in the languages an individual speaks. He defines multilingualism as follows:

> *A multilingual individual is anyone who can communicate in more than one language, be it active (through speaking and writing) or passive (through listening and reading). Multilingual individuals may have become what they are through very different experiences: some may have acquired and maintained one language during childhood, the so-called first language (L1), and learned other languages later in life,*

while others have acquired two or more first languages since birth. (Li 2008, p. 4)

Given that the aim of this study is not related to the proficiency of the participants and given that their proficiency in languages other than English would be difficult to assess, the definition by Li (2008) is deemed to be the most appropriate for the purposes of this thesis. All individuals able to communicate in more than one language will be regarded as multilingual regardless of whether they have active or passive language skills and regardless of the way they started to acquire the languages in their linguistic repertoire.

3   Previous research

This chapter reviews some of the studies that were conducted on FLCA and multilingualism and discusses some implications that could arise from the findings of these studies in relation to this thesis.

3.2   Studies on the relationship between FLCA and multilingualism

Dewaele's study (2007) on the effects of multilingualism, sociobiographical and situational factors on Communicative Anxiety (CA) and FLA is one of the first pieces of research that has been done on the relationship between multilingualism and FLA, especially with respect to mature language learners. The participants in the study were 106 BA and MA students who attended the School of Languages, Linguistics and Culture at Birkbeck, University of London. Half of the students were L1 speakers of English, while the other half were fluent in the language, their L1 being different. A total of 35 students were bilingual, 33 were trilingual and 38 were quadrilingual. No formal proof of proficiency in each of the languages was required for the purposes of the study. The participants filled out a questionnaire that consisted of questions related to gender, age, language background and the levels of CA and FLA. In the last set of questions, the participants were required to decide how anxious a situation related to the usage of FLs made them with the help of a Likert scale. The findings of the study suggest that FLA levels increase when an individual must use a language that they acquired later in life. Furthermore, they also indicate that individuals who have acquired a third and a fourth language have lower levels of FLA when they are speaking their L2 than the individuals who have only acquired two languages. The author suggests that this is due to them becoming more self-confident and better at communicating.

The findings of this study were confirmed by Botes, Dewaele and Greiff (2020), which included 1622 speakers of one or more of 43 different FLs. Alongside FLA, the authors were also interested in Foreign Language Enjoyment (FLE) and self-perceived language proficiency of the participants. They used a questionnaire containing a question about the languages the participants speak, their self-perceived proficiency in those languages, eight out of 33 items from the FLCAS (Foreign Language Classroom Anxiety Scale) and a 21-item FLE scale. The authors concluded that knowing a greater number of languages can help the person understand the process of communication better as well as help them gain greater metalinguistic awareness.

The study by Thompson and Kawaja (2015) goes more into depth concerning the relationship between multilingualism and FLA. In contrast to Dewaele's study that has not focused on a single group of FL speakers, these authors have chosen to investigate these two phenomena in relation to Turkish EFL learners. Their study aimed to discover whether bilingual and multilingual EFL learners differed in their results on the FLCAS. A total of 156 university students from Turkey whose L1 was predominately Turkish participated in the study. They were asked to fill out a questionnaire about their linguistic background (the number of languages known, language interaction insights, i.e., the insights into whether the participants believed learning one FL made it easier or more difficult for them to learn any subsequent FLs, and self-rated proficiency in each of the languages) as well as their experiences related to FLA, which were measured with the help of the FLCAS. What the findings suggest is that knowing more languages decreases the chances of high FLA levels, especially in the classroom setting.

3.3 Studies on FLA in English language majors

The study by Tóth (2011) is a continuation of her study from 2009 whose findings suggest that advanced EFL learners do not differ to a larger extent from lower proficiency EFL

learners with regards to FLA levels. The participants in this study were five L1 speakers of Hungarian majoring in the English language who scored the highest on the FLA scale in the previous study. The study aimed to investigate the sources of FLA and the behavioral patterns of the five advanced EFL learners. The researcher conducted interviews with the participants in their native language, which were recorded, transcribed, and analyzed using the constant comparative method[2]. The findings of this study suggest that FLA in the EFL majors derives from their perspective on English classes (the level of English used in classes, the expectations of the teachers, as well as the proficiency of other classmates) and the perception of their own English proficiency. What is also important to notice is that none of the five students experienced FLA during their primary and secondary education, but that the feelings of uneasiness in connection to English first appeared when they arrived at university.

The study by Fang and Tang (2021) also focused on English language majors and their levels of FLA. A total of 140 undergraduate Chinese majors of English participated in this study. The authors used both quantitative and qualitative research methods. The questionnaire that the participants had to fill out and that measured FLA and FLE levels was followed by an interview in which six of the participants who voluntarily agreed to be interviewed shared two of their experiences from the EFL university setting which were the most enjoyable and the most anxiety-invoking. Although the findings suggest that levels of FLE are higher than the levels of FLA in these learners, it may also be concluded that when EFL majors of English do feel anxious when learning/using English, this feeling stems from their fear of negative evaluation from their teachers and other peers.

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[2] This is a type of qualitative data analysis whose aim is to thoroughly examine the data, find reoccurring themes in the participants' responses and categorize them. Throughout the analysis, the responses of the participants are compared to one another to explore the correlation and any reoccurring patterns between the established categories. For instance, in the study by Toth (2011) the following themes were identified: "evidence for the presence of FLA, various manifestations of FLA, sources and effects of FLA, past situations in which participants felt anxious, potential factors accounting for the development of FLA" (p. 43).

3.4 A study on the correlation between FLCA and different FLs

The study by Djafri and Wimbarti (2018) aimed to discover whether there is a difference in FLA levels in Indonesian undergraduate students of English, French, Japanese, Korean and Arabic as well as whether motivation plays a role in FLA. A total of 182 participants were required to fill out a questionnaire, which consisted of a translated version of FLCAS designed by Horwitz, Horwitz and Cope (1986), adapted version of Language Learning Orientation Scale and questions on the students' perception of their teachers' behavior. The findings show that Indonesian students who study Japanese have the highest FLA levels, while the students studying English have the lowest FLA levels. According to the authors, not only is English the most learned FL in Indonesia, but Indonesian students often use the language in an informal setting, which makes them feel less anxious even in a classroom environment.

