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FOREIGN LANGUAGE ANXIETY AMONG ELEMENTARY SCHOOL STUDENTS IN SERBIA

Summary: This paper examines the level of foreign language anxiety among elementary school students (N=151) attending three different schools in Serbia. The instrument used in this research is the *Foreign Language Classroom Anxiety Scale* (Horwitz *et al*., 1986). Data analysis involves the analysis of students' responses, their overall mean anxiety scores, the differences between students of different ages, background, and attendance at private language schools or not, as well as the influence of group relationships and the perceived strictness of the teacher. The results show that even though the students report moderate level of anxiety, most of them feel quite anxious when having to speak without previous preparation.

Key words: foreign language anxiety, communication apprehension, test anxiety, fear of negative evaluation, primary school.

1. Foreign language learning anxiety

Anxiety is probably the most researched psychological phenomenon, and its nature and effects are increasingly being examined in a

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number of educational and professional disciplines as well. Although it can be a permanent character trait, it can also be limited to language learning situations, and then it falls into the category of specific anxiety reactions (Horwitz *et al.*, 1986: 125).

Foreign language classroom anxiety is nowadays recognised as a unique and rather complex form of situation-specific anxiety that may seriously impede the process of language learning regardless of whether the setting is formal or informal (Oxford,1999: 59). Learner anxiety was originally simply defined as a feeling of uneasiness, frustration, self-doubt, apprehension or worry (Scovel, 1978: 134), but later definitions try to relate it more specifically to the context of language learning. MacIntyre (1998: 27) interprets it as "the worry and negative emotional reaction aroused when learning or using a second language". Horwitz, Horwitz and Cope define it even more precisely as a "distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz *et al.*, 1991: 31).

In classifying anxiety, a distinction between facilitative and debilitative anxiety was initially made (Scovel, 1978). Debilitative anxiety can be understood as a feeling of nervousness that is strong enough to prevent a person from fully expressing his or her potentials, whereas facilitative anxiety is a sort of "creative" nervousness that keeps a person tense to the extent needed to activate potential and develop a responsible attitude to the tasks. The concept of facilitative anxiety has raised controversial views in language teaching methodology. Terrell and Rardin agree that there may be positive anxiety if we understand it as a state of attentiveness or alertness (as cited in Young, 1992). Omaggio Hadley believes that a moderate amount of tension might be useful, since students do not absorb anything when they feel too relaxed (as cited in Young, 1992). Williams (1991) also argues that the form of facilitative anxiety is, in fact, a low anxiety state and therefore stimulating and useful unlike high anxiety states that generally have debilitative effects. On the other hand, Krashen claims that there is no positive anxiety in language acquisition since "the traditional language learning environment is already inherently anxiety-evoking at levels beyond the beneficial" (Young, 1992). MacIntyre and Gardner (1994) concluded that

students with language anxiety find it more difficult to express their own views and tend to underestimate their own abilities. Similarly, Na (2007) found out that anxiety "can make learners get discouraged, lose faith in their abilities, escape from participating in classroom activities, and even give up the effort to learn a language well".

The research on foreign language learning anxiety has so far largely focused on the sources of this impeding feeling as well as on its relationship with other learner variables.

Jackson (2002) claims that the course level, activities in the classroom, the teacher's attitude and behaviour, as well as course organization are the most common sources of foreign language learning anxiety. Young (1991: 426) identified six major sources: (1) personal and interpersonal anxieties, (2) learner beliefs about language learning, (3) instructor beliefs about language teaching, (4) instructor-learner interactions, (5) classroom procedures and (6) language testing.

Horwitz, Horwitz and Cope (1986) point out three crucial components of foreign language anxiety most widely accepted and researched (1) communication apprehension, (2) test anxiety, and (3) fear of negative evaluation.

