Surviving English: language anxiety and language aptitude of university students

Leaković, Martina

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Department of English

Surviving English: language anxiety and language aptitude of university students

Master's Thesis

Student: Martina Leaković

Advisor: prof. Irena Zovko Dinković, PhD

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Abstract

This thesis investigates the relationship between foreign language anxiety (FLA) and language aptitude among university students. FLA is a common phenomenon that affects many learners of foreign languages, potentially hindering their progress and proficiency in acquiring a new language. On the other hand, language aptitude refers to an individual's ability to learn a foreign language quickly and easily. The first part of this thesis explores the theoretical framework of FLA and language aptitude, discussing their definitions, components, and measurement methods. The second part presents the results of a study conducted with a sample of 7 first-year students from the Edward Bernays University of Applied Sciences, specifically from the Communication Management and Business Administration programs. The research was conducted in two phases. The first phase occurred in April 2024 at Edward Bernays University, focusing on measuring language aptitude using the LLAMA tests. The second phase assessed FLA using the adapted Croatian-English version of the AMTB instrument. The primary aim of this research was to determine whether there is a significant relationship between language aptitude and FLA. The hypothesis posited that no significant correlation exists between these two constructs, challenging the assumption that high anxiety levels correspond with low language aptitude and vice versa.

Keywords: foreign language anxiety, language aptitude, LLAMA, AMTB

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1. Introduction

Learning foreign languages is a complex process influenced by various affective and cognitive factors. Among the essential affective factors is foreign language anxiety (FLA). FLA can significantly prevent a person's ability to acquire new linguistic structures and to express themselves in a foreign language. The fear of making mistakes, negative evaluations, and discomfort when speaking in a foreign language often leads to reduced self-confidence, further complicating the learning process. On the other hand, cognitive factors such as language aptitude play a crucial role in successfully acquiring a foreign language. Language aptitude includes various components, such as the ability to recognize and remember language patterns, phonological sensitivity, and the capacity to learn new grammatical rules. Individuals with high language aptitude often acquire a foreign language more quickly and easily, while those with lower language aptitude may require more time and effort. Both these affective and cognitive factors determine individual differences in learning foreign languages. While some students are naturally gifted in languages and enjoy the learning process, others may face numerous obstacles that require additional strategies and support to overcome their challenges.

This thesis aims to determine whether there is a significant relationship between FLA and language aptitude. Chapters 2 and 3 explore the theoretical framework of FLA and language aptitude, discussing their definitions, components, and measurement methods. Chapter 4 addresses research on the relationship between FLA and language aptitude. Chapter 5 describes the research study, including its aim and hypothesis, participants, instruments and procedure, as well as results and discussion. Finally, Chapter 6 presents the conclusion and suggestions for further research.

2. Foreign language anxiety

In this chapter, I will provide an overview of the most known definitions of FLA and discuss its various types and sources. Additionally, I will provide practical strategies and techniques for reducing and overcoming language anxiety.

2.1. Defining foreign language anxiety

Anxiety is a well-recognized obstacle to the process of acquiring a second language.

Spielberger (1972) defined anxiety as a temporary emotional state marked by tension, unease, and heightened activity of the autonomic nervous system. He also defined trait anxiety as the tendency of an individual to experience anxiety states more frequently over time. Raglin (2007) further describes anxiety as involving unpleasant thoughts, physical changes and sensations occurring in response to perceived threats or dangers. Numerous studies in the field of educational psychology have concentrated on assessing the impact of anxiety on academic performance. According to Walker (1997, cited in He, 2018), performance tends to be low when anxiety levels are low. When anxiety is at an optimal level, performance is at its best. Nevertheless, when anxiety surpasses the ideal limit, performance starts to decrease.

Horwitz et al. (1986) described FLA as a distinctive combination of an individual's feelings, self-perceptions, beliefs and behaviors that are specifically connected to learning a language in a classroom setting. This anxiety stems from the unique nature of the language learning process. Performing in a second language often causes individuals to question their ability to communicate effectively, leading to hesitation, self-awareness, anxiety, or even panic. This reaction arises because speaking a second language involves complex and non-spontaneous mental processes. Horwitz et al. (1986) identified three components of FLA related to evaluating academic and social performance: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension refers to the shyness or anxiety associated with communicating with others, manifesting in interpersonal or group settings, public speaking, or difficulties comprehending spoken information. Test anxiety is a type of performance anxiety stemming from a fear of failure, where learners set unreasonable standards and view anything less than perfection as a failure. This is particularly challenging for foreign language learners, who face frequent tests and quizzes, even if they are intelligent and well-prepared. Lastly, the fear of negative evaluation refers to the uneasiness about how others will judge them.

The Foreign Language Classroom Anxiety Scale (FLCAS) is the most well-known test for assessing FLA. The FLCAS is a self-report questionnaire comprising of 33 items that employ a Likert scale to evaluate problems related to Horwitz's three components (Horwitz et al., 1986.). It was developed to identify and measure the anxiety students experience in foreign language classrooms. The development of FLCAS was inspired by observations and experiences gathered during the summer of 1983 at the University of Texas, where students enrolled in introductory language courses were invited to join a Foreign Language Learning Support Group. The findings suggest that many students feel significant anxiety about certain

aspects of learning a foreign language (Horwitz et al., 1986) and that this foreign language anxiety (FLA) can be reliably and accurately measured (Horwitz, 1991).

During my study in 2021 in the Academic Writing course, we were required to write a seminar paper on a topic of our choice. I selected the topic of FLA because I have been interested in this area for several years. To investigate whether other students also experience FLA, I conducted a study with 26 participants who are studying English, both male and female, aged between 19 and 24 years, and in their 1st to 5th year of study (including both bachelor's and master's programs). For this study, I used the FLCAS. In addition to the FLCAS questions, I asked participants to describe in detail a situation or event that would provoke their anxiety. The responses were varied. Here are some of the answers:

„The worst situation is having a presentation in front of professors and colleagues, especially if I am not well prepared. Not only do grammatical errors and a lack of vocabulary bother me, but poor pronunciation also bothers me. It is just too much pressure.“

Anonymus, 2021.

„Due to some past experiences, I get anxious when I need to speak a foreign language in front of my colleagues. I have a fear of being laughed at if I pronounce some words the wrong way or use a completely wrong tense.“

Anonymus, 2021.

„I feel anxious when I wait for the exam to start. I feel fine during and after the exam, but the most emotionally draining time is just before the exam.“

Anonymus, 2021.

„If I am asked a question and I don't know the answer to it, I will most likely get red in my face and just feel overall uncomfortable. I will think about it for days later, beating myself up because I didn't know the answer and I will feel ashamed because I am worried my coworkers will think I am stupid.“

Anonymus, 2021.

„Presentation. So, I get very nervous when I have to speak in front of people. My mouth dries and I tremble and that affects my language performance. Furthermore, the problem is that I don’t have enough communication in English with people, and it can be heard when I speak.“

All of these responses share a common element of anxiety and discomfort when speaking a foreign language, particularly in front of others. The specific situations that trigger their anxiety include presentations, speaking in front of professors and colleagues, fear of making mistakes and being asked questions they cannot answer. These shared experiences illustrate the significant pressure and emotional stress associated with performing in a foreign language classroom setting. These examples illustrate how different aspects of FLA manifest in specific situations, aligning well with the components identified by Horwitz et al. Researchers have different perspectives on the influence of anxiety on language acquisition, but the consensus is that increased anxiety levels impair the learning process (Ellis, 2015).

Anxiety has also been classified into two types: facilitating anxiety and debilitating anxiety, depending on whether it enhances or hinders performance. Scovel (1991) noted that facilitating anxiety encourages learners to "fight" through a new learning assignment, emotionally preparing them for forthcoming behavior. In contrast, debilitating anxiety causes learners to "flee" from the new learning activity, emotionally leading them to engage in avoidance behavior.

Gardner (1985) highlighted that anxiety is not a broad phenomenon but rather is specific to the context of language acquisition, directly influencing success in learning a second language. Gardner and MacIntyre (1994) described FLA as a particular type of tension and worry that arises in situations related to learning and using a second language, encompassing activities such as speaking, listening, and studying.

The concept of FLA has also been examined within the framework of attitudes and motivation and how they relate to language proficiency. The Attitude and Motivation Test Battery (AMTB), developed by Gardner (1985, cited in Pavičić Takač and Berka, 2014), is a comprehensive instrument designed to measure multiple dimensions within the socio-educational model of language learning. The AMTB assesses three scales related to integrativeness: attitudes toward the target language group, interest in foreign languages, and integrative orientation. It also measures motivation through scales evaluating motivational intensity, attitudes toward learning the target language, and the desire to learn it. Additionally, the AMTB includes scales for attitudes toward the teacher and the course, reflecting a person's reactions to the immediate learning context. Language anxiety is measured through scales for L2 class anxiety and L2 use anxiety. The instrument also evaluates parental encouragement and

instrumental orientation. The AMTB is a widely used and adapted tool in various learning contexts, including Croatia. Mihaljević Djigunović (1996, 1997, 1998, cited in Pavičić Takač and Berka, 2014) utilized and adapted the AMTB to explore the types and intensity of English as a foreign language motivation within the Croatian socio-cultural context.