3.5 Implications of the previous research

What can be inferred from the findings of the studies reviewed above is that, firstly, English majors can also experience FLCA. According to MacIntyre and Gardner (1991), the FLA levels should decrease as the individual becomes more proficient in a language. That would make English majors who are in the advanced stages of learning English more likely to experience lower levels of FLA. However, as the study by Tóth (2011) showed, that is not always the case.

Both studies by Tóth (2011) and by Fang and Tang (2021) concluded that advanced EFL students still experience the fear of negative evaluation, which, according to Horwitz et al. (1986) could increase the possibility of an individual developing FLA. MacIntyre and Gardner (1991) also highlight this phenomenon as one of the three most anxiety-invoking processes. They describe it as a process that involves both the evaluations made by the teachers and peers

and the evaluations made by the students themselves about their competence and performance in the FL.

The participants in the study by Tóth (2011) also mention higher expectations from both their instructors and themselves, and the new surroundings and methods of learning and teaching English as factors that might have impacted their FLA levels. Considering that this is something that Croatian-speaking majors of English are also faced with, it may be concluded that they might also likely experience FLA and that the levels of FLA among this group of EFL learners should also be researched.

Djafri and Wimbarti (2018) concluded that the undergraduate students who were majoring in English showed lower levels of FLCA than the students who were majoring in other FLs. They explained that students often start learning English when they are quite young, and that they frequently use the language in informal settings in contrast to other FLs which are mostly used only in the classroom environment. Considering that EFL learners in Croatia start learning English quite early and they encounter it frequently outside their classrooms, the findings of this study imply that Croatian-speaking English majors might also experience lower levels of FLCA in English than in another FL.

As studies by Dewaele (2007) and Lee and Khawaja (2015) have shown, a correlation between multilingualism and FLCA levels exists. The findings of these studies imply that multilinguals who use more than two languages are less likely to experience FLA than those who speak only one. Bearing these conclusions in mind, one might hypothesize that the students who are either double majoring in English and another FL or taking an FL as an elective course or attending FL classes outside of university could exhibit lower FLCA levels than those studying only English.

4   The present study

The present study deals with FLCA levels in undergraduate students of English Language and Literature. It compares two groups of students: the first group contains students who are majoring in another FL besides English (Italian or German) or are enrolled in an FL class outside of university; the second group contains students who do not major in another language and are not enrolled in an FL class outside of university.

Thus, the aims of this research are to see whether there is any difference in FLCA levels between English language majors who are either majoring in another FL or attending FL classes outside of university and English language majors who do not engage with another FL on a daily or a weekly basis, and to determine whether English language majors have higher FLCA levels in English or in another FL they use on a daily or a weekly basis.

4.1 Research questions and hypotheses

The study addresses the following research questions:

RQ1: Will the English language majors who are either double majoring in English and another FL or taking an FL as an elective or attending FL classes outside of university have lower FLCA levels than English language majors who do not belong to either of the categories?

RQ2: Will the FLCA levels in students who are either double majoring in English and another FL or taking an FL as an elective or attending FL classes outside of university be equal in both English and their other FL?

The hypotheses about the research questions are as follows:

H1: English language majors who are either double majoring in English and another FL or taking an FL as an elective or attending FL classes outside of university will have lower levels of FLCA than the students who are only majoring in English and are not attending FL elective courses or FL classes.

As the previous research on FLA and multilingualism has shown (Botes et al. 2020; Dewaele, 2007; Thompson & Kawaka, 2015), the more languages a person can use, the lower their FLA levels are. Therefore, when it comes to FLCA, it is expected that the situation will be the same.

H2: The FLCA levels in students who are either double majoring in English and another FL or taking a FL as an elective or attending FL classes outside of university will be lower in English than in their other FL.

Since Croatian-speaking EFL learners have been shown to encounter English frequently in both formal and informal settings (Didović Baranac et al., 2016), just like Indonesian EFL learners, who exhibit low levels of FLCA compared to Indonesian learners of other FLs, it is predicted that the participants in this study will also have lower levels of FLCA in English compared to other FLs. The prediction that this group of Croatian-speaking EFL learners will have relatively low FLCA levels is additionally based on the fact that the majority of Croatian-speaking EFL learners start to learn English before any other FLs and on Dewaele's (2007) finding that individuals show lower FLA levels in languages they required earlier,

4.2 Participants

This study included 29 participants who were all undergraduate students of English Language and Literature at the Faculty of Humanities and Social Sciences at the University of

Rijeka. The sample consisted mainly of 1st year students ($n = 14$), followed by 3rd year students ($n = 10$) and 2nd year students ($n = 5$). The majority of the participants were female (93.1%). The age of students ranged from 19 to 25, with an average age of 20.79 ($SD = 1.72$).

As mentioned above, all of the students majored in one of the linguistic programs (German Language and Literature, Italian Language and Literature, Croatian Language and Literature) or one of the non-linguistic programs (Art History, History, Pedagogy, Philosophy): two participants majored in Art History (6.9%), five participants majored in Croatian Language and Literature (17.2%), three participants majored in German Language and Literature (10.3%), two participants majored in History (6.9%), two participants majored in Italian Language and Literature (6.9%), eight participants majored in Pedagogy (27.6%) and seven participants majored in Philosophy (24.1%).

All of the participants spoke Croatian as their L1. Only one student had Italian as their L1 besides Croatian. The average age at which the participants started to acquire English was 6.03 years ($SD = 1.09$), which means that most of the students started to learn the language when they were in pre-school or were starting the first grade of elementary school.

The participants were divided into two groups based on how many languages they were learning at the time they were taking the questionnaire. Group 1 consisted of 18 participants who did not learn another FL besides English. The average age of this group was 20.56 ($SD = 1.58$). Group 2 consisted of 11 participants who were learning another FL besides English, as they were either majoring in it or were taking classes in it outside of university. The average age of this group was 21.18 ($SD = 1.94$).

Group 2 consisted of eleven participants: five of them were majors in another FL and 6 of them were taking classes in another FL outside of university. When asked to choose a FL they are going to base their ratings of the statements on and to briefly explain the context they

are learning the FL in, four students mentioned French (36.4%), four students mentioned German (36.4%), two students mentioned Italian (18.2%) and one student mentioned Korean (9.1%). Five of the students were majoring in the language they had chosen (45.5%) and six of the students were taking classes (54.5%). Five of the students from the sample were majoring in another FL besides English: three of them in German Language and Literature and two of them in Italian Language and Literature.