Communication apprehension is defined as a type of shyness characterized by fear of or anxiety about communicating with people (Horwitz *et al*., 1986). The authors claim that people who generally have difficulties speaking in groups will often have even greater difficulties in a foreign language since they have little control over the communicative situation, their performance is constantly monitored and the facility they possess is often limited (Horwitz *et al*., 1986). *Test-anxiety* is a type of performance anxiety stemming from a fear of failure (Horwtiz *et al.*, 1986). Students who feel it tend to have unrealistic expectations of themselves, viewing imperfect achievements not as natural developmental part of the learning process, but as failure resulting from their inability and incompetence. *Fear of negative evaluation* arises from a learner's need to avoid making a negative social impression on others. This creates difficulties in this context since foreign language learning requires frequent communication that is constantly evaluated by the teacher. Some learners may also be very sensitive to the evaluation - real or imagined - of their peers (Horwitz *et al.*, 1986).

Even though communication apprehension, test anxiety and fear of negative evaluation may be interpreted as fundamental components of foreign language anxiety, the authors point out that it is a much more complex phenomenon, not simply the combination of these three feelings. However, these very components are integral parts of the instrument the authors designed for measuring anxiety – *Foreign Language Classroom Anxiety Scale* (Horwitz *et al*., 1986) and which has been employed in a great number of studies ever since.

1.2 **Anxiety and other learner variables**

Since most affective factors tend to be interrelated, anxiety is strongly linked to other personal characteristics and states. Namely, research findings suggest that introvert students are likely to be more anxious in communicative situations (MacIntyre & Charos 1996; Brown, Robson & Rosenkjar, 2001; Liu & Zhang, 2015) due to their preference for individual work over group activities such as discussions or role plays. Likewise, students with lower self-esteem tend to be more anxious and consequently reluctant to take part in conversations that could threaten their vulnerable ego and emotional equilibrium (Ehrman, 1996; Liu & Zhang, 2015). A significant relationship was also observed between language learning anxiety and motivation. More precisely, a more anxious learner is generally less intrinsically motivated, but more motivated by language requirement (Liu & Huang, 2011). Finally, foreign language anxiety was found to be negatively correlated with emotional intelligence skills (Chao, 2003), but positively correlated with students' perfectionist tendencies (Gregersen & Horwitz, 2002).

Unfortunately, such clear relationships were not found between the intensity of anxiety and other learner variables. Due to inconsistent study results, the influence of the learner's competence, gender or age is still not sufficiently understood.

It can be deduced that the limited linguistic abilities that beginner learners possess might provoke higher anxiety levels, and this has been confirmed in a number of relevant studies (Liu 2006; Gardner *et al.*, 1977). Along the same lines, MacIntyre and Gardner (1991: 111) claim that "as experience and proficiency increase, anxiety declines in

a fairly consistent manner". However, this reasonable conclusion was disputed by the results of a great deal of research that reports higher anxiety scores among advanced students (Cheng, 2002; Ewald, 2007; Kitano, 2001; Marcos-Llinás & Juan-Garau, 2009). Kitano (2001) explains that high anxiety among proficient language learners may be due to the increase in the complexity of instruction at higher levels. Similarly, language course grades were found to be both negatively (MacIntyre & Gardner, 1994; Sparks & Ganschow, 2007) and positively (Onwuegbuzie *et al.*, 1999; Bailey & Daley, 2000) correlated with high anxiety levels in different studies.

Gender-related research on anxiety also shows conflicting results. Even though foreign language study is considered to be feminine domain (Onwuegbuzie *et al.*, 2001), findings of a great deal of research indicate higher anxiety levels among female students, particularly in academic settings (Chang, 1997; Donovan & MacIntyre, 2005; Felson & Trudeau, 1991; Daly *et al.*, 1994). However, final conclusions on the role of gender could not be drawn, since a number of studies found no significant difference between the level of anxiety among male and female learners (Aida, 1994; Dewaele, 2002; Onwuegbuzie *et al.*, 1999; Suzić, 2015).

Studies that investigated the relationship between age and foreign language classroom anxiety also show mixed results. A number of researchers report that adults, university and college students tend to be more anxious than children (Donovan & MacIntyre, 2005; Bailey *et al.*, 2000; Dewaele, 2007). In a group of adults aged between 18 and 71, it was found out that the level of anxiety increases with the age of students (Onwuegbuzie, 1999). However, some authors found higher language anxiety scores among younger learners (MacIntyre *et al.*, 2002) although they are generally considered to be less anxious or inhibited.

