

Danica M. Jerotijević Tišma
University of Kragujevac
Faculty of Philology and Arts
Department of English Studies

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THE RELATIONSHIP BETWEEN PHONETICS LEARNING ANXIETY AND SERBIAN EFL STUDENTS' TEST PERFORMANCE

Abstract: Students' oral performance in a target language is notoriously hindered by issues with anxiety and apprehension, and pronunciation seems to be the first impression students make on an interlocutor. The present study aimed at investigating the possible relationship between the expressed level of phonetics learning anxiety and the actual performance on a test assessing knowledge in English phonetics. A total of 36 English-major students at the tertiary level of education participated in the study by filling out the questionnaire and completing the formal test in phonetics. The results indicated a strong, statistically significant negative correlation between anxiety levels and test scores, showing that the higher the students' level of anxiety was, the lower the scores they received on the test. The findings point to important pedagogical implications related to the teaching of English pronunciation to Serbian EFL learners and underline the need for recognizing the indispensability of the interplay of affective factors in foreign language learning.

Keywords: Serbian learners, self-perceptions, pronunciation, anxiety, EFL.

1. INTRODUCTION

It goes without saying that learning a foreign language assumes a multitude of closely intertwined social, cultural and psychological factors. Ever since relevant studies have underscored the significance and beneficial effects of learner-centred instruction, numerous studies have focused on learner-related variables, especially individual differences and preferences, attitudes and beliefs, strategies, retention and cognition, as well as affective factors and motivation (e.g. Dörnyei 2005; Piechurska-Kuciel 2008; Kotuła 2018, etc.). Even though various teaching approaches consider the importance of pronunciation differently, how a learner pronounces L2 sounds and phrases predominantly contributes to the first impression one makes, and yet pronunciation has arguably remained one of the most neglected areas of

L2 teaching, at least until recently (Derwing, Munro 2005). As the surface level of language production, pronunciation is directly impacted by affective factors, among which, anxiety presumes one of the dominant roles.

Having the previously mentioned in mind, the present study aims at exploring whether there is a connection between anxiety towards learning English phonetics and pronunciation and the actual results on a test formally assessing knowledge in phonetics and phonemic transcription. The study seems like a logical continuation of our previous research dealing with the effect of general learning anxiety on Serbian EFL learners' production accuracy, showing thus a negative correlation between levels of stress and accurate production (Jerotijević Tišma 2016). The current study narrows down the scope of anxiety to a particular linguistic subdiscipline, and instead of the actual production, includes students' test performance involving a particular subject matter.

2. ANXIETY AS AN AFFECTIVE FACTOR IN SECOND LANGUAGE ACQUISITION

Affective factors have been recognized by the most prominent theories of language acquisition including Clement's *Social Context Model* (Clément 1980), Krashen's *Monitor Model and Affective Filter Hypothesis* (Krashen 1981; Krashen 1987), Gardner's *Socio-Educational Model* (Gardner, MacIntyre 1993), etc. Along with motivation (Dörnyei 2005), language anxiety represents one of the most pervasive affective factors in SLA and, as such, it strongly influences the process of language learning, both formally and informally (Arnold 2000: 59). Along with fear and apprehension of learning, anxiety is said to greatly contribute to students' learning environment adaptation and, eventually, the overall outcomes of learning (Zheng 2008). It has also been recognized as a fairly reliable predictor of the success of target language performance (Tran et al. 2012).

In psychology, anxiety comprises three elements: cognitive, physiological and behavioural (Vasa, Pine 2004). In the context of learning, anxiety is especially significant regarding its effect on cognitive processing, including concentration problems, limited creativity and distraction, as well as a reduction in memory capacity, especially the short-term one (Piechurska-Kuciel 2008). It likewise affects attention span narrowing, diverging the learner away from the task (Mathews et al. 1997), but also interfering with information processing at the input, central and output levels (Piechurska-Kuciel 2008). All these effects prevent learning and make it less efficient, while simultaneously demanding more effort (Ashcraft, Kirk 2001). Many studies showed a negative correlation between anxiety and grades, particularly scores on grammar and vocabulary tests (MacIntyre, Gardner 1989; Phillips 1992).