Although the research questions and hypotheses referred also to students who are taking a FL as their elective course, none of such students were present in the sample. However, some of the students were taking FL classes outside of university ($n = 6$). The languages that the participants were taking classes in were French ($n = 4$), Russian ($n = 1$), Korean ($n = 1$) and German ($n = 1$). One student was taking FL classes in two languages.

4.3 Instrument

For the purposes of this study, an online questionnaire created in Google Forms was used. The questionnaire consisted of three parts: in the first part, the participants were asked to enter their name, gender, native language or languages, level of education, age at which they first started learning English, their second major, as well as the information about the other FL they are majoring in or are taking a class in outside of university, including the age at which they started learning the FL.

The second part of the questionnaire contained the 33-item FLCAS developed by Horwitz et al. (1986). The 33 statements were only edited in such a way that "English language" was used instead of "foreign language" so that the students could give their responses based just on their experience in the English language classes. The participants rated how much they agreed with each of the 33 statements using a Likert scale which ranged from 1 to 5

(1 = Strongly disagree; 2 = Disagree; 3 = Neither agree nor disagree, 4 = Agree; 5 = Strongly agree).

The third part of the questionnaire was intended for the participants who were majoring in another FL or were taking classes in an FL outside of university. In this part, they were asked to rate the same 33 statements as above, but they were asked to have only one of the FL classes other than the English classes in mind. The statements used in this part of the questionnaire differ from the original statements in FLCAS by Horwitz et al. (1986) only in that the phrase "foreign language" was used instead of only "language".

At the very beginning of the questionnaire, the participants were given all the relevant information about the study, including its purpose, procedure employed and duration. They were made aware that their responses were completely anonymous, that they would be used exclusively for the purposes of this study, and that their personal data would not be shared with any third parties. They were also informed that they could stop filling out the questionnaire at any time, in which case, their responses would not be saved. Before they started filling out the questionnaire, they were asked to confirm that they had read and understood the information about the study they had been given and that they agreed to participate in the study voluntarily by ticking a box.

The questionnaire used in the study can be found in Appendix 1.

4.4 Procedure

The link to the online questionnaire, as well as a summary of what the study is about, was sent to all of the undergraduate students of English Language and Literature at their official university email addresses. Prior to this, the Head of the Department of English Language and

Literature was informed about the questionnaire, its purpose, and its content. The time for filling in the questionnaire was unlimited, and the participants could access it whenever it was the most convenient for them. They were not rewarded for taking part in the study. The questionnaire remained open from mid-July until the first week of August, after which no further responses were admitted.

4.5 Data analysis

The collected data were analyzed by means of the IBM SPSS software. The data analysis was organized around the two research questions. For RQ1, the dependent variable was the level of FLCA, while the independent variable was the number of languages known. For RQ2, only the responses of Group 2 were taken into consideration for the analysis. Recall that Group 1 contained students who only encountered English on a daily or a weekly basis in a classroom environment, while Group 2 contained students who encountered English and any other FL(s) in a classroom environment on a daily or a weekly basis. For this research question, the dependent variable was the level of FLCA, while the independent variables were English, on the one hand, and any other FLs that was being learned by the participants, on the other.

In order to answer the first research question, independent *t*-test and Mann-Whitney tests were conducted on the mean values for all the statements. This was followed by the analysis of individual statements, which involved the calculation of the mean value, standard deviation, and the maximum and minimum value for the whole group.

For the second research question, paired sample *t*-test was used, which was then followed by the Wilcoxon Signed Ranks test. This was followed by the analysis of seven statements which proved to be of significance in the previously conducted test, which involved

the calculations of the mean value, standard deviation, and the maximum and minimum value for the whole group.

Parametric tests (the independent and the paired t-test) were used when the means of the overall scores on FLCAS were compared. Non-parametric tests (Mann-Whitney and Wilcoxon Signed Ranks) instead of parametric tests were used when the data were ordinal, i.e., on the participants' ratings of each of the statements in the questionnaire.

5   Results

Descriptive statistics for all statements in the questionnaire, for Group 1 and Group 2 separately, and all participants together are given in Appendix 2.

To determine whether the data were normally distributed or not, tests of normality were run on the dependent and independent variables. Since the number of participants was lower than 100, the results of the Shapiro-Wilk test were taken into account.

For the levels of FLCA in English, Shapiro-Wilk showed evidence of normality for data in both Group 1 ($W = 0.113$, $p > 0.05$ / $p = 0.643$) and Group 2 ($W = 0.163$, $p > 0.05$ / $p = 0.867$). The same was also shown for the levels of FLCA in another FL in Group 2 ($W = 0.172$, $p > 0.05$ / $p = 0.420$). Based on the results of the Shapiro-Wilk test, it was concluded that parametric tests can be used to compare the levels of FLCA within and between the two participant groups.

The results of the data analysis will be presented for each of the two research questions. The results for RQ1 will be showcased first, followed by the results for RQ2.

5.1 Comparison of FLCA levels in two groups of English language majors

To see whether the levels of FLCA in English differed between the two groups of participants, an independent one-tailed *t*-test was used. In order to assure that all the assumptions for using the test were met, Levene's test for equality of variances was also calculated. The test showed no statistically significant difference between Group 1 and Group 2 ($p > 0.05$ / $p = 0.837$).

Group 1 ($M = 2.918$, $SD = 0.5$) had slightly higher levels of FLCA than Group 2 ($M = 2.884$, $SD = 0.5$), but the two groups did not significantly differ from one another (t [27] $= 0.17$, $p = .43$).

The independent t-test was followed by the Mann-Whitney test, where the scores on individual statements were taken into account to ascertain that there is no statistically significant difference between the groups. This type of test was also conducted to see whether any of the statements will show a statistically significant difference between the two groups of participants. The only statement for which the responses of Group 1 and Group 2 differed significantly ($z = -2.051$. $p < 0.05$ / $p = .04$) was statement 21 (*The more I study for an English language test, the more confused I get*). Group 2 showed a higher level of agreement with this statement ($M = 2.27$, $SD = 1.8$) than Group 1 ($M = 1.39$, $SD = 0.7$).