For my master's thesis, the Croatian-English version of the AMTB (Appendix 2) was used to measure FLA. This version, developed by Mihaljević Djigunović and Gardner (2003), consists of one page with general information about participants and includes 104 statements that assess various factors such as attitudes towards native English speakers, interest in foreign languages, integrative orientation, instrumental motivation, desire to learn English, classroom anxiety, fear of using English, instrumental orientation, parental encouragement, teacher evaluation, course evaluation, integrative motivation and self-evaluation. The AMTB was chosen for its detailed and reliable measurement of constructs associated with FLA.

2.2. Reducing and overcoming foreign language anxiety

Many people learning a foreign language often experience anxiety, which can make the learning process less enjoyable and affect their performance due to their worries. Researchers propose techniques to reduce this anxiety by addressing personal and interpersonal factors.

Foss and Reitzel (1991) recommend several methods to reduce language anxiety stemming from learner beliefs and personal anxieties. They suggest that helping learners recognize their irrational beliefs or fears enables them to interpret anxiety-inducing situations more realistically and choose to approach rather than avoid these situations. One practical approach is to ask learners to verbalize their fears and write them on the board, which helps them see that they have support. Another method is using an anxiety graph, where learners chart their levels of anxiety during different phases of an oral interaction. This technique helps pinpoint the moments of highest anxiety, providing insights into specific areas that need addressing. Journal writing is also recommended, as it allows learners to reflect on their feelings of self-doubt and develop more realistic expectations about their language learning abilities. This reflective practice encourages self-awareness and helps.

Crookall and Oxford (1991) suggest a variety of activities, such as Agony column, Ghost avengers, Mistakes pannel and Anxious photos to help language learners explore their anxieties. For instance, the Ghost Avengers activity involves learners imagining that they have

passed away and joined the Association for Worldly Experience (AWE), which includes a Special Interest Group for Language Learners. In this activity, learners brainstorm individually and/or in groups about actions they would take to "haunt" those who caused them anxiety, fostering a sense of shared experience and reducing the stigma around language learning anxiety.

To further help reduce language anxiety, learners can join a support group, work with a tutor, join a language club, do relaxation exercises and practice self-talk. Self-talk is particularly effective for managing state anxiety, which is triggered by specific evaluative situations such as tests, competitions, or performances. These activities can provide additional support, create a sense of community, and offer practical strategies for managing language anxiety (Young, 1991).

Young's (1991) research highlights the importance of specific instructor characteristics in reducing learners' anxiety related to error correction. Learners felt more comfortable when instructors adopted a supportive attitude towards mistakes, acknowledging them as a natural part of the learning process. Gentle correction and a non-reactive approach to errors were found to be effective in reducing anxiety. Additionally, Price's (1991, cited in Young, 1991) subjects frequently suggested that they would feel less anxious if the instructor were more approachable and supportive, acting more like a friend who want to help them learn rather than an authority figure demanding performance.

Creating a low-anxiety classroom environment involves understanding what causes language anxiety and using strategies to reduce it. Key strategies include positive interactions, supportive feedback, engaging activities, and less focus on correcting errors. This can help learners feel more comfortable and less anxious. By addressing these factors, educators can create a supportive and effective learning environment that enhances learner performance and confidence in language learning.

3. Language aptitude

In this chapter, I will explore the concept of language aptitude, discussing its different definitions and the challenges that have arisen over time. Researchers have extensively studied language aptitude in recent years, evolving different perspectives and interpretations as our understanding of language learning has grown. I will start with the works of John B. Carroll, who, with his colleague Stanley Sapon, developed the Modern Language Aptitude Test

(MLAT). MLAT has been widely recognized as a standard in the field, shaping future studies and evaluations. Following the introduction of the MLAT, various new models and tests emerged, each providing unique viewpoints and methods for assessing language aptitude. I will examine these developments to gain insight into the field's progress. The emphasis will be placed on the LLAMA test I used for research purposes in my master's thesis.

3.1. Defining Language aptitude

Ameringer et al., (2018) point out that language aptitude, even without adding foreign, does not refer to first language acquisition or learning multiple languages at the same time (multilingualism). Instead, it typically describes the ability to acquire a new language or multiple languages. It might also seem like a straightforward concept, but it is actually quite complex. According to the traditional dictionary definition by Merriam Webster, aptitude refers to a tendency or inclination, a natural ability or talent, the capacity for learning, or general suitability. In the context of foreign languages, aptitude includes several concepts and it is often confused with terms like giftedness, talent, linguistic abilities or language proficiency. These terms can be hard to distinguish, but researchers suggest that aptitude is the natural ability that, over time, develops into a skill, which we then call talent. Therefore, it is not surprising that it is difficult to create a single, standardized definition for language aptitude. Recently, there has been a lot of renewed interest in this topic, and the concept of language aptitude has changed quite a bit. Still, no single definition completely explains what language aptitude is. Plus, there is still a lot of debate about whether it is stable, innate, complex, or what its components are (Ameringer et al., 2018).

Since the 1950s, following the publication of Carroll and Sapon's MLAT, numerous studies have been conducted, and various definitions have been proposed. Carroll (1981, cited in Wen, Skehan and Biedroń 2016) described language aptitude as an individual's readiness, which gives them a specific capacity and makes it easier for them to learn foreign languages, provided they are motivated and have the opportunity. However, this perspective has been subject to criticism over the years. Today, many believe that language aptitude is a complex set of cognitive abilities that can be improved through practice (Ameringer et al., 2018). Robinson (2005, cited in Ameringer et al., 2018) tried to incorporate this change. In his work *Aptitude and Second Language Acquisition*, he described language aptitude as the specific strengths that individual learners possess compared to others in their group. He wrote that these strengths are related to the cognitive abilities used during information processing while learning a second

language and performance in different situations and stages. Later (2019, cited in Čengić 2023), he explained that language aptitude is a theoretical construct that has been transformed into a test that aims to predict differences in learners' success in acquiring a second language. Li and Zhao (2021, cited in Čengić 2023) described language aptitude as a collection of cognitive skills that predict how quickly someone learns and how well they ultimately achieve proficiency in a second language acquisition (SLA). Wen, Skehan, and Sparks (2023, cited in Čengić2023) define language aptitude as several cognitive skills that enable individuals to comprehend, clarify, identify, and foresee the reasons and methods by which specific individuals can acquire a second or foreign language better and more efficiently than their peers when all other conditions are the same. These theories align with the modern perspective of language aptitude as a dynamic, multifaceted construct that can be influenced and enhanced through practice and experience rather than a fixed, innate trait.

3.2. Researching Language aptitude: Models and Tests

John B. Carroll, an American psychologist, was the most significant researcher in the second part of the twentieth century. With Stanley Sapon (1959), he developed a highly influential MLAT, laying the foundation for language aptitude research. Despite its introduction over six decades ago, this test remains the most widely used for assessing language aptitude. While research on linguistic aptitude peaked during the 1950s and 1960s, interest in the field declined afterward. However, since the turn of the 21st century, there has been a renewed interest across various disciplines, including applied linguistics, neuroscience, psychology, and education. In the following sections, I will aim to present some of the models and tests that have emerged after the MLAT.

Carroll's MLAT

Carroll (1965, cited in Li and Luo, 2019) argued that language aptitude does not decide if someone can learn a foreign language but how quickly and efficiently they can learn it, provided they have the motivation and opportunities. In his research, Carroll (1981, cited in Li and Luo, 2019) found that foreign aptitude is not just one construct; it consists of four components:

1. Phonetic coding ability (Carroll, 1971)

Phonetic coding ability refers to the skill of recognizing and storing new speech sounds in long-term memory. Carroll explained it as if someone hears a few nonsense syllables and then is distracted by a task like mental math for a short time before being asked to repeat the syllables. Their ability to learn new languages correlates with their success in this task. A more practical way to measure this is through a test where a person must learn phonetic symbols for sounds in their own language or a foreign one by matching heard sounds to written symbols. Mastering this task relies on their ability to recall the sounds with precision. The importance of phonetic coding in acquiring a foreign language is evident, as it requires the acquisition of new phonemes and the ability to recognize and remember the sequences of sounds in words and the intonation patterns of that language.