Such inconsistent research findings might suggest that gender, age of learners or even their level of competence are not strongly linked to high anxiety states. Therefore, this study tries to focus more closely on other variables such as peer cooperation, extent of exposure to the foreign language and (non)urban context of learning with a hypotehesis that they might have stronger influence on the level of foreign language classroom anxiety.

2. The research methodology

The research presented in this paper was carried out in three elementary schools: Ivan Gundulić (N=52) from Novi Sad, Sveti Sava (N=53) from Nova Pazova and Vuk Karadžić (N=46) from Bač. It involved 151 participants altogether, 75 boys and 76 girls attending one urban (N=52) and two rural schools (99). Two generations of students in each school were selected: ten-year-old pupils attending the fourth grade (N=52) and thirteen to fourteen-year-old students attending the seventh or eighth grade (N=99).

The main goals set in this study were the following:

(1) Identifying the level of foreign language anxiety in each of the groups.

(2) Investigating whether there are significant differences in anxiety scores between:

- Participants coming from urban and non-urban areas;
- Male and female learners;
- Two generations of students (aged 10 and aged 13 to 14);
    - Participants who attend private language schools and those who learn in state schools only.

(3) Determining whether there is any correlation between anxiety scores and

- The atmosphere in the class and
- The teacher.

2.1. The instrument

The instrument used in this research is the adapted version of Horwitz, Horwitz and Cope's questionnaire - *Foreign Language Classroom Anxiety Scale* (FLCAS) translated into Serbian. The original version contains 33 closed-ended items (Horwitz *et al.*, 1986: 129) that fall into three categories and measure the degree of communication apprehension, test anxiety and fear of negative evaluation. For the purpose of this research, the questionnaire was extended with nine more items, two being general questions:

- Is your English teacher too strict?
- Do you attend any private English language school?

The aim of the first question added to the questionnaire was to find out whether the expectations of the teacher influenced the intensity of learners' anxiety. The second one tried to reveal if there is any difference in the degree of foreign language anxiety between the learners who attend private language schools and consequently have more opportunities to participate in a variety of activities and those who learn English in public schools only.

The questionnaire was also extended with seven items similar to the ones in the original version of the questionnaire:

- Some students in our group tend to laugh at others when they make errors.
- When there is something I don't know in foreign language class, I am sure some of my class-mates will help me.
- When I am absent from foreign language classes (due to being ill, for example), I know that my class-mates will explain to me what they were doing during the class.
- I spend some free time with my class-mates.
- I feel good in my class and never worry whether I might look or sound stupid or silly.
- Our English teacher has forbidden laughing at somebody who is making an error or having problems speaking.
- Our English teacher wants us to support and help each other.

These items were added to the original version of the questionnaire to enable better insight into the quality of the classroom atmosphere, relationships and peer cooperation within the group since these factors might also raise classroom language learning anxiety.

The participants filled in the questionnaire anonymously, during an English class that lasted for 45 minutes. The Statistical Package for Social Sciences (SPSS 15.0) was used for descriptive analysis, analysis of variance, independent samples T-tests and Pearson's correlations.

3. Results and discussion

a degree according to the five-point Likert scale (ranging from *strongly agree* to *strongly disagree*), mean values were first calculated for each statement and each student, so that the overall scores could be worked out. The results presented in Table 1 show mean anxiety scores for each of the three schools involved in this research.

Table 1: Mean anxiety scores

		Communication apprehension (11-55)	Test anxiety (15-75)	Fear of negative evaluation (7-35)	Overall anxiety score range (33-165)
Ivan Gundulić	N	52	52	52	52
	Mean	**32.69**	**41.27**	**19.33**	**93.29**
	S. D.	5.75	6.72	5.82	15.26
Sveti Sava	N	53	53	53	53
	Mean	**32.96**	**45.96**	**21.36**	**100.28**
	S. D.	9.48	12.04	6.35	25.04
Vuk Karadžic	N	46	46	46	46
	Mean	**33.13**	**46.07**	**20.98**	**100.17**
	S. D.	7.14	9.46	5.56	19.76

As shown in Table 1, the scores in each of the three schools reflect moderate anxiety levels in all the categories – communication apprehension, test anxiety, fear of negative evaluation and overall anxiety level.