Based on these analyses, it can be concluded that English language majors who are either double majoring in English and another FL or attending FL classes outside of university do not differ statistically in their levels of FLCA from English language majors who do not belong to either of the previously mentioned categories.

5.2 Comparison of FLCA levels in English and another FL

To see whether FLCA levels in students who are either double majoring in English and another FL or attending FL classes outside of university are equal in both English and their other FL, a paired samples t-test was conducted.

The paired samples t-test showed that there was a marginally significant difference between the FLCA levels in English and the FLCA levels in other FLs

(t [10] = -1.765, p = 0.054) given that the FLCA levels in English (M = 2.88, SD = 0.5) were slightly lower than the FLCA levels in other FLs (M = 3.11. SD = 0.5).

Since the significance was extremely close to the alpha value and the sample was rather small, it was decided that RQ2 should be investigated further. Hence, a non-parametric Wilcoxon Signed Ranks test was conducted on the responses for each of the 33 statements pertaining to English and on 33 statements pertaining to the other FL.

The Wilcoxon Signed Ranks test indicated a statistically significant difference in the following statements: ENGQ14-FLQ14 (z = -2.484, $p < 0.05$ / p = 0.013), ENGQ16-FLQ16 (z = -1.997, $p < 0.05$ / p = 0.046), ENGQ17-FLQ17 (z = -2.021. $p < 0.05$ / p = 0.043), ENGQ19-FLQ19 (z = -2.456, $p < 0.05/p$ = 0.014), ENGQ27-FLQ27 (z = -2.356, $p < 0.05$ / p = 0.018), ENGQ31-FLQ31 (z = -2.392. $p < 0.05/p$ = 0.017) and ENGQ32-FLQ32 (z = -2.263. $p < 0.05$ / p = 0.024).

For statement 14, the participants expressed a higher level of agreement with the statement *I would not be nervous speaking the foreign language with a native speaker* (M = 2.546, SD = 1.51), than for the statement *I would not be nervous speaking English with a native speaker* (M = 3.5455, SD = 1.44), This suggests that the participants would be more nervous speaking with a native speaker in another FL they are learning in a classroom environment than in English. In relation to statement 16, the participants agreed more with the statement *Even if I am well prepared for the foreign language classes, I feel anxious about them* (M = 3.455, SD = 1.51) than with the statement *Even if I am well prepared for English language classes, I feel anxious about them* (M = 2.364, SD = 1.63). This indicates that the participants felt less anxious about their English classes than about the classes in another FL they are learning. As for statement 17, the participants agreed more with the statement *I often feel like not going to my foreign language class* (M = 3.273, SD = 0.91) than with the statement *I often*

feel like not going to my English language class ($M = 2.091$, $SD = 1.38$), which shows that the participants feel more enthusiastic about attending English language classes than classes in the other FL they are learning. When it comes to statement 19, the participants showed a higher level of agreement with the statement *I am afraid that my foreign language teacher is ready to correct every mistake I make* ($M = 3.182$, $SD = 1.60$) than with the statement *I am afraid that my English language teacher is ready to correct every mistake I make.* ($M = 2.273$, $SD = 1.42$). This points to the fact that the participants are less afraid of their English teacher correcting the mistakes they make in class than they are when the same is done by the teacher teaching the other FL they are learning. For statement 27, the participants agreed more with the statement *I get nervous and confused when I am speaking in my foreign language class* ($M = 3.455$, $SD = 1.04$) than they did with the statement *I get nervous and confused when I am speaking in my English language class* ($M = 2.273$, $SD = 1.27$), which indicates that they are less anxious when they speak in their English language class than their other FL class. Regarding statement 31, the data show that participants agreed more with the statement *I am afraid that the other students will laugh at me when I speak the foreign language* ($M = 3.373$, $SD = 1.10$) than with the statement *I am afraid that the other students will laugh at me when I speak English* ($M = 2.546$, $SD = 1.50$). This suggests that the participants feel less anxious about their peers laughing at them when they speak in English than when they speak in another FL they are learning in a classroom environment. Lastly, for the statement 32, more participants agreed with the statement *I would probably feel comfortable around native speakers of English* ($M = 3.364$, $SD = 1.36$) than with the statement *I would probably feel comfortable around native speakers of the FL* ($M = 2.091$, $SD = 1.14$), which shows that the participants would feel more comfortable communicating with native speakers of English than with the native speakers of another FL they are learning in a classroom environment.

Based on these results, it can be concluded that there is a slight difference in the levels of FLCA in English and in another FL. Therefore, FLCA levels in students who are either double majoring in English and another FL or attending FL classes outside of university are lower in English than in their other FL.

6 Discussion

The present study dealt with the level of FLCA in two groups of participants: the English language majors who are double majoring in English and another foreign language or who are taking FL classes outside of university and the English language majors who are learning only English as their FL. In this chapter the results will be discussed with respect to the two research questions and the two hypotheses as well as the previous relevant studies. Given that none of the participants in the study reported having learned an FL through an elective course at their university, the part of the research questions and the hypotheses that relate to them will be ignored because no conclusions for that particular group of students could be made based on the collected data.

6.1 Comparison of FLCA levels in two groups of English language majors

The first research question enquired if the English language majors who were either double majoring in English and another FL or attending FL classes outside of university (Group 2) had lower FLCA levels than English language majors who do not belong to either of the categories (Group 1). The hypothesis was that English language majors who were either double majoring in English and another FL or attending FL classes outside of university (Group 2) would have lower levels of FLCA than the students who are only majoring in English and are not majoring in another FL or attending FL elective courses or FL classes (Group 1).

Although previous research has shown that the higher the level of multilingualism is, i.e., the more languages one speaks, the lower the FLCA levels will be, this study has shown that there is no statistically significant difference between the two groups of English language

majors. In other words, the number of languages the students were learning in the classroom environment did not significantly influence their levels of FLCA.

This finding coincides with the results of Botes, Dewaele and Greiff (2020), which concluded that there was no statistically significant difference in the levels of FLA between the participants who spoke two languages and the participants who spoke three languages.

Somewhat surprisingly, the participants in Group 2 felt more confused when preparing for their English language exams than the participants from Group 1. Although it has been shown that English language majors can fear negative evaluation by their peers or their teachers (Fang & Tang, 2021; Tóth, 2011), to my knowledge, there are no studies that show higher levels of test anxiety in English majors compared to majors or users of other FLs in general.