2. Grammatical sensitivity (Carroll, 1971)

Grammatical sensitivity involves recognizing and comprehending the grammatical structures and roles within sentences. A linguistically competent person can form and comprehend new grammatical sentences without consciously knowing the rules behind them. A straightforward way to test this is to present pairs of sentences, highlight a word or phrase in one sentence and then ask the participant to identify a word or phrase in another sentence with a similar grammatical role. This ability has notable individual differences, which are associated with how well someone learns foreign languages. This is because grammatical sensitivity helps learners understand and use grammar rules when creating or interpreting new sentences.

3. Inductive memory (Carroll, 1971)

Carroll explained that inductive memory, in the case of learning, involves analyzing spoken or written language material and identifying patterns that relate to meaning or grammar. Researchers often use artificial languages to measure this ability, allowing individuals to deduce the rules of grammar and meaning on their own. This ability is crucial in foreign language learning since, despite formal teaching methods that present rules explicitly, learners must still independently apply these rules to new situations.

4. Rote memory

Rote memory is the capacity and ability to memorize multiple associations from the provided materials. Although it shares similarities with phonetic coding, it operates independently and covers more than just phonetic details (Carroll, 1962, cited in Chalmers et

al., 2021). This means that rote memory includes remembering different types of information and connections, not just sounds.

Carroll (1981, cited in Bokander, 2021) discovered these four components through factor analysis of around 30 different tasks. These tasks were explicitly created to assess one's potential for success in acquiring a foreign language. These tasks were given to male United States Air Force recruits who were native English speakers enrolled in an intensive Mandarin course for one week (Bokander, 2021).

MLAT consists of five main components: MLAT I (Number Learning), MLAT II (Phonetic Script Learning), MLAT III (Spelling Clues), MLAT IV (Words in Sentences) and MLAT V (Paired Associates Learning). Part I, Number Learning, includes using made-up words derived from English sounds to learn numbers in an artificial language. In part II, Phonetic Script, the participant must acquire and maintain phonetic symbols for English sounds during a syllable identification test. Part III, Spelling Clues, tests the ability to match partially spelled words with their definitions, assessing the sound-symbol relationship and English vocabulary. Part IV, Words in Sentences, assesses the ability to identify the grammatical roles of words or phrases in sentences, focusing on grammatical sensitivity without using formal terminology. Part V, Paired Associates, evaluates the examinee's rote memory by requiring them to learn and recall vocabulary items in a new language, reflecting their capacity to handle foreign language vocabulary (Stansfield and Reed, 2019). The four components and their corresponding MLAT parts are summarised in Table 1.

Table 1. *Four language aptitude components and five parts of MLAT (Wen et al., 2019)*

Aptitude components	MLAT parts
Phonetic coding ability	MLAT I (low); MLAT II and MLAT III (low)
Grammatical sensitivity	MLAT IV
Inductive memory	MLAT I (low) and MLAT V
Rote memory	MLAT I

Researchers have made significant progress in expanding upon Carroll's classic model of four components, frequently incorporating new components or making modifications. Robinson (2001, 2002, 2005, 2012, cited in Reiterer, 2018) presented the theory of aptitude

complexes, highlighting the interplay between various aptitude components and their impact on the acquisition of foreign languages. He questions the traditional hierarchy of aptitude, suggesting that different aptitude complexes are connected to language acquisition in diverse psycholinguistic circumstances. Skehan (1986, 1991, 2002, cited in Reiterer, 2018) also explores language aptitude, suggesting three components instead of four. He proposed a component called language analytic ability, distinguishing between its passive and active aspects by combining grammatical sensitivity and inductive language skills. These components, including phonetic coding, rote memory and language analytic ability, are all interconnected and crucial in developing strong language skills.

The CANAL-F

Educational psychologists Grigorenko, E., Sternberg, R. and Ehrman, M. (2000, cited in Wen, 2021) provided a fresh perspective on linguistic aptitude by applying Sternberg's (1997, cited in Wen, 2021) theory of "successful intelligence. "The Cognitive Ability for Novelty in Language Acquisition-Foreign (CANAL-F) model points out five stages of knowledge acquisition and the importance of handling new and uncertain second language materials for future language learning. With this new insight, the authors have developed a new format of the aptitude test: The Cognitive Ability for Novelty in Language Acquisition as Applied to Foreign Language Test (CANAL-FT). Based on an artificial language called Ursulu, this test consists of nine parts that assess immediate and delayed cognitive functions, such as memory and inference, of new linguistic materials. The CANAL-FT differs from previous aptitude tests with its cognitive theory-driven, dynamic, situational, simulation-based, and adaptable features. The CANAL-FT is a promising instrument, but empirical validation showed that it did not perform better than the MLAT regarding predictive validity (Ellis, 2004, cited in Wen 2021).

The Staged Model

Peter Skehan (2002, 2012, cited in Li, 2019) developed a four-stage model of language aptitude based on classical information processing theory in cognitive psychology, focusing on SLA processes. The initial stage, noticing, involves paying attention to and recognizing linguistic forms, relying on phonemic coding and working memory. The second stage, patterning, requires learners to identify rules and patterns from the linguistic forms they have noticed. It involves language analytic ability and restructuring existing knowledge through corrective feedback. The third stage, controlling, is about proceduralizing second language

knowledge. Skehan suggested that the CANAL-F could measure cumulative learning but did not specify which aptitude components are relevant for this stage. The final stage, lexicalizing, similar to automatization, involves learners creating a system for fast access to linguistic information, emphasizing the importance of memory in information retrieval. He also argued that neither rote memory nor working memory are concerned with information retrieval, though he did not offer an alternative (Li, 2019).

A standard critique of Carroll and Sapon's MLAT is its focus on rote memory, which Carroll described as the "ability to store information passively." Advancements in the cognitive sciences have challenged this passive view of memory. According to Baddeley and Hitch (1974, cited in Lambelet and Berthele, 2019), working memory is a system with several parts that store information and process it in real-time, connecting it to long-term memory. Recent studies have added working memory measures to aptitude tests, showing their significant impact on different aspects of SLA and processing (Lambelet and Berthele, 2019).

The HI-LAB

The *High-level Language Aptitude Battery* (Hi-LAB) was designed by cognitive psychologists and SLA researchers at the University of Maryland's Centre for Advanced Studies in Languages to improve language aptitude theory and assessment. Hi-LAB was designed to identify individuals with high proficiency in foreign languages learned after the critical period. Hi-LAB has good construct validity because it incorporates cognitive psychology, neuroscience, and SLA concepts while somewhat imitating MLAT. Results from experimental validation are encouraging. Linck et al. (2013, cited in Wen, 2021) showed that Hi-LAB can distinguish high-level achievers from average learners. This distinction relies on implicit learning, associative memory and phonological short-term memory. Doughty (2019, cited in Wen, 2021) discovered that Hi-LAB predicts high-level SLA learning outcomes better than MLAT. Despite its promise, Hi-LAB is only available for internal usage.

3.3. The LLAMA (Rogers et al., 2016)

The LLAMA tests, created for a research training program for MA students at Swansea University, are designed to evaluate language learning aptitude. Inspired by Carroll and Sapon's Modern Language Aptitude Test (MLAT), these tests were developed to take advantage of technological advancements at the time. This approach aimed to create a more straightforward

and attractive user experience, making the tests more accessible and user-friendly for participants.

The 2019 version 3 of the LLAMA test described in this paper consists of four sub-tests: LLAMA_B, which assesses vocabulary acquisition; LLAMA_D, which evaluates phonetic memory; LLAMA_E, focusing on sound-symbol correspondence; and LLAMA_F, which measures grammatical inferencing. I have chosen to use these LLAMA tests for my research for various reasons. These tests provide a simplified and effective alternative to the MLAT. While the MLAT is comprehensive, it requires a significant time investment of approximately one hour. In contrast, the LLAMA tests can be completed in under 20 minutes, making them far more practical for researchers and participants. Additionally, the LLAMA tests provide instant feedback, which is advantageous for immediate assessment and reflection. Another advantage of the LLAMA tests is their language neutrality. Unlike the MLAT, which can be biased by the test-takers native language, the LLAMA tests do not rely on instructions or responses in the participant's first language (L1). This feature makes them accessible and fair for a broader range of individuals, regardless of their linguistic background, and importantly, they are also gender neutral. And more importantly, the LLAMA tests are free.

Despite their popularity over the years, there are concerns about using the LLAMA tests without thorough validation. Meara (2005) warned that it should not be used in important situations because it has not been standardized or validated. Researchers found the tests easy to use and they were cited over 700 times between 2005 and 2010, its popularity grew a lot more by 2021, with over 4000 citations on Google Scholar. (Rogers et al., 2023). However, Rogers et al. (2023) suggest that this increase might be due to the free availability of the tests, which happened around the same time as the release of several influential books on the subject. This overlap likely sparked more research interest. Meara's manual, which includes important warnings about the test, has been cited less than 400 times (Rogers et al., 2023). 2005). Rogers et al. (2023) expressed concern that many researchers might be ignoring these warnings. Some reports suggest that the test has been used in high-stakes contexts, such as for further studies or exchange programs, which is not recommended. Although this does not diminish the significance of the LLAMA study, caution should be used when interpreting the findings.