Although moderate intensity of anxiety is not alarming, responses to some FLCAS items reveal that the tension students feel in certain situations is by no means insignificant and might seriously affect their learning goals.

A number of participants[3] report that:

- They never feel quite sure when they are speaking in their foreign language class (46.40%).

[3] For each of the items presented in the following paragraphs, the percentage was calculated by adding the percentage of students who endorsed the responses – *strongly agree* and *agree.*

- They tremble when they are going to be called on in language class (42.30%).
- They start to panic when they have to speak without preparation (49 %).
- They can get so nervous in language class, they forget things they know (45.10%).
- Even if they are well-prepared for the language class, they feel anxious (51%).
- They can feel their heart pounding when they are going to be called on in language class (52.90%).
- They get nervous and confused when they are speaking (41.80%).
- They do not feel sure and relaxed on their way to the language class (49.40%).
- They get nervous when the language teacher asks questions which they have not prepared in advance (43.70%).

The responses presented above belong to all the three categories of FLCAS, but what they have in common is a strong fear of communication, whether in class or with native speakers. It is quite alarming that more than half of the students *feel their heart pounding when they are going to be called on*, since such strong anxiety manifestations might affect not only the language learning process, but the general self-esteem and well-being of students as well. It is worth noting that some of the responses reveal much higher anxiousness if students think they have not prepared well. This might suggest inappropriate learning goals set either by teachers who favour traditional teaching methods or by the students themselves, who might be transferring inadequate learning strategies from other disciplines to foreign language learning. In traditional school systems, such as the one in Serbia, a significant portion of oral activity is often in the form of presenting memorised knowledge. Conversely, real-life communication is a spontaneous and unpredictable process that cannot be fully prepared in advance and students who rely too much on preparation are likely to avoid taking part in it. Some

of the responses also reveal that students are afraid their peers might laugh at them when they speak (43.10%) or that they would not feel comfortable around native speakers (45%). Such beliefs and feelings are quite likely to make them avoid communicative activities in the classroom as well as real-life communication in the foreign language, which should be the primary goal of the learning process.

A great number of students report that they are afraid their language teacher is ready to correct every mistake they make (46.40%). Since the percentage of students who endorsed this item is higher than the percentage of students who think that their teacher is strict (39.10%), this fear seems to be irrational to some extent, but further research would reveal whether modern principles related to error correction are consistently employed by the teachers, in other words – whether they refrain from correction when the focus is on fluency and not on accuracy.

Going back to mean values, a slight difference can be observed in test anxiety and overall anxiety scores between the three groups of students. The students at Ivan Gundulić school reported lower anxiety levels than the other participants. Since this is the only school located in an urban area in this research, an independent samples T-test was performed with the view of identifying potential statistical differences between the reports in urban and non-urban schools.

Table 2a: Group statistics – urban/non-urban area

		N	Mean	Standard deviation
Communication apprehension	urban	52	32.69	5.75
	non-urban	99	33.04	8.43
Test anxiety	urban	52	41.27	6.72
	non-urban	99	46.01	10.87
Fear of negative evaluation	urban	52	19.33	5.82
	non-urban	99	21.18	5.97
Overall anxiety score	urban	52	93.29	15.26
	non-urban	99	100.23	22.63

Table 2b: Independent samples T-test – urban/non-urban area

	t	df	Sig. (2-tailed)	Mean Difference
Communication apprehension	-.27	149	.79	-.35
Text anxiety	-2.87	149	**.00**	-4.74
Fear of negative evaluation	-1.83	149	.07	-1.85
Overall anxiety	-1.99	149	**.05**	-6.94

The results presented in Table 2b do indicate statistically significant differences between the urban and non-urban school students in their overall anxiety scores as well as in test anxiety. Students attending schools in urban areas apparently feel less anxious in test situations than those in non-urban areas. Further research might determine whether stronger anxiousness in non-urban areas is caused by the quality of teaching, which is often considered to be higher in urban schools, or by the influence of certain social factors. Not many studies have so far focused on urban and non-urban school context and the results are still quite inconsistent – in a similar study in Indonesia, urban students showed higher fear of negative evaluation, while non-urban students had higher communication apprehension (Anjaniputra, 2021).