6.2 Comparison of FLCA levels in English and another FL

The second research question aimed to explore if the FLCA levels in students who are either double majoring in English and another FL or attending FL classes outside of university (Group 2) be equal in both English and their other FL. It was proposed that the FLCA levels in students who are either double majoring in English and another FL or attending FL classes outside of university will be lower in English than in their other FL.

The results of the study have confirmed this hypothesis and have shown that there is a slight difference in FLCA levels in English and in another FL for the participants who majored in or were learning another FL in a classroom environment besides English.

In what follows, we discuss possible reasons for this finding. Firstly, the age of acquisition of the languages should be taken into account. While the average age at which the participants have begun to acquire English as an FL was 6.03 years ($SD = 1.09$), meaning that

they had been learning English for at least 13 years at the time the study was conducted, the average age at which the other FLs were first acquired was 13.62 ($SD = 5.74$) (17.57 [$SD = 2.37$] for participants who were taking FL classes outside university and 9.00 ($SD = 4.98$) for participants who were majoring in another FL), which is in some cases considerably later.

According to Dewaele (2007) multilingual individuals often have higher FLA levels when they are using an FL acquired later in life. Since some of the participants started acquiring the FL which they were responding to statements in the questionnaire about as much as 10 years after they started to acquire English, it is not surprising that they felt more anxious about using that FL than about using English.

Secondly, as the study by Djafri and Wimbarti (2018) has shown, the context in which the language is being learned also plays a crucial role for FLCA levels. They have concluded that the participants in their study who were learning English had significantly lower levels of FLCA, not only because the majority of Indonesian students start to learn English as their first FL, but also because it is spoken quite often in very informal settings and not just within the classroom.

As it has already been established in this thesis, the participants of this study also began to learn English at a rather early age, ranging between 4 and 7 years of age. Furthermore, although this questionnaire did not contain questions regarding the frequency of using English outside of university and the classroom setting, it can be presumed that the majority of participants consume content in the English language in their free time. This can also be the reason why the participants showed to have lower FLCA in English than in their other FL.

Regarding the various types of performance anxieties that are related to FLCA, the findings from this study have shown no significant difference in statements concerning

communication apprehension or test anxiety. However, a difference has been found in the statements referring to the fear of negative evaluation. The majority of participants responded with "Strongly agree" or "Agree" to the following statements:

Even if I am well prepared for the foreign language classes, I feel anxious about them. (FLQ16)

I often feel like not going to my foreign language class. (FLQ17)

I am afraid that my foreign language teacher is ready to correct every mistake I make. (FLQ19)

I get nervous and confused when I am speaking in my foreign language class. (FLQ27)

I am afraid that the other students will laugh at me when I speak the foreign language. (FLQ31)

The answers of the participants for the following statements were predominately "Strongly disagree" or Disagree":

I would not be nervous speaking the foreign language with a native speaker. (FLQ14)

I would probably feel comfortable around native speakers of the foreign language. (FLQ32)

Fear of negative evaluation has shown to be one of the most important factors for the increase of FLCA (Horwitz et al., 1986). Therefore, given that the participants show the signs of this type of performance anxiety, i.e. they do not feel comfortable conversing in a FL with native speakers, they feel nervous and confused when they have to speak in the language in front of their teacher and/or the rest of the class, and they are afraid of being frequently corrected by their teacher for every mistake they make, it is highly unlikely that the participants have low levels of FLCA.

7 Conclusion

FLCA has been recognized as one of the crucial factors for the performance and motivation of FL learners, which is why it has been researched in relation with various types of variables concerning FL learners. This study aimed to discover, whether there is a difference in FLCA levels in two types of multilingual undergraduate students: students who were engaging with only one FL, namely, English, and students who were engaging with more than one FL on a daily or a weekly basis, be it because they were majoring in an FL or taking classes outside university. Furthermore, the study also sought to determine whether there is a difference in FLCA levels between English and other FLs.

While it was predicted that students who interacted with other FL(s) besides English on a daily or a weekly basis will have lower levels of FLCA, the results have shown that there is no significant difference between the two groups of undergraduate English majors. It has, therefore, been concluded that their levels of FLCA are almost equal.

It was also predicted that the undergraduate English majors who double-major in English and another FL or who are taking FL classes outside university will have lower levels of FLCA in English than in their other FL. A slight difference in FLCA levels between English and other FLs has indeed been detected in this study within the group of students who interacted with other FL(s) besides English on a daily or a weekly basis, confirming the prediction. .

7.1 Limitations

This study has several limitations. Firstly, the participants who took part in this study constitute, approximately, only a fifth of the undergraduate students of the English language and literature at the University of Rijeka. Had there been more participants, the study might

have produced findings that illustrate the reality concerning the FLCA levels of the students more truthfully.

Secondly, the number of participants in the two groups was quite uneven. For more reliable findings, it would have been ideal to have two groups with equal or almost equal number of participants.

Thirdly, the participant sample lacked or included very little variety. While there was a large number of first-year and third-year students, the number of second-year students was much lower. Moreover, there was not much variety in FLs that were being learned by the participants. No participants reported learning any of the languages as an elective at university and only four languages were reported as FLs in which the participants were taking classes outside university. It would also be ideal to include more FL majors since only five of such students participated in this study.

7.2 Future research

Bearing in mind the findings of the present study and limitations which have been previously discussed, it is advised that more research be done on this topic. Future researchers should aim to include a larger number of students who are learning a greater variety of FLs in the study This way there would be a higher chance that there would be more participants who learn more than two FLs and it could be tested whether these students have higher or lower levels of FLCA than students who only learn one FL, as other studies have shown (Botes, Dewaele & Greiff, 2020; Dewaele, 2007).

To explore whether frequent informal use of English has an effect on FLCA levels in this language, future researchers should include questions that target this aspect in their questionnaire, as well as questions on motivation for learning English and/or any other FL(s).

Finally, it is also suggested that future studies on this topic include students from other universities where English Language and Literature is also offered as one of the study programs. Although, as it was discussed previously in Chapter 1, the fact that the students are taught by completely different teachers could affect the results of a study that would include such participants, it is advised that questions about the teachers themselves and their way of teaching also be included so that it can be examined whether these variables play a significant role for FLCA levels or whether other variables such as the level of multilingualism are more important.