3.3.1. The Structure of the LLAMA tests v3[1] (Meara and Rogers, 2019)

In the following sections, I will describe the LLAMA tests used in this research thesis with university students. It is important to note that the manual for each test on the official site, Lognostics, does not entirely correspond with the current versions of the tests. Despite this, I will ensure that I present accurate and precise information about each test and visual descriptions to illustrate how they are presented and conducted. A comprehensive manual and individual manuals for each test are accessible by clicking on a link labeled „MAN"as depicted in Figure 1. In addition, every test starts with the „RUN'" option, enabling participants to complete the tests in their preferred sequence.
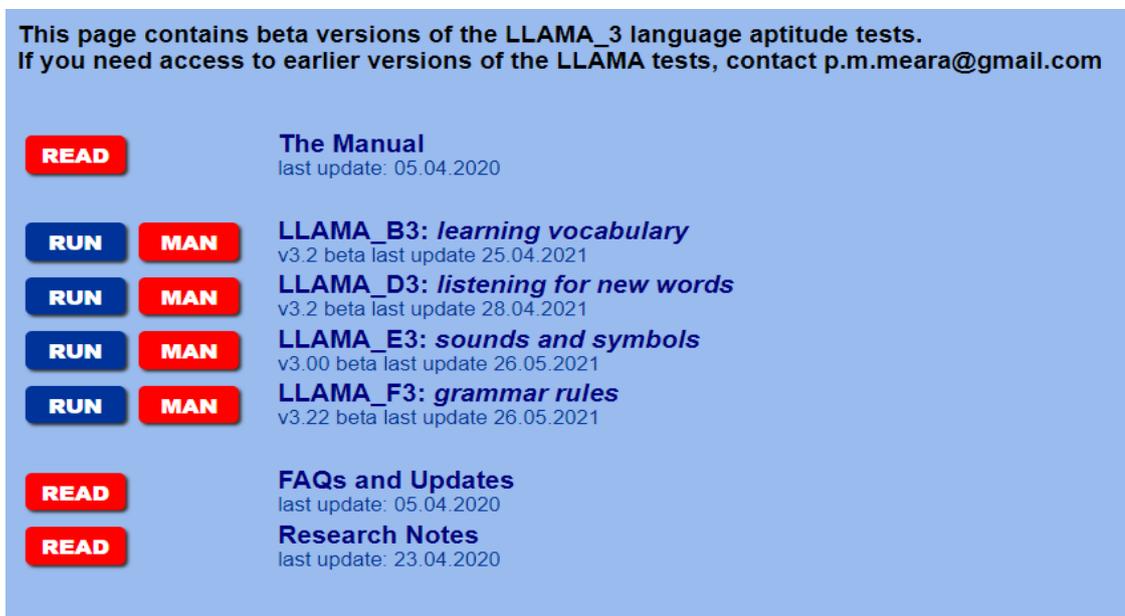

Figure 1. *Home page for the LLAMA tests including manuals*

At the beginning of each test, the participants must enter a personal ID code, as shown in Figure 2. This code should be a string of six characters that uniquely identifies the individual taking the test. The program automatically scores the answers at the end of every test and provides the participant with their score, as illustrated in Figure 3. Additionally, the program calculates and displays how the participant's score compares with the scores of others who have taken the test. Each test has a maximum possible score of 20 points.

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[1]LLAMA v.3.0 is currently available on the lognostics website: https://www.lognostics.co.uk/tools/LLAMA_3/index.htm (accessed 29 April 2024). However, the website is due to move to a new site https://www.llamatests.org. LLAMA v3.0 will not be available on the lognostics site after May 30th 2024.
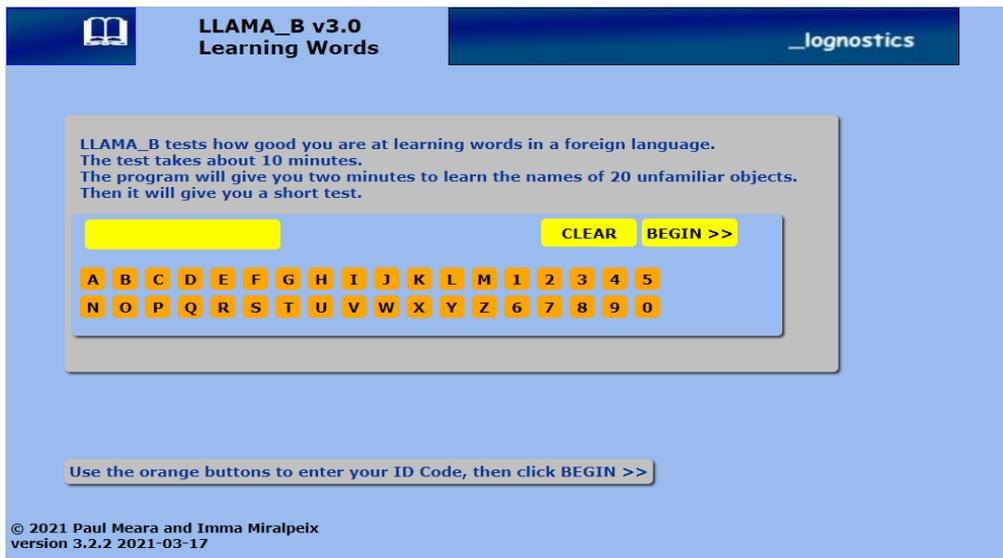
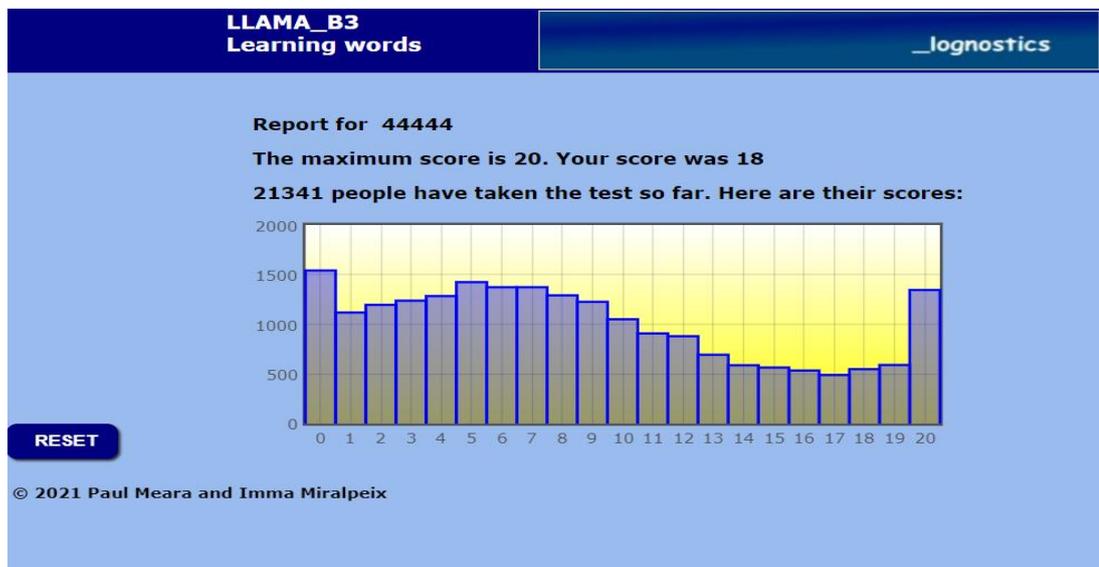**Figure 2.** *LLAMA_B3 v3 learning vocabulary ID Code*

Figure 3. *LLAMA_B3 v3 learning vocabulary score report*

The *LLAMA_B3 learning vocabulary* test assesses an individual's vocabulary learning ability, particularly their capacity to memorize the names of unfamiliar objects. This test presents participants with a set of twenty unfamiliar objects (Figure 4), each associated with words taken from the tribal language of Central Africa (Čengić, 2023). Participants are required to learn and remember the names of these objects within a two-minute timeframe. When participants click on an object with the mouse, the associated name is displayed. After two minutes, participants are tested on their memory by being shown the objects again and asked to match the displayed names with the objects.