An independent samples T-test was also used to check whether there are any significant differences between male and female participants, but in this research, none were detected.

Further analysis focused on the anxiety scores reported by the two generations involved in this research: fourth grade students aged ten and seventh or eighth grade students aged thirteen to fourteen.

Table 3a: Group statistics – age of students

	Age of students	N	Mean	Standard Deviation
Communication apprehension	4th grade	52	32.54	6.26
	7th and 8th grade	99	33.12	8.24
Test anxiety	4th grade	52	43.13	8.49
	7th and 8th grade	99	45.03	10.52
Fear of negative evaluation	4th grade	52	19.06	5.36
	7th and 8th grade	99	21.32	6.14
Overall anxiety	4th grade	52	94.73	17.46
	7th and 8th grade	99	99.47	21.99

Table 3b: Independent samples T-test – age of students

	t	df	Sig. (2-tailed)	Mean Difference
Communication apprehension	-.45	149	.66	-.58
Test anxiety	-1.12	149	.26	-1.90
Fear of negative evaluation	**-2.25**	**149**	**.03**	**-2.27**
Overall anxiety	-1.35	149	.18	-4.74

An independent samples T-test shows statistically significant differences between the two groups in their reports of fear of negative evaluation. More precisely, the older participants tend to feel it more frequently than the younger ones. Such findings might be related to the emotional vulnerability common in puberty, when evaluation and reactions of peers or certain authorities are considered important and might even threaten the ego and self-esteem of the learner. However, the results of this study cannot support any general conclusions on the effects of age since no significant differences between the two age groups were observed in communication apprehension or test anxiety. Moreover, in a similar study, carried out in Serbia, the younger students reported higher levels of test anxiety than the older ones (Suzić, 2015).

An independent samples T-test was also performed in analysing the differences between the intensity of anxiety reported by students who attend private language schools and those who learn English in public schools only. The results obtained are presented in Tables 4a and 4b.

Table 4a: Group statistics – attending/not attending a private language school

	Attending a private language school	N	Mean	Standard Deviation
Communication apprehension	yes	30	31.30	6.64
	no	100	33.44	7.43
Test anxiety	yes	30	41.30	7.84
	no	100	45.25	9.87
Fear of negative evaluation	yes	30	17.73	6.18
	no	100	21.31	5.41
Overall anxiety	yes	30	90.33	17.70
	no	100	100.00	20.01

Table 4b: Independent Samples T-test – attending/not attending a private language school

	t	df	Sig. (2-tailed)	Mean Difference
Communication apprehension	-1.42	128	.16	-2.14
Test anxiety	-2.01	128	**.05**	-3.95
Fear of negative evaluation	-3.07	128	**.00**	-3.58
Overall anxiety	-2.38	128	**.02**	-9.67

Statistically significant differences can be observed in test anxiety, fear of negative evaluation and overall anxiety scores, all of them being higher in the group of students who do not have any additional English classes. Overall anxiety scores were also found to be higher in students not attending private language schools in a similar study conducted by Suzić and Radić-Bojanić (2017) and such consistent findings may suggest that more exposure to a foreign language reduces foreign language anxiety. Admittedly, not all students can afford private language classes, so it is worth considering if additional classes at school, whether compulsory or optional, could be provided in the future. It is interesting to note, however, that no significant differences were observed in com-

munication apprehension even though more exposure to a foreign language is reasonably assumed to lower this type of anxiety.

The influence of the atmosphere in the classroom and the perceived strictness of the teacher were analysed by means of Pearson's correlations.