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Appendix 1: The questionnaire

Foreign language anxiety and multilingualism

Poštovani,

Zovem se Mia Kabić i studentica sam 2. godine diplomskog studija Engleskoga jezika i književnosti. Za potrebe svog diplomskog rada provodim istraživanje o anksioznosti prilikom učenja stranoga jezika kod studenata preddiplomskog studija Engleskog jezika i književnosti.

Ovaj upitnik se sastoji od dva dijela. U prvom dijelu od Vas se traži da odgovorite na pitanja vezana za Vaše osobne podatke (dob, spol, godina studiranja, strani jezici koje trenutno učite). U drugom dijelu Vaš će zadatak biti odrediti razinu slaganja za 33 tvrdnje ili za 66 tvrdnji ukoliko uz engleski jezik studirate još jedan strani jezik ili slušate strani jezik kao izborni predmet na fakultetu ili pohađate tečaj stranog jezika.

Upitnik je u potpunosti anoniman te će se rezultati prikupljeni njime koristiti isključivo za potrebe ovog istraživanja. Vaši osobni podatci neće se dijeliti s trećom stranom. Za ispunjavanje upitnika neće Vam biti potrebno više od 15 minuta.

U svakom trenutku možete odustati od ispunjavanja upitnika, a u tom slučaju, podaci koje ste prethodno unijeli do tog trenutka bit će automatski uklonjeni te se neće moći koristiti u analizi rezultata.

Unaprijed Vam se zahvaljujem na izdvojenom vremenu.

Ukoliko imate pitanja vezana za ovo istraživanje ili Vas zanimaju konačni rezultati ovog istraživanja, možete mi se obratiti na moju Uniri e-mail adresu: mkabic@student.uniri.hr.

Ako pristajete sudjelovati u ovom istraživanju, molim Vas da označite donju rubriku. Ako ne pristajete sudjelovati u njemu, molim Vas da zatvorite prozor Vašeg internetskog preglednika.

☐ Razumio/Razumjela sam informacije koje su mi dane o istraživanju i dobrovoljno pristajem sudjelovati u njemu.

Your age:

Your gender:

- ○ Female
- ○ Male
- ○ Prefer not to say

Ostalo:

Your native language or languages: _____

Which level of education are you on?

○ 1st year undergraduate
○ 2nd year undergraduate
○ 3rd year undergraduate

How old were you when you first started learning English?

_____

The other program you're majoring in besides English:

○ Croatian Language and Literature

○ German Language and Literature

○ Italian Language and Literature

○ Philosophy

○ Pedagogy

○ History

○ Art History

If you're a student of Italian or German Language and Literature, how old were you when you started learning German/Italian?

_____

Are you currently taking any of the following languages as your elective course?

☐ I'm not.

☐ Macedonian

☐ Polish

☐ Slovenian

☐ Italian

☐ German

If you have selected one of the languages in the previous question, how old were you when you first started learning it?

_____

Are you currently taking language classes in another foreign language?

☐ Yes

☐ No

If you selected "Yes" in the previous question, which foreign language(s) are you taking classes in and how old were you when you first started learning it/them? (example: Japanese - 18)

_____

_____

_____

_____

This section of questions relates to your experience in the courses "Engleski jezik ½" and/or Engleski jezik 3/4" and/or "Engleski jezik 5/6". You will be given a set of 33 questions. Please indicate on the scale below the questions how much you agree or disagree with them.

1 – Strongly disagree

2 – Disagree

3 – Neither agree nor disagree

4 – Agree

5 – Strongly agree

1. I never feel quite sure of myself when I am speaking in my English language class.	1	2	3	4	5
2. I don't worry about making mistakes in English language class.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on in my English class.	1	2	3	4	5
4. It frightens me when I do not understand what the teacher is saying in English.	1	2	3	4	5
5. It wouldn't bother me at all to take more foreign language classes.	1	2	3	4	5
6. During English language classes, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
7. I keep thinking that the other students are better at English than I am.	1	2	3	4	5
8. I am usually at ease during my tests in the English class.	1	2	3	4	5
9. I start to panic when I have to speak without preparation in English class.	1	2	3	4	5
10. I worry about the consequences of failing my English language class.	1	2	3	4	5

11. I don't understand why some people get so upset over English language classes.	1	2	3	4	5
12. In English language class, I can get so nervous I forget things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in my English language class.	1	2	3	4	5
14. I would not be nervous speaking English with native speaker.	1	2	3	4	5
15. I get upset when I don't understand what my English language teacher is correcting.	1	2	3	4	5
16. Even if I am well prepared for English language classes, I feel anxious about them.	1	2	3	4	5
17. I often feel like not going to my English language class.	1	2	3	4	5
18. I feel confident when I speak in English language class.	1	2	3	4	5
19. I am afraid that my English language teacher is ready to correct every mistake I make.	1	2	3	4	5
20. I can feel my heart pounding when I'm going to be called on in English language class.	1	2	3	4	5
21. The more I study for an English language test, the more confused I get	1	2	3	4	5
22. I don't feel pressure to prepare very well for English language classes.	1	2	3	4	5
23. I always feel that the other students speak English better than I do.	1	2	3	4	5
24. I feel very self-conscious about speaking English in front of other students.	1	2	3	4	5
25. English language classes moves so quickly I worry about getting left behind	1	2	3	4	5
26. I feel more tense and nervous in my English language class than in my other classes	1	2	3	4	5
27. I get nervous and confused when I am speaking in my English language class.	1	2	3	4	5
28. When I'm on my way to English language class, I feel very sure and relaxed.	1	2	3	4	5
29. I get nervous when I don't understand every word the English language teacher says.	1	2	3	4	5
30. I feel overwhelmed by the number of rules you have to learn to speak English.	1	2	3	4	5
31. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
32. I would probably feel comfortable around native speakers of English.	1	2	3	4	5
33. I get nervous when the English language teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

Please fill in this part of the questionnaire ONLY if your second major is German or Italian or if you are taking a foreign language as your elective or if you are taking foreign language classes outside University. If you do not belong to this category, please scroll to the bottom of the page and skip to the next page.

This section of questions relates to your experience in the courses "Jezične vježbe 1-6" (if you're a German major), "Talijanski jezik 1-6" (if you're an Italian major) or one of the elective courses (Poljski jezik, Makedonski jezik, Slovenski jezik, Njemački jezik - communis, Talijanski jezik - communis) or foreign language classes outside of university.