Figure 4. *LLAMA_B3 v3 learning vocabulary*

The *LLAMA_D3 Listening for new words* test evaluates the ability to determine whether a played word is new or previously encountered. This test does not involve timing and includes fifty words in total, featuring a tribal language from the area of British Columbia (Čengić, 2023). The test features three operational buttons (Figure 5). Pressing the center button, the program plays an auditory word. The two other buttons are used to record responses: the right button should be pressed if the word is recognized, and the left button if the word is unfamiliar. This test is based on the idea that good language learners are better at recognizing words they have heard before, which suggests they have better memory recall and can more easily assign meaning to these words. Failing to recognize words could hinder language learning progress, treating all words as new and thereby slowing the learning process.
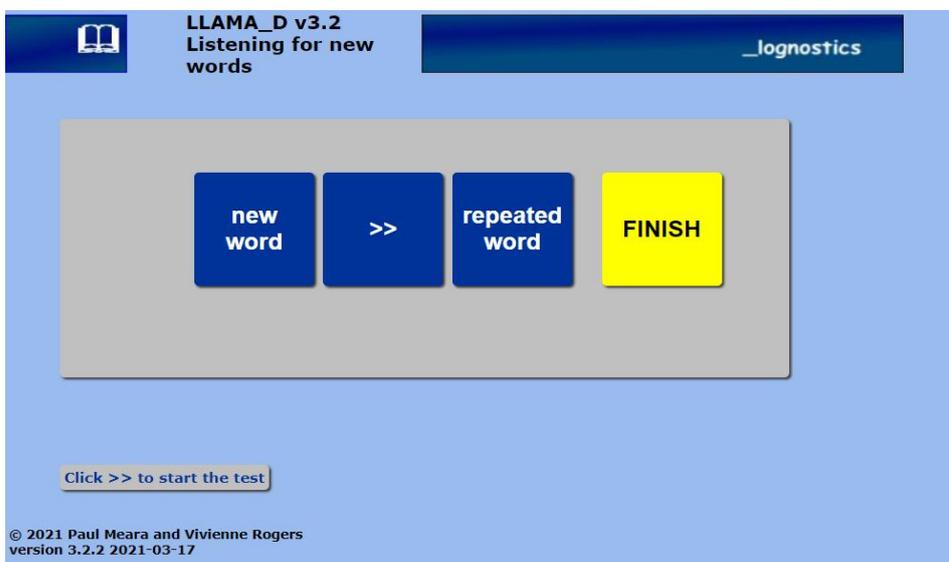
The *LLAMA_E3 Sounds and Symbols* test assesses the ability to connect familiar sounds with an unfamiliar writing system. The test includes twenty-four blue buttons (Figure 6), each labeled with two letters from the artificially constructed language Patsi (Čengić, 2023). Clicking a button triggers the program to play the corresponding sound. Participants have two minutes to explore these sounds. After this period, the program transitions to a testing phase, depicted in Figure 7, which introduces a new set of twenty-one blue buttons. Each button in this set represents a two-syllable word, adding complexity compared to the initial buttons. Participants must identify and select the button that correctly spells the two-syllable word played by the program. If uncertain, one can either make a guess or select the button marked "??? ". A lot of learners have trouble with the concept that letters do not always represent the sounds they are accustomed to in their native language.
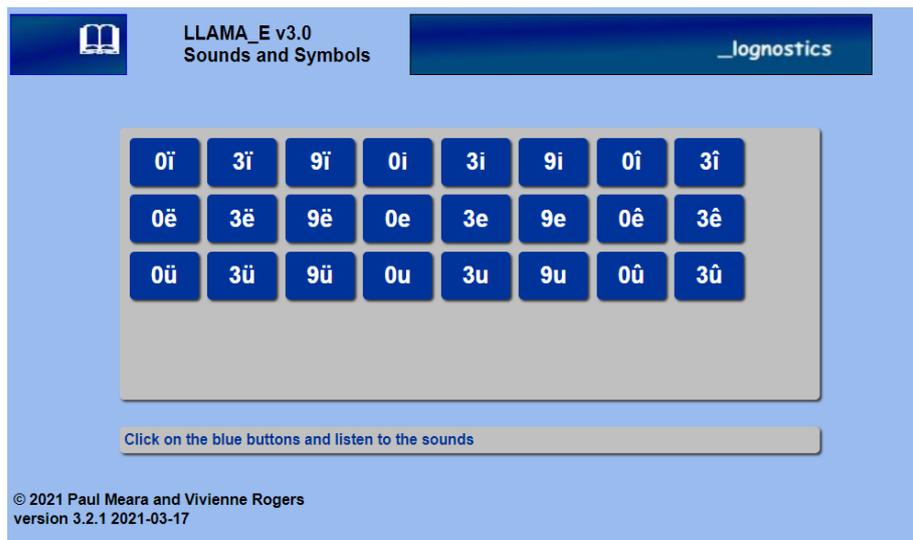

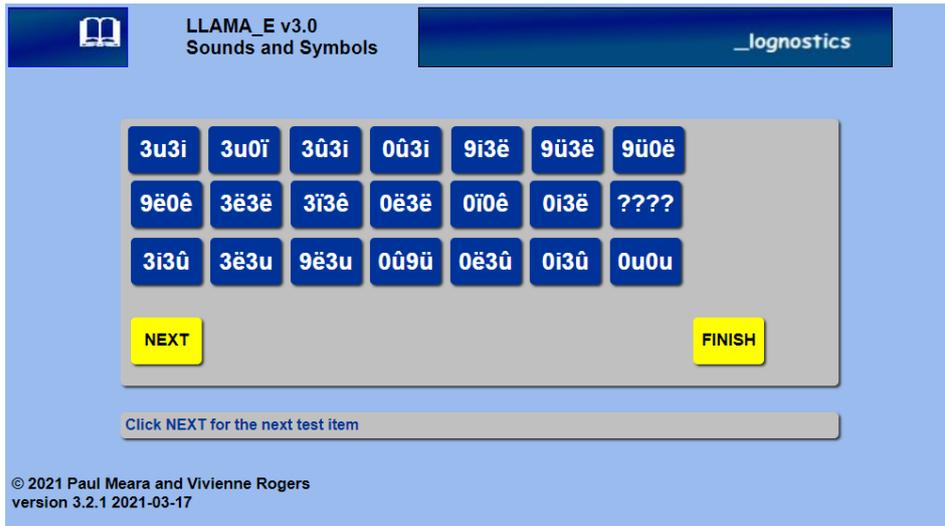**Figure 6.** *LLAMA_E3 v3 sounds and symbols*

Figure 7. *LLAMA_E3 v3 sounds and symbols*

The *LLAMA_F3 Grammar Rules* test evaluates the effectiveness of learning the grammar rules of an unfamiliar language. The test includes 20 red buttons (Figure 8), each of which, when clicked, displays a new image in a yellow square along with a short sentence in the language Patsi describing the image. There are five minutes of exploration time. After this period, the program automatically advances to the testing phase. In the test phase (Figure 9), a set of 16 Patsi words is displayed on clickable buttons. The task involves forming a sentence to describe the image using these words. The selection of words is done by clicking the buttons, which add them to a blue rectangle intended for assembling the sentence. Any errors or desire to revise the sentence can be made by clearing the blue rectangle with a click. This test consists of ten questions designed to assess the understanding of Patsi's grammar based on initial exposure.
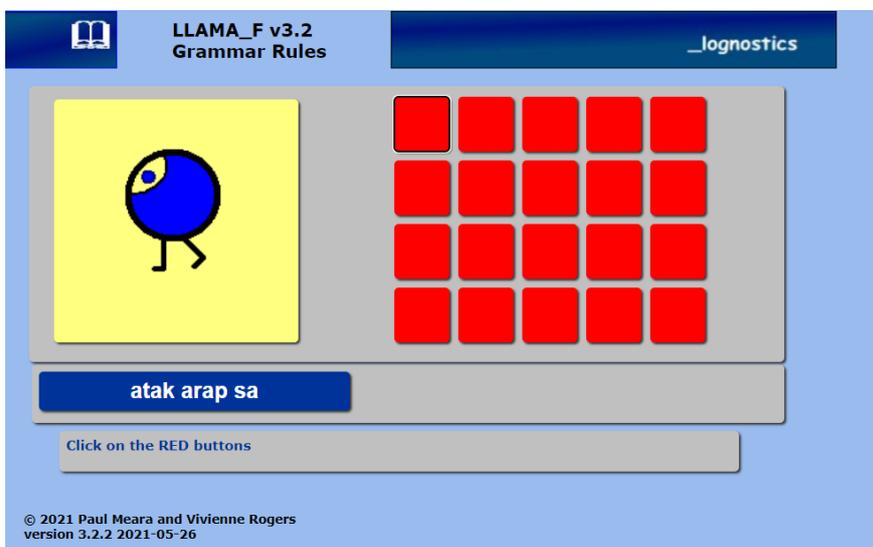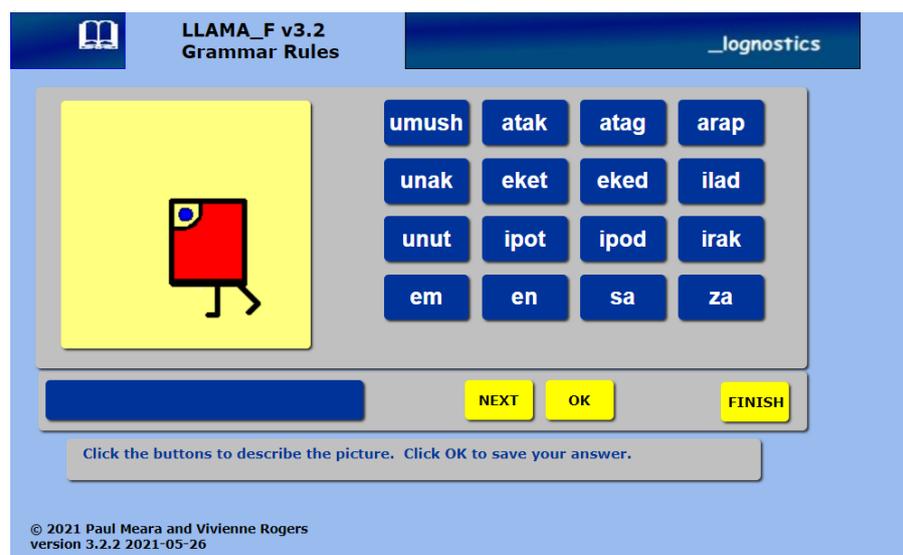
Figure 8. *LLAMA_F3 v3 grammar rules*