Mean scores for the seven statements added to the original version of the questionnaire to check the relationships within a group were calculated and compared with mean scores in four categories – overall anxiety level, communication apprehension, test anxiety and fear of negative evaluation. A highly significant negative correlation was detected between the relationships in the classroom and communication apprehension ($r=-0.199$, $p\leq0.01$), meaning that students who feel that the atmosphere in the group is not friendly and supportive tend to feel more anxious in communicative tasks than those students who feel supported and well-accepted by their peers. This finding supports the conclusions of a number of studies that emphasize the ameliorating effects of peer cooperation and perceived student emotional support on foreign language anxiety (Frantzen & Magnan, 2005; Jin & Dewaele, 2018; Nagahashi, 2007).

Surprisingly, no significant correlation was found between the perceived strictness of the teacher and anxiety scores, even though it is assumed that teachers have major roles in establishing a stress-free atmosphere during the class. However, such findings do not diminish the importance of the teacher, since the results show positive correlation between the strictness of the teacher and good classroom relationships ($r=0.164$, $p\leq0.05$), which might suggest that even though friendly and democratic teachers are generally favoured and undoubtedly more efficient in reducing tension, reasonable and moderate strictness improves the relationships between the students, probably due to better control of the interaction within the group and setting necessary limits on undesirable behaviour and competitiveness.

4. Conclusion

Summarising the findings of this study, the following conclusions can be made:

(1) Primary school students in Serbia report a moderate level of foreign language classroom anxiety, which may seem encouraging, but the analysis of their responses reveals that tension they feel in some learning situations has strong debilitative effects, particularly when they expect to be called on or have to speak without preparation, and may, therefore, result in reluctance to participate in communication.

(2) Significant differences were not found between male and female learners, but they were detected in different age groups – the younger learners feel less anxious than the older ones, who report higher fear of negative evaluation. Students who attend non-urban schools report higher test anxiety and overall anxiety scores. Attending private language schools or additional language classes that enable more exposure to the language and more opportunity to participate reduces overall anxiety as well as fear of negative evaluation and test anxiety. The only component that seems not to be affected by age, background or extra exposure to the foreign language is communication apprehension.

(3) On the other hand, a friendly classroom atmosphere and good relationships within the group reduce communication apprehension only. Interestingly, interactions within a group are positively correlated with the strictness of the teacher. The responses obtained suggest that the desirable form of strictness should most probably be interpreted as a readiness to set limits and not the readiness to correct each and every mistake that the students complained about.

Some of the conclusions in this research, particularly those related to the influence of gender and age, cannot be generalised due to previous inconsistent study results. However, the overall findings shed light on a source of anxiety that emerged as crucial and requires more attention and investigation – fear of speaking, particularly without preparation. A great deal of research shows that the most common source of anxiety is having to speak in front of peers. Students often think they will be laughed at for their mistakes, pronunciation or inability to express their

intended meaning well (Price, 1992: 104). Even though such fears might be irrational and related to students' general self-esteem, fear of public speech or perfectionism, an efficient way of dealing with it, as this study has shown, is to establish a supportive atmosphere in the classroom.

4.1 Pedagogical implications

In order to make language classes less stressful, teachers should encourage making mistakes and periodically emphasise their instructional value (Price, 1992: 105). Correction should generally be avoided when the focus is on fluency or carried out in an unobtrusive way or through initiating self-correction when it is really necessary and useful.

Additionally, realistic goals should be set by the teacher and clearly explained to students who tend to be over-ambitious. More often than not, they expect to develop native-like fluency, error-free speech and pronunciation in a short period of time, consequently feeling inferior and anxious when they fail.

Since most students report strong anxiety when they are called on randomly and have to speak in front of the whole class, teachers should carefully plan their activities, selecting those that are well-known to be low-anxiety provoking, such as group work, pair work and the use of games. However, care must be taken when the customary pattern of classroom activities is about to change. Even though small group discussions are often ranked as low-anxiety tasks, if students are unfamiliar with the format they could initially produce higher levels of tension due to this lack of experience.