You will be given a set of 33 questions. Please indicate on the scale below the questions how much you agree or disagree with them.

1   – Strongly disagree
2   – Disagree
3   – Neither agree nor disagree
4   – Agree
5   – Strongly agree

Please have only ONE of these classes in mind while answering the questions.

Please write down which language you will have in mind while answering the questions.

_____

1. I never feel quite sure of myself when I am speaking in my foreign language class.	1	2	3	4	5
2. I don't worry about making mistakes in foreign language class.	1	2	3	4	5
3. I tremble when I know that I'm going to be called on in foreign language class.	1	2	3	4	5
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	1	2	3	4	5
5. It wouldn't bother me at all to take more foreign language classes.	1	2	3	4	5
6. During foreign language class, I find myself thinking about things that have nothing to do with the course.	1	2	3	4	5
7. I keep thinking that the other students are better at the foreign language than I am.	1	2	3	4	5
8. I am usually at ease during tests in my foreign language class.	1	2	3	4	5
9. I start to panic when I have to speak without preparation in foreign language class.	1	2	3	4	5
10. I worry about the consequences of failing my foreign language class	1	2	3	4	5
11. I don't understand why some people get so upset over foreign language classes.	1	2	3	4	5
12. In foreign language class, I can get so nervous I forget things I know.	1	2	3	4	5
13. It embarrasses me to volunteer answers in my foreign language class.	1	2	3	4	5
14. I would not be nervous speaking the foreign language with native speakers.	1	2	3	4	5
15. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
16. Even if I am well prepared for foreign language class, I feel anxious about it.	1	2	3	4	5
17. I often feel like not going to my foreign language class.	1	2	3	4	5
18. I feel confident when I speak in foreign language class.	1	2	3	4	5
19. I am afraid that my foreign language teacher is ready to correct every mistake I make.	1	2	3	4	5

20. I can feel my heart pounding when I'm going to be called on in foreign language class.	1	2	3	4	5
21. The more I study for a foreign language test, the more confused I get.	1	2	3	4	5
22. I don't feel pressure to prepare very well for foreign language class.	1	2	3	4	5
23. I always feel that the other students speak the foreign language better than I do.	1	2	3	4	5
24. I feel very self-conscious about speaking the foreign language in front of other students.	1	2	3	4	5
25. Foreign language class moves so quickly I worry about getting left behind.	1	2	3	4	5
26. I feel more tense and nervous in my foreign language class than in my other classes.	1	2	3	4	5
27. I get nervous and confused when I am speaking in my foreign language class.	1	2	3	4	5
28. When I'm on my way to foreign language class, I feel very sure and relaxed.	1	2	3	4	5
29. I get nervous when I don't understand every word the foreign language teacher says.	1	2	3	4	5
30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	1	2	3	4	5
31. I am afraid that the other students will laugh at me when I speak the foreign language.	1	2	3	4	5
32. I would probably feel comfortable around native speakers of the foreign language.	1	2	3	4	5
33. I get nervous when the foreign language teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

Thank you for your participation!

Appendix 2: Descriptive statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
ENGQ1	29	1,00	5,00	3,0000	1,25357
ENGQ2	29	1,00	5,00	2,5172	1,18384
ENGQ3	29	1,00	5,00	3,1034	1,54330
ENGQ4	29	1,00	5,00	3,0345	1,14900
ENGQ5	29	1,00	5,00	3,8276	1,31119
ENGQ6	29	1,00	5,00	2,8276	1,53690
ENGQ7	29	1,00	5,00	3,4483	1,50205
ENGQ8	29	1,00	5,00	3,0690	1,43753
ENGQ9	29	1,00	5,00	3,0345	1,37536
ENGQ10	29	1,00	5,00	3,2759	1,68812
ENGQ11	29	1,00	5,00	2,5517	1,40372
ENGQ12	29	1,00	5,00	2,4828	1,42980
ENGQ13	29	1,00	5,00	3,5172	1,45457
ENGQ14	29	1,00	5,00	3,7241	1,43668
ENGQ15	29	1,00	5,00	3,1034	1,14470
ENGQ16	29	1,00	5,00	2,9310	1,53369
ENGQ17	29	1,00	5,00	2,6552	1,51836
ENGQ18	29	1,00	5,00	3,1724	1,22675
ENGQ19	29	1,00	5,00	2,5172	1,24271
ENGQ20	29	1,00	5,00	2,9655	1,61428
ENGQ21	29	1,00	5,00	1,7241	1,06558
ENGQ22	29	1,00	5,00	2,9655	1,52322
ENGQ23	29	1,00	5,00	3,3793	1,44948
ENGQ24	29	1,00	5,00	3,1379	1,64152
ENGQ25	29	1,00	5,00	2,1034	1,20549
ENGQ26	29	1,00	5,00	2,5172	1,50287
ENGQ27	29	1,00	5,00	2,3793	1,29322
ENGQ28	29	1,00	5,00	3,0345	1,17967
ENGQ29	29	1,00	5,00	2,6207	1,20753
ENGQ30	29	1,00	4,00	2,2069	1,23576
ENGQ31	29	1,00	5,00	2,4138	1,29607
ENGQ32	29	1,00	5,00	3,5862	1,35006
ENGQ33	29	1,00	5,00	3,0345	1,67934
Valid N (listwise)	29				

Table 1. Descriptive statistics for all the statements regarding the levels of FLCA in English in both groups