Figure 9. *LLAMA_F3 v3 grammar rules*

5. Is There a Connection? Foreign Language Anxiety and Language Aptitude

Psychological aspects in SLA are divided into three categories: cognitive, conative, and affective. Cognitive aspects affect information processing, storage, and retrieval, with language aptitude being the most well-researched cognitive element in SLA. Conative variables refer to a learner's capacity to set goals and maintain the effort to achieve them, with motivation being the primary focus in this category. Affective aspects influence whether learners respond positively or negatively to particular situations, such as the different levels of language anxiety they experience. Researchers are interested in these psychological aspects because they help explain why individual learners vary in their language learning speed and performance (Ellis, 2015).

Sparks and Ganschow (1991, as mentioned in Sparks, 2024) suggested that a learner's native language skills and ability to learn a second language affect the relationship between anxiety and learning a new language. Their analysis of the FLCAS revealed that the 33 items on the scale reflect learners' perceptions of their own verbal memory, language abilities and language processing speed. They suggested that learners with lower anxiety while learning a new language usually have better language skills and aptitude, while those with higher anxiety often have weaker skills and aptitude. Moreover, The Linguistic Coding Deficit Hypothinguistic Codingesis (LCDH), proposed by Sparks, Ganschow and Javorsky (2000,

cited in Ellis, 2015), suggests that language aptitude is the main factor influencing how well individuals achieve in learning a language. According to this hypothesis, learners' anxiety about learning a second language arises from the challenges they face due to their shortcomings in language aptitude (Ellis, 2015). They propose that anxiety, like other affective factors, is a consequence of poor second language performance, not its cause (Mihaljević Djigunović, 2006). Sparks and Ganschow argue(2000, cited in Ellis, 2015)that difficulties in encoding the first language are the main reason for individual differences in second language achievement. Furthermore, they criticize affective variables, claiming that self-report questionnaires have measurement issues and are unrelated to cognitive processing during language learning (He, 2018).

Contrary to the LCDH, other researchers argue that language anxiety significantly impacts the learning process. MacIntyre (1995) criticizes the LCDH for neglecting the broader social and contextual factors influencing language learning. He argues for a comprehensive understanding of language learning that integrates cognitive abilities and affective variables. Anxiety, in particular, plays a crucial role and can cause performance deficits across different stages of language learning. Addressing language learning difficulties may require both skills training and anxiety reduction strategies.

Horwitz (2000, cited in He, 2018) also contends that language anxiety exists independently of first language learning abilities or general learning abilities. She points out that many successful language learners experience language anxiety and that there is no significant connection between first language speaking anxiety and second language anxiety. Horwitz (2000, cited in He, 2018) responds by asserting that anxiety can interfere with language learning independently of cognitive deficits. She cites numerous reports from students and teachers about anxiety in language classes, suggesting the prevalence of anxiety is too high to be explained solely by cognitive deficits. Horwitz (2000, cited in He, 2018) also notes that anxious learners may not always realize they are anxious and can feel different anxiety levels in various learning activities, even if they are advanced learners.

MacIntyre and Horwitz emphasize the importance of the learning environment and contextual factors in influencing FLA, which supports the idea that FLA can occur independently of language aptitude. These researchers challenge models like the LCDH, which attribute FLA primarily to cognitive deficits. They proved that anxiety can affect learners

regardless of their cognitive abilities, aligning with my hypothesis that FLA is not directly related to language aptitude.

6. Research

The research was conducted in two phases. The first phase took place in April 2024 at the Edward Bernays University of Applied Sciences, while the second phase was carried out via an online survey that students completed from home. In this chapter, I will describe the research aims and hypothesis, participants, procedures, and instruments and present and discuss the results.

6.1. Aim and hypothesis

This research aimed to assess the levels of foreign language anxiety and language aptitude among the participants. The secondary aim was to determine whether there is a significant relationship between foreign language anxiety and language aptitude. The following hypothesis was formulated to address these aims:

1. There is no significant relationship between foreign language anxiety and language aptitude.

6.2. Participants

This research included a sample of 7 first-year students from Edward Bernays University, specifically from the Communication Management and Business Administration programs. In the initial phase, which evaluated language aptitude using LLAMA tests, 21 students participated. The participants comprised 15 Communication Management students, 12 female and 3 male, and 6 Business Administration students, 4 female and 2 male. 7 female participants participated in the second phase, which focused on assessing foreign language anxiety using the AMTB instrument through an online survey. Of these, 5 were Communication Management students and 2 were Business Administration students aged between 19 and 21 years. Since not all students completed the AMTB survey, the analysis was based on the 7 completed AMTB responses and their corresponding LLAMA test results.

Regarding their language learning background, 3 participants have been learning English for 13 years, 1 for 9 years, 1 for 14 years, 1 for 15 years, and 1 have been learning English since kindergarten. Additionally, 3 participants speak English, 1 speak English and

German, while the remaining 3 do not speak other languages. Furthermore, 3 participants spent time in English-speaking countries: one spent ten days in England, another two weeks in London, and the third several weeks in London.

6.3. Instruments and procedure

All students gave informed consent to participate in the study (Appendix 1). The information they provided is protected and anonymous. They were allowed to withdraw from participation at any time and at any stage of the research.

The first phase of the research was conducted in a classroom at Edward Bernays University. During this phase, the focus was on measuring language aptitude using LLAMA tests (the complete layout and method of administering the tests are described in Section 3.3.1). The students completed the tests on computers. Detailed explanations were provided for each test, including what each test measures and the specific instructions on how to complete them. The time required to complete the tests ranged from 15 to 20 minutes.

In the second phase of the research, the focus was on measuring foreign language anxiety using the adapted Croatian-English version of the AMTB instrument (Appendix 2). Students received the AMTB online questionnaire. The AMTB questionnaire consisted of general information about the participant[2] and 104 statements. For each statement, students had to select from the following options: 1 - strongly disagree, 2 - mostly disagree, 3 - slightly disagree, 4 - slightly agree, 5 - mostly agree, and 6 - strongly agree. The questionnaire took approximately 10 minutes to complete. Given that the questionnaire measures various factors (see Section 2.1. on AMTB), only the responses related to L2 class anxiety and L2 use anxiety were considered for this research.

6.4. Results and discussion

Table 2. *L2 class anxiety and L2 use anxiety questions from AMTB*

Questions
1. I don't get anxious when I have to answer a question in my English class.
2. I would get nervous if I had to speak English to a tourist.
3. I never feel quite sure of myself when I am speaking in our English class.
4. I feel very much at ease when I have to speak English.
5. I feel confident when asked to speak in my English class.

---

[2] The general participant data in the Croatian-English version of the AMTB questionnaire are intended for school use. However, since students participated in this research, the general data was adapted to them.

6. Speaking English anywhere makes me feel worried.
7. It embarrasses me to volunteer answers in our English class.
8. It doesn't bother me at all to speak English.
9. I feel calm whenever I have to speak in my English class.
10. It would bother me if I had to speak English on the telephone.
11. It worries me that other students in my class seem to speak English better than I do.
12. I would feel quite relaxed if I had to give street directions in English.
13. I don't understand why other students feel nervous about speaking English in class.
14. I would feel uncomfortable speaking English anywhere outside the classroom.
15. I get nervous when I am speaking in my English class.
16. I would feel comfortable speaking English where both Croatian and English speakers were present.
17. Students who claim they get nervous in English classes are just making excuses.
18. I feel anxious if someone asks me something in English.
19. I am sometimes anxious that the other students in class will laugh at me when I speak English.
20. I would feel calm and sure of myself if I had to order a meal in English.