In the Serbian scientific context, affective factors have been thoroughly studied by Ćirković-Miladinović (2018; 2019). The author found that there was a statistically significant difference among different study programs in relation to the employed affective strategies, and provided innovative suggestions for teaching affective strategies at tertiary level of education.

3. ANXIETY, PRONUNCIATION AND SELF-PERCEPTIONS OF LEARNING

Research has shown negative effects of anxiety on various aspects of foreign language learning, including pronunciation (Young 1992), and perceptions of pronunciation competence especially (Baran-Łucarz 2011). This is understandable because speaking represents one of the most obstinate anxiety-causing factors, while pronunciation is one of those aspects that makes students fear being mocked and made fun of (Price 1991; Young 1992). Students are afraid of having a “terrible accent” and having to perform orally in front of the whole class. Anxiety likewise makes students feel nervous and reluctant to cooperate, particularly if they are trying to compare their performance to that of other students’ (Ellis 1994). Teachers’ feedback and questioning make the situation even worse since they feel threatening and baleful.

Some of the potential causes of anxiety in a foreign language classroom are learners’ and instructors’ beliefs about language teaching, personal and interpersonal anxieties, interactions with the teacher and classroom procedures regarding testing and assessment (Young 1991: 427). The apprehension related to not being understood by interlocutors only increases the level of anxiety, and urges students to resort to silence as a safe way of exhibiting their oral production in an L2 (McIntyre, Gardner 1989). Furthermore, self-perceptions play a significant role (Piechurska-Kuciel 2008), since those students who see themselves as low achievers are the most likely to develop language anxiety (Young 1991: 427).

Building upon students’ reported experience, Horwitz et al. (1986) devised a Likert scale of five points which comprised 33 statements aiming to question students’ views on anxiety in a foreign language in the classroom context, known as the *FLCAS* or *Foreign Language Classroom Anxiety Scale*. According to the scale, language anxiety includes *communication apprehension*, which refers to the fear of talking in front of others, *fear of negative evaluation*, which refers to the apprehension related to others’ opinion and evaluations, and *test anxiety*, which refers to the fear of failure caused by lack of self-esteem and self-confidence (Gregersen, Horwitz 2002: 562). The FLCAS has been one of the most thoroughly studied anxiety scales and the most frequently applied scale, resulting in various revisions, additions and adaptations for different areas of SLA (Horwitz 2001; Piechurska-Kuciel 2008; Szyszka 2011; Baran-Łucarz 2013, 2014a, 2014b, 2017).

4, THE THEORETICAL BACKGROUND OF THE STUDY – PHONETICS LEARNING ANXIETY

Following the fundamental postulates of the Foreign Language Classroom Anxiety Scale (Horwitz et al. 1986) as well as the results of previous research on foreign language anxiety in general and her own preliminary studies (Baran-Łucarz 2011) and the *Phonetics Learning Anxiety Scale* (Baran-Łucarz 2013), Baran-Łucarz (2014b) conceptualized *The Model of FL Pronunciation Anxiety (FL-PA)* underscoring the multidimensional character of pronunciation anxiety. Phonetics learning anxiety was defined as an apprehension experienced during a class of phonetics, including negative self-perceptions (comprising self-image, self-efficacy and self-assessment), fear of negative evaluation, learners' attitudes towards the significance of pronunciation and learning difficulties, displayed by an array of cognitive, physiological/somatic, and behavioural symptoms (Baran-Łucarz 2013: 61; Baran-Łucarz 2014b: 38). The author found a correlation between pronunciation learning anxiety and the actual and perceived levels of pronunciation, stressing that the correlation was stronger with the perceived levels (Baran-Łucarz 2011). However, there are studies with completely opposite findings yet using the same instrument, showing no correlation between pronunciation anxiety and the actual and perceived quality of pronunciation (Kotuła 2018). The former *Phonetics Learning Anxiety Scale* (Baran-Łucarz 2014a; 2016) was later revised and complemented by additional statements to form a 50-item questionnaire entitled *Measure of Pronunciation Anxiety* (Baran-Łucarz 2017) which was adapted for the purpose of the present paper and will be more exhaustively explained in the next section.

5. METHODOLOGY

5.1 AIMS AND SCOPE OF THE STUDY

The current study aims at exploring the relationship between the perceived phonetics learning anxiety level and the performance on the formal written exam testing the knowledge in English phonetics among Serbian EFL learners, i.e. English-major students at the tertiary level of education.