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
ENGQ1	18	1,00	5,00	3,0556	1,21133
ENGQ2	18	1,00	5,00	2,7222	1,17851
ENGQ3	18	1,00	5,00	3,1111	1,49071
ENGQ4	18	1,00	4,00	3,0556	1,16175
ENGQ5	18	1,00	5,00	3,7222	1,52646
ENGQ6	18	1,00	5,00	2,8889	1,56765
ENGQ7	18	1,00	5,00	3,2778	1,56452
ENGQ8	18	1,00	5,00	3,1667	1,46528
ENGQ9	18	1,00	5,00	3,1111	1,36722
ENGQ10	18	1,00	5,00	3,3889	1,61387
ENGQ11	18	1,00	5,00	2,5556	1,58011
ENGQ12	18	1,00	5,00	2,5000	1,50489
ENGQ13	18	1,00	5,00	3,5556	1,50381
ENGQ14	18	1,00	5,00	3,8333	1,42457
ENGQ15	18	1,00	4,00	3,1111	1,02262
ENGQ16	18	1,00	5,00	3,2778	1,40610
ENGQ17	18	1,00	5,00	3,0000	1,53393
ENGQ18	18	1,00	5,00	3,0556	1,05564
ENGQ19	18	1,00	4,00	2,6667	1,13759
ENGQ20	18	1,00	5,00	2,9444	1,55193
ENGQ21	18	1,00	3,00	1,3889	,69780
ENGQ22	18	1,00	5,00	2,8333	1,58114
ENGQ23	18	1,00	5,00	3,2778	1,40610
ENGQ24	18	1,00	5,00	3,0000	1,68034
ENGQ25	18	1,00	4,00	2,1111	1,18266
ENGQ26	18	1,00	5,00	2,5000	1,61791
ENGQ27	18	1,00	5,00	2,4444	1,33823
ENGQ28	18	1,00	5,00	2,9444	1,30484
ENGQ29	18	1,00	4,00	2,7222	1,17851
ENGQ30	18	1,00	4,00	1,9444	1,16175
ENGQ31	18	1,00	4,00	2,3333	1,18818
ENGQ32	18	1,00	5,00	3,7222	1,36363
ENGQ33	18	1,00	5,00	3,0556	1,83021
Valid N (listwise)	18				

a. TwoFL = English

Table 2. Descriptive statistics for all the statements regarding the levels of FLCA in English in Group 1

Descriptive Statistics[a]

	N	Minimum	Maximum	Mean	Std. Deviation
ENGQ1	11	1,00	5,00	2,9091	1,37510
ENGQ2	11	1,00	5,00	2,1818	1,16775
ENGQ3	11	1,00	5,00	3,0909	1,70027
ENGQ4	11	1,00	5,00	3,0000	1,18322
ENGQ5	11	3,00	5,00	4,0000	,89443
ENGQ6	11	1,00	5,00	2,7273	1,55505
ENGQ7	11	1,00	5,00	3,7273	1,42063
ENGQ8	11	1,00	5,00	2,9091	1,44600
ENGQ9	11	1,00	5,00	2,9091	1,44600
ENGQ10	11	1,00	5,00	3,0909	1,86840
ENGQ11	11	1,00	5,00	2,5455	1,12815
ENGQ12	11	1,00	5,00	2,4545	1,36848
ENGQ13	11	1,00	5,00	3,4545	1,43970
ENGQ14	11	1,00	5,00	3,5455	1,50756
ENGQ15	11	1,00	5,00	3,0909	1,37510
ENGQ16	11	1,00	5,00	2,3636	1,62928
ENGQ17	11	1,00	5,00	2,0909	1,37510
ENGQ18	11	1,00	5,00	3,3636	1,50151
ENGQ19	11	1,00	5,00	2,2727	1,42063
ENGQ20	11	1,00	5,00	3,0000	1,78885
ENGQ21	11	1,00	5,00	2,2727	1,34840
ENGQ22	11	1,00	5,00	3,1818	1,47093
ENGQ23	11	1,00	5,00	3,5455	1,57249
ENGQ24	11	1,00	5,00	3,3636	1,62928
ENGQ25	11	1,00	5,00	2,0909	1,30035
ENGQ26	11	1,00	5,00	2,5455	1,36848
ENGQ27	11	1,00	5,00	2,2727	1,27208
ENGQ28	11	2,00	5,00	3,1818	,98165
ENGQ29	11	1,00	5,00	2,4545	1,29334
ENGQ30	11	1,00	4,00	2,6364	1,28629
ENGQ31	11	1,00	5,00	2,5455	1,50756
ENGQ32	11	1,00	5,00	3,3636	1,36182
ENGQ33	11	1,00	5,00	3,0000	1,48324
Valid N (listwise)	11				

a. TwoFL = English + another FL

Table 3. Descriptive statistics for all the statements regarding the levels of FLCA in English in Group 2.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
FLQ1	11	1,00	5,00	3,5455	1,57249
FLQ2	11	1,00	4,00	2,0909	1,13618
FLQ3	11	1,00	5,00	3,4545	1,50756
FLQ4	11	1,00	5,00	3,5455	1,21356
FLQ5	11	1,00	5,00	2,9091	1,51357
FLQ6	11	1,00	5,00	3,0000	1,26491
FLQ7	11	1,00	5,00	3,8182	1,32802
FLQ8	11	1,00	5,00	2,5455	1,29334
FLQ9	11	1,00	5,00	3,7273	1,48936
FLQ10	11	1,00	5,00	3,0909	1,57826
FLQ11	11	1,00	5,00	2,0909	1,22103
FLQ12	11	1,00	4,00	3,0000	1,09545
FLQ13	11	1,00	5,00	3,5455	1,63485
FLQ14	11	1,00	4,00	2,5455	1,43970
FLQ15	11	2,00	5,00	3,7273	1,00905
FLQ16	11	1,00	5,00	3,4545	1,50756
FLQ17	11	2,00	5,00	3,2727	,90453
FLQ18	11	1,00	5,00	2,5455	1,36848
FLQ19	11	1,00	5,00	3,1818	1,60114
FLQ20	11	1,00	5,00	3,4545	1,50756
FLQ21	11	1,00	4,00	2,4545	1,29334
FLQ22	11	1,00	5,00	2,4545	1,36848
FLQ23	11	1,00	5,00	3,6364	1,68954
FLQ24	11	1,00	5,00	3,9091	1,37510
FLQ25	11	1,00	5,00	2,6364	1,50151
FLQ26	11	1,00	5,00	3,1818	1,07872
FLQ27	11	1,00	5,00	3,4545	1,03573
FLQ28	11	2,00	5,00	2,9091	1,04447
FLQ29	11	1,00	4,00	3,0909	1,13618
FLQ30	11	1,00	5,00	3,1818	1,16775
FLQ31	11	1,00	5,00	3,7273	1,10371
FLQ32	11	1,00	4,00	2,0909	1,13618
FLQ33	11	1,00	5,00	3,3636	1,56670
Valid N (listwise)	11				

Table 4. Descriptive statistics for all the statements regarding the levels of FLCA in another FL learned in a classroom environment in Group 2.

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