Table 3. *Distribution of responses for each question*
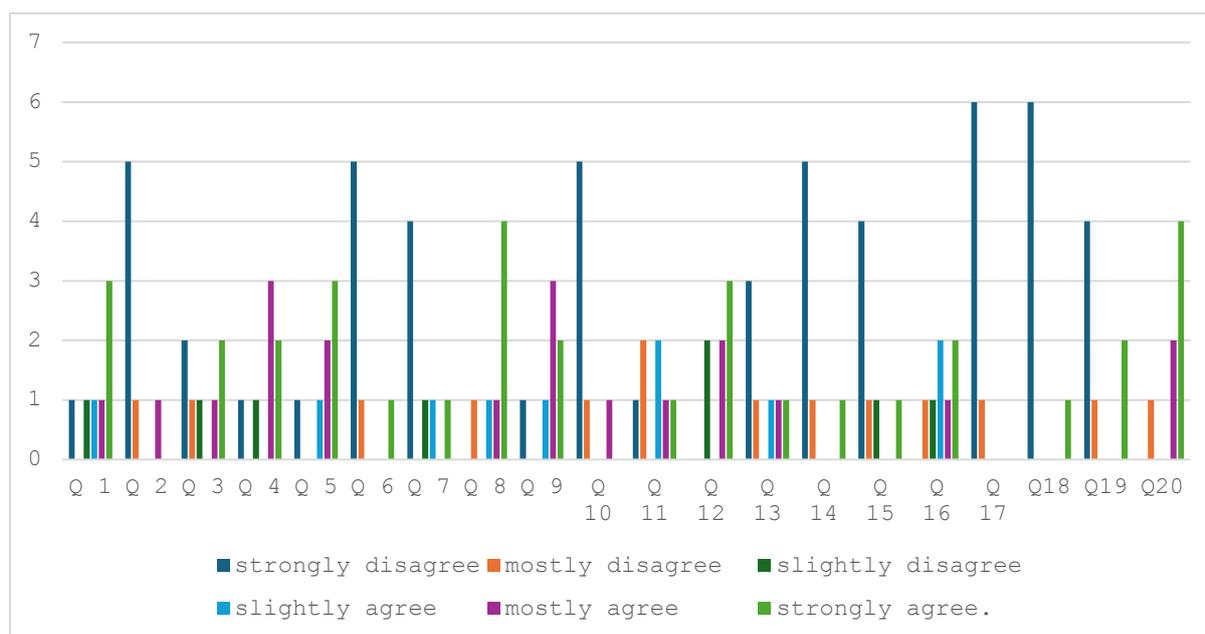
One participant consistently expressed anxiety across multiple scenarios. This participant's responses indicate high anxiety about speaking English in various contexts, both inside and outside the classroom. The other 6 participants expressed low levels of anxiety in the familiar setting of the classroom as well as outside of it, as indicated by their higher scores on positive statements about confidence and ease in speaking English. Regarding question 17, "Students who claim they get nervous in English classes are just making excuses," all

participants disagreed with this statement. One participant chose "mostly disagree," while the other six selected "strongly disagree." This collective disagreement highlights a supportive attitude among the participants towards peers who struggle with anxiety, recognizing the challenges and pressures associated with speaking a second language.

Table 4. *LLAMA results*

Statistic	Participant	LLAMA_B3	LLAMA_D3	LLAMA_E3	LLAMA_F3
Count	7	7	7	7	7
Mean		10.57	7.86	2.43	6.71
Std Dev		3.82	4.18	1.40	1.38
Min		6	1	1	5
Median		10	8	2	7
Max		18	13	5	8

The scores on the LLAMA_B3 test indicate moderate variability among participants. With an average score of 10.57, participants performed relatively well on this test, suggesting it was the easiest or most accessible for them. The LLAMA_D3 test scores suggest some variability in participants' ability to recognize previously encountered words. The average score of 7.86 places participants at the lower end of moderate aptitude for this skill, indicating some difficulty in this area. The LLAMA_E3 test scores show relatively low variability, indicating consistent performance among participants. However, the average score of 2.43 is relatively low, suggesting significant difficulty with connecting sounds and symbols from an unfamiliar writing system. The LLAMA_F3 test scores indicate low variability in participants' ability to learn the grammar rules of an unfamiliar language. With an average score of 6.71, participants show low to moderate aptitude for this aspect of language learning. Based on these scores, the participants appear to have low to moderate language aptitude. Their performance varies across different aspects of language learning, with particularly low scores in the Sounds and Symbols test (LLAMA_E3) indicating a significant challenge in that area. Their highest average score in the Learning Vocabulary test (LLAMA_B3) suggests they have a somewhat better ability to memorize new words, but still not at a high aptitude level.

Despite high anxiety levels, the participant who indicated high anxiety performed above average in recognizing previously encountered words (LLAMA_D3), suggesting that anxiety did not negatively impact this specific area of language aptitude. In areas where the participant showed lower aptitude (LLAMA_B3, LLAMA_E3, LLAMA_F3), it is unclear whether

anxiety played a significant role or if these scores were due to inherent difficulties in these specific tasks.

The detailed analysis indicates that anxiety might impact specific areas of language learning more significantly for certain individuals. However, the overall data supports the hypothesis that there is no consistent, significant relationship between FLA and language aptitude across the group as a whole. Contrary to Sparks and Ganschow's LCDH, which suggests that low language aptitude leads to higher FLA, the results show that participants with low language aptitude did not necessarily experience high anxiety.

7. Conclusion and suggestions for further research

The results from the AMTB and LLAMA tests supported the hypothesis, showing no consistent or significant relationship between FLA and language aptitude across the entire group.

Even though the hypothesis is confirmed, given the small sample size of only 7 participants, we cannot be sure there is no connection between language aptitude and foreign language anxiety. A small sample size limits the generalizability of the findings and raises the possibility that the results could be influenced by individual variations rather than representing a broader trend. This limitation means that while this data suggests no consistent, significant relationship between these two variables, it is still possible that a larger or more diverse sample could reveal patterns that were not detectable in this study. Furthermore, the findings from this preliminary investigation can serve as a valuable foundation for future research.

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Appendices

Appendix 1

Pristanak na sudjelovanje u istraživanju

Naziv istraživanja: Surviving English: language anxiety and language aptitude of university students.

Istraživač: Martina Leaković, studentica na Odsjeku za anglistiku, smjer lingvistika, Filozofski fakultet Sveučilišta u Zagrebu (kontakt: 0993542020, mleakovi@ffzg.hr)

Ostale osobe uključene u istraživanje: dr. sc. Jasenka Čengić, prof. dr. sc. Irena Zovko Dinković, redovita profesorica s Odsjeka za anglistiku, Filozofski fakultet u Zagrebu

Opis istraživanja: Cilj istraživanja je ispitati povezanost između straha od stranog jezika i inojezične sposobnosti među studentima. Istraživanje će se provoditi četvrtkom i petkom tijekom nastave u ožujku i travnju 2024. Studenti će rješavati dva testa. Prvi test, koji mjeri inojezičnu sposobnost, bit će proveden tijekom nastave na računalima u prisutnosti istraživača. Test će se sastojati od slika i riječi na umjetnom jeziku te će trajati 30 minuta. Drugi test, koji mjeri strah od stranog jezika, studenti će rješavati od kuće putem online ankete u trajanju od 10 minuta.

Podaci prikupljeni istraživanjem bit će zaštićeni. Pristup podacima imat će isključivo istraživač. Podaci će biti korišteni samo u istraživačke svrhe te će nakon obrade biti pohranjeni i čuvani u istraživačevoj arhivi.

Istraživanje ne predstavlja ni najmanji rizik te studenti mogu odustati od sudjelovanja u istraživanju bilo u kojemu trenutku.

Mjesto i datum: Zagreb, 12. veljače 2024.

Glavni istraživač (potpis): *Martina Leaković*

Svojim potpisom dajem suglasnost za provođenje ovoga istraživanja:

Student/studentica_____.

Appendix 2

Opće informacije

1. Ime i prezime

   _____

2. Koliko imaš godina?

   _____

3. Spol

   M

   Ž

4. Naziv studija

   _____

5. Godina studiranja

_____

6. Koliko godina već učiš engleski jezik?

_____

7. Govoriš li tečno koji drugi jezik osim hrvatskog?

Da

Ne

8. Ako tečno govoriš neki drugi jezik (ili jezike), o kojem jeziku (jezicima) se radi?

_____

9. Jesi li ikada bio/bila u nekoj zemlji u kojoj se govori engleski jezik?

Da

Ne

10. Ako si bio/bila u nekoj zemlji u kojoj se govori engleski, gdje i koliko dugo si bio/bila?

_____

Pitanja

Pred Vama se nalaze tvrdnje. Odaberite Vaš stupanj slaganja s navedenom tvrdnjom.