5.2 RESEARCH QUESTIONS

Following the predefined goals of the study we formulated the following research questions:

- What is the level of phonetics learning anxiety of the chosen participants?

- Is there a connection between the expressed levels of phonetics learning anxiety and the performance on the Phonetics knowledge test?
- Are there any sub-elements of phonetics learning anxiety that cause more anxiety than others?

5.3 PARTICIPANTS

A total of 36 first-year English-major students attending the Course in English Phonetics at the Faculty of Philology and Arts, University of Kragujevac, formed a sample of chosen participants. Even though the number of students of the course was around 70 in the beginning, and the number of those who passed the Phonetics knowledge test was 55, the number of the actual participants was reduced to 36 because of the issues with questionnaire reliability and availability. We also took care to provide relatively equally distributed groups based on their reported anxiety levels. More detailed information on the participants can be found in Table 1.

Table 1. Basic Information on the Participants

Gender	Age (mean)	Hometown	AOL*
Male 38.89%	20.67	Kragujevac 55.56%	4 (5.56%)
Female 61.11%		Kraljevo 13.89%	5 (16.67%)
		Jagodina 8.33%	6 (33.33%)
		Gornji Milanovac 8.33%	7 (44.44%)
		Čačak 8.33%	
		Kruševac 5.56%	

* An abbreviation for Age of Onset of Learning English (expressed in years of age).

All the participants voluntarily agreed to take part in an anonymous survey and in the research as a whole by signing the written consent form.

5.4 INSTRUMENTS AND PROCEDURE

The instrument for collecting data on the participants' level of phonetics learning anxiety was a 6-point Likert scale questionnaire (1 – strongly disagree (definitely not true about me), 6 – strongly agree (completely true about me)). For the purpose of temporal efficiency and ensuring the desirable level of students' honesty and concentration when answering questions, we adapted the questionnaire by Baran-Łucarz (2017). Hence, ten items were removed from the original questionnaire (5, 7, 28, 32, 36, 38, 44–47) either because we found them non-applicable for the present sample of participants or because they were already integrated into some other question. However, the authentic numbering of statements was preserved. In order to provide greater convenience and an easier overview

for the reader, we rearranged the numbers of questions to fit the subsections of the questionnaire. The statements with reverse scoring were shaded grey in Table 2. The questionnaire targeted eight sub-elements of phonetic anxiety: general foreign language oral performance apprehension, pronunciation self-efficacy and self-assessment, pronunciation self-image, fear of negative evaluation, beliefs about the nature/sound of the target language, beliefs about the importance of pronunciation for communication, beliefs about difficulties with learning target language pronunciation by learners representing a particular L1, pronunciation anxiety when talking to native and non-native speakers outside the foreign language classroom. Following the original scoring system, the participants could achieve a minimum of 50 points and a maximum of 300 points, meaning that the higher they scored, the more anxious they were considered to be. The survey was distributed in person during the last week of October 2018, four weeks after the beginning of the course.

In order to investigate the current knowledge of English phonetics and IPA¹, the participants underwent formal testing as part of a regular assessment procedure within the course of English Phonetics, at the English Department of the Faculty of Philology and Arts. The test included six questions with a maximum score of 40 points. The questions included the phonemic transcription of target words, phonemic dictation, reading a text in IPA, a set of theoretical questions regarding the fundamentals of phonetics, and two questions related to the classifications of sounds in English (a multiple-choice and a detailed sound description). The testing was performed in May 2019, three months after the beginning of the course and it lasted 60 minutes.

Relevant descriptive statistics, percentage counts, correlation and ANOVA analyses were performed using SPSS, version 20.0.

6. RESULTS AND DISCUSSION

The results of the questionnaire are presented in Table 2:

Table 2. A Questionnaire Measuring the Expressed Phonetics Learning Anxiety

Statement	Mean	Median	St. Dev.
<i>I General foreign language oral performance apprehension</i>	3.42	3	1.73
1. During oral tasks in the foreign language classroom, I tend to have difficulties with concentration.	3.81	4	1.64
2. When I speak English during the lesson, my performance is usually at a lower level than when I try (rehearse) speaking at home.	3.47	3.5	1.66

¹ An acronym for International Phonetic Alphabet <https://www.internationalphoneticassociation.org/content/full-ipa-chart>.