Additionally, in traditional school systems, a great deal of memorisation and preparation is required for presenting material orally, and students tend to transfer such learning habits to foreign language learning, feeling insecure when their task is less structured and less predictable. Therefore, a good step in transforming a traditional lesson plan could be introducing structured and semi-structured activities first, since they seem to be "safer" and offer gradual transition from traditional concepts of learning to a functional use of language. If necessary, students should be given an opportunity to think about the topic and brainstorm their ide-

as, even write down some notes before taking part in group discussions, which should gradually become a regular classroom activity.

Finally, a great deal of positive reinforcement and encouragement by the teacher is essential in creating a less stressful atmosphere and better relationships within the group.

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Appendix

Frequency of responses to FLCAS (%)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. I never feel quite sure of myself when I am speaking in my foreign language class.	28.50	17.90	29.10	12.60	11.90
2. I don't worry about making mistakes in language class.	23.20	19.90	30.50	13.90	12.60
3. I tremble when I know that I'm going to be called on in language class.	23.80	18.50	18.50	15.20	23.80
4. It frightens me when I don't understand what the teacher is saying in the foreign language.	13.20	20.50	19.20	21.20	25.80
5. It wouldn't bother me at all to take more foreign language classes.	22.50	11.90	17.20	16.60	31.80
6. During language class, I find myself thinking about things that have nothing to do with the course.	35.80	21.20	21.20	9.30	12.60

7. I keep thinking that the other students are better at languages than I am.	18.50	17.20	29.10	19.90	15.20
8. I am usually at ease during tests in my language class.	14.60	16.60	27.20	10.60	31.10
9. I start to panic when I have to speak without preparation in language class.	31.80	17.20	17.20	11.30	22.50
10. I worry about the consequences of failing my language class.	21.90	21.20	19.20	16.60	21.20
11. I don't understand why some people get so upset over foreign language classes.	15.20	11.90	31.80	15.20	25.80
12. In language class, I can get so nervous I forget things I know.	27.20	17.90	13.20	15.20	26.50
13. It embarrasses me to volunteer answers in my language class.	23.80	9.90	14.60	16.60	35.10
14. I would not be nervous speaking the foreign language with native speakers.	15.90	11.90	25.80	17.20	29.10

15. I get upset when I don't understand what the teacher is correcting.	23.20	19.90	25.80	13.90	17.20
16. Even if I am well prepared for language class, I feel anxious about it.	33.80	17.20	13.20	15.20	20.50
17. I often feel like not going to my language class.	26.50	13.90	27.20	15.20	17.20
18. I feel confident when I speak in foreign language class.	17.20	16.60	29.10	16.60	20.50
19. I am afraid that my language teacher is ready to correct every mistake I make.	21.90	22.50	24.50	14.60	16.60
20. I can feel my heart pounding when I'm going to be called on in language class.	34.40	18.50	13.20	15.20	18.50
21. The more I study for a language test, the more confused I get.	25.20	17.90	20.50	11.30	25.20
22. I don't feel pressure to prepare very well for language class.	31.90	21.90	20.50	9.30	17.20

23. I always feel that the other students speak the foreign language better than I do.	23.20	15.90	29.80	13.20	17.90
24. I feel very self-conscious about speaking the foreign language in front of other students.	17.90	21.20	25.20	15.90	19.90
25. Language class moves so quickly I worry about getting left behind.	19.20	16.60	22.50	17.90	23.80
26. I feel more tense and nervous in my language class than in my other classes.	19.90	15.90	27.20	11.90	25.20
27. I get nervous and confused when I'm speaking in my language class	25.20	16.60	17.20	19.20	21.90
28. When I'm on my way to language class, I feel very sure and relaxed.	11.30	15.20	23.20	17.90	32.50
29. I get nervous when I don't understand every word the language teacher says.	15.90	21.20	26.50	10.60	25.80

30. I am overwhelmed by the number of rules you have to learn to speak a foreign language.	25.80	14.60	31.10	13.90	14.60
31. I am afraid that the students will laugh at me when I speak the foreign language.	23.20	19.90	11.90	21.90	23.20
32. I would probably feel comfortable around the native speakers of the foreign language.	11.90	14.60	28.50	23.80	21.20
33. I get nervous when the language teacher asks questions which I haven't prepared in advance.	21.20	22.50	22.50	16.60	17.20