1. Volio/voljela bih da mogu savršeno govoriti mnogo stranih jezika.

   uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

2. Moji se roditelji trude pomoći mi da naučim engleski.

   uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

3. Ne obraćam mnogo pažnje na povratne informacije na nastavi engleskog.

   uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

4. Nije me strah kada moram odgovoriti na pitanje na satu engleskog.

   uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

5. Radujem se nastavi engleskog jer je moj profesor engleskog jako dobar.

   uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

6. Učenje engleskog je stvarno super.

   uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

7. Kad Hrvatska ne bi bila u doticaju sa zemljama u kojima se govori engleski, to bio bi veliki gubitak za nju.

   uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

8. Za mene je važno učiti engleski jer će mi to omogućiti da se osjećam opuštenije s ljudima koji govore engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

9. Imam veliku želju da naučim sve u engleskom jeziku.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

10. Nastava engleskog mi je pravo gubljenje vremena.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

11. Bio/bila bih nervozan/nervozna da moram razgovarati na engleskom s nekim turistom.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

12. Učenje stranih jezika nije užitak.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

13. Uvijek nastojim razumjeti sve što vidim i čujem na engleskom.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

14. Ne mislim da je moj profesor engleskog jako dobar.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

15. Važno mi je učiti engleski, jer će mi trebati za karijeru.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

16. Nikad nisam sasvim siguran/sigurna u sebe kada govorim na satu engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

17. Znanje engleskog nije mi baš jako bitan cilj u životu.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

18. Mrzim engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

19. Jako sam opušten/opuštena kad trebam govoriti engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

20. Volio/voljela bih provoditi više vremena na nastavi engleskog, a manje na nastavi drugih predmeta.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

21. Volio/voljela bih da mogu čitati novine i časopise na mnogim stranim jezicima.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

22. Moji roditelji misle da je jako važno da naučim engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

23. Ne trudim se provjeriti ispravke kad mi profesor engleskog vrati ispravljenu zadaću.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

24. Siguran/sigurna sam u sebe kad trebam govoriti na satu engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

25. Moj profesor engleskog bolji je od bilo kojeg drugog profesora kojeg imam.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

26. Stvarno uživam učiti engleski.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

27. Većina ljudi iz zemalja gdje se govori engleski jako je ugodna, i s njima je vrlo lako biti u dobrim odnosima.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

28. Za mene je važno učiti engleski jer će mi to omogućiti da upoznam i razgovaram s mnogo različitih ljudi.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

29. Da se mene pita, cijelo bih vrijeme samo učio/učila engleski.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

30. Mislim da je nastava engleskog dosadna.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

31. Brine me kad moram bilo gdje govoriti engleski.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

32. Strani me jezici zapravo uopće ne zanimaju.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

33. Stalno pratim ono što radimo na nastavi engleskog, tako što skoro svaki dan učim.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

34. Čim manje vidim svog profesora engleskog, tim bolje.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

35. Važno mi je učiti engleski, jer ću tako biti obrazovaniji/obrazovanija.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

36. Neugodno mi je javljati se na satu engleskog.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

37. Ponekad sanjarim o tome da ne moram učiti engleski.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

38. Radije bih se bavio/bavila drugim predmetima nego engleskim.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

39. Uopće me ne zanima govoriti engleski.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

40. Volio/voljela bih da imam mnogo prijatelja iz zemalja u kojima se govori engleski.

    uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

41. Uživam u aktivnostima na nastavi engleskog mnogo više nego u aktivnostima na nastavi drugih predmeta.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

42. Stvarno bih želio/željela naučiti mnogo stranih jezika.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

43. Moji roditelji misle da bih trebao/trebala nastaviti učiti engleski dok god se školujem.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

44. Odgađam pisanje domaće zadaće iz engleskog koliko god je to moguće.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

45. Miran/mirna sam kad god trebam govoriti na satu engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

46. Moj profesor engleskog poučava engleski na dinamičan i zanimljiv način.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

47. Engleski je jako važan dio školskog programa.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

48. Moji roditelji naglašavaju da će mi engleski biti važan kada završim školovanje.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

49. Ljudi iz zemalja u kojima se govori engleski jako su druželjubivi i ljubazni.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

50. Važno je učiti engleski jer će mi omogućiti da bolje razumijem i cijenim način života ljudi koji govore engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

51. Želim tako dobro naučiti engleski da mi on postane prirodan.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

52. Iskreno govoreći, jako me malo zanima nastava engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

53. Ljudi iz zemalja u kojima se govori engleski mnogo su pridonijeli povijesti čovječanstva.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

54. Smetalo bi me da moram govoriti engleski preko telefona.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

55. Nije nam bitno da naučimo strane jezike.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

56. Kada mi je nešto teško razumjeti na satu engleskog, uvijek tražim svog profesor za pomoć.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

57. Moji me roditelji potiču da tražim pomoć od svog profesora ako imam teškoća s engleskim.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

58. Moj profesor engleskog jedan je od najmanje ugodnih ljudi koje poznajem.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

59. Važno mi je učiti engleski, jer će mi to koristiti da dobijem bolji posao.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

60. Zabrinut/a sam jer mi se čini da drugi studenti u mom razredu govore engleski bolje od mene.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

61. Malo po malo gubim svaku želju da naučim engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

62. Učenje engleskog je gubitak vremena.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

63. Bio/bila bih sasvim opušten/opuštena kad bih nekome trebao/trebala na engleskom pokazati put.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

64. Toliko volim nastavu engleskog da se radujem što ću u budućnosti učiti više engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

65. Kad bih planirao/planirala živjeti u stranoj zemlji, pokušao/pokušala bih naučiti njihov jezik.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

66. Moje roditelje jako zanima sve što radim na nastavi engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

67. Obično odustanem i prestanem paziti kad ne razumijem što objašnjava moj profesor engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

68. Ne razumijem zašto su drugi studenti nervozni kada trebaju govoriti na satu engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

69. Moj mi je profesor engleskog veliki izvor inspiracije.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

70. Planiram naučiti čim više engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

71. Želio/željela bih poznavati više ljudi iz zemalja u kojima se govori engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

72. Važno je učiti engleski jer ću moći lakše komunicirati s ljudima koji govore engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

73. Volio/voljela bih naučiti čim više engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

74. Istini za volju, ne sviđa mi se nastava engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

75. Osjećao/osjećala bih se nelagodno kad bih govorio/govorila engleski bilo gdje izvan škole.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

76. Većina stranih jezika zvuči grubo i oštro.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

77. Stvarno se jako trudim da naučim engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

78. Više bih volio/voljela da imam drugog profesora engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

79. Važno je učiti engleski, jer će me drugi ljudi više cijeniti ako znam engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

80. Nervozan/nervozna sam kada govorim na satu engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

81. Iskreno rečeno, nemam nikakvu želju da naučim engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

82. Mislim da je učenje engleskog dosadno.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

83. Osjećao/osjećala bih se ugodno kada bih govorio/govorila engleski u društvu govornika engleskog i hrvatskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

84. Radujem se vremenu koje provodim na nastavi engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

85. Uživam upoznavati ljude koji govore strane jezike.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

86. Moji me roditelji potiču da što više vježbam engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

87. Ne da mi se truditi da razumijem one stvari u engleskom koje su komplicirane.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

88. Studenti koji tvrde da su nervozni na nastavi engleskog samo se izmotavaju.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

89. Stvarno volim svog profesora engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

90. Jako volim učiti engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

91. Što bolje upoznajem ljude iz zemalja u kojima se govori engleski, to mi se više sviđaju.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

92. Volio/voljela bih da mogu tečno govoriti engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

93. Teško mi je sjetiti se ičeg pozitivnog u vezi s nastavom engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

94. Osjećam strah kad me netko nešto pita na engleskom.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

95. Radije bih gledao/gledala TV emisije koje su sinkronizirane na naš jezik, nego emisije na stranom jeziku s pisanim prijevodom (titlovima).

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

96. Kad učim engleski, ne obazirem se na druge stvari oko sebe, nego se koncentriram na ono što učim.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

97. Moj profesor engleskog ne izlaže gradivo na zanimljiv način.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

98. Ponekad me strah da će mi se drugi studenti u razredu smijati kada govorim engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

99. Nije mi baš stalo da naučim išta više od osnova engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

100. Kada završim fakultet, odustat ću od učenja engleskog jer me ono ne zanima.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

101. Bio/bila bih miran/mirna i siguran/sigurna u sebe kada bih na engleskom morao/morala naručiti jelo u restoranu.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

102. Engleski mi je jedan od najdražih predmeta.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

103. Moji roditelji misle da bih trebao/trebala posvetiti više vremena učenju engleskog.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem

104.   Uvijek možeš vjerovati ljudima koji su iz zemalja u kojima se govori engleski.

uopće se ne slažem 1 2 3 4 5 6 u potpunosti se slažem