Statement	Mean	Median	St. Dev.
3. I can feel my heart pounding, have a dry mouth, or clammy hands (or have other symptoms of being stressed) when I am asked to respond in English at the whole class forum.	2.89	2.5	1.85
4. I frequently volunteer to answer questions in English.	3.11	3	1.79
6. I feel more comfortable during classes that involve less talking and more writing (e.g. grammar or lexical exercises).	3.42	3	1.73
8. I avoid eye contact with the teacher when he/she is looking for a learner to answer his/her question in the foreign language.	3.75	3.5	1.65
<i>II Pronunciation self-efficacy and self-assessment</i>	3.37	3	1.75
9. I find it more difficult to improve my pronunciation than grammar or vocabulary.	3.19	3	1.74
10. I remember the pronunciation of new words easily.	2.78	3	1.61
11. My pronunciation is at a lower level than that of my classmates.	2.97	3	1.75
12. I believe that after a 2- or 3-year course of English with a native foreign language speaker, my accent could become target language nativelike.	4.44	5	1.52
13. I am satisfied (happy) with my present level of English pronunciation.	3.33	4	1.74
14. I have a talent to pick up the pronunciation of foreign languages.	4.25	4.5	1.48
15. My pronunciation of English is far from that of native speakers.	4.06	4	1.45
<i>III Pronunciation self-image</i>	3.34	3	1.77
16. I look funny pronouncing the 'th' sound.	3.22	3	1.69
17. I like singing and/or speaking to myself in English.	3.42	4	1.71
18. I do (would) not mind pronouncing English sounds and/or words with my native language accent.	3.42	3.5	1.79
19. I like imitating English actors/singers.	3.19	3	1.85
20. I look natural speaking English.	3.17	3	1.83
22. I (would) feel uneasy pronouncing English sounds and/or words as they should be pronounced.	3.25	3	1.79
23. I do not like listening to myself reading in English aloud.	3.42	3	1.89
24. I think I sound unnatural speaking English.	3.64	4	1.69
<i>IV Fear of negative evaluation</i>	3.48	4	1.75
25. I would rather my classmates did not hear me making pronunciation mistakes.	3.86	4	1.53
27. I feel stressed when the teacher corrects my pronunciation mistakes at the class forum.	3.47	4	1.52
33. I am worried what others might think of me when they hear my English pronunciation.	3.42	3.5	1.84
34. Usually it bothers me when I mispronounce a word in English during a lesson.	3.25	3	1.81
37. I get nervous and feel shy of the teacher when making a pronunciation mistake.	3.47	3.5	2.19
39. I feel more embarrassed making a pronunciation mistake than any other type of mistake (grammatical or lexical).	3.08	3	1.66
<i>V Beliefs about the nature/sound of the target language</i>	3.32	3.5	1.76
26. Some words in English sound awkward and/or funny.	2.03	1	1.32
30. Some sounds of English seem silly and/or strange.	4.06	4.5	1.55
31. English sounds like music to me.	3.89	4	1.63
<i>VI Beliefs about the importance of pronunciation for communication</i>	3.19	3	1.80
21. The comprehensibility of a speaker depends on his/her level of pronunciation.	4.25	5	1.7
35. A speaker that mispronounces many sounds can still be understood by his interlocutor quite easily.	2.13	2	1.2
<i>VII Beliefs about difficulties with learning target language pronunciation by learners representing a particular L1</i>	3.28	3	1.67
29. The pronunciation of English is difficult for speakers of my first language.	2.83	2	1.66
40. Mastering correct word stress of English is not particularly difficult for speakers of my native language.	3.72	3	1.63

Statement	Mean	Median	St. Dev.
VIII <i>Pronunciation anxiety when talking to native and non-native speakers outside the foreign language classroom</i>	3.56	3	1.71
41. I (would) worry about what other non-native speakers of English could think of me hearing my pronunciation of English.	3.39	3	1.48
42. I can feel my heart pounding, have a dry mouth, or clammy hands (or have other symptoms of being stressed) when I have to join a conversation in English with other non-native speakers of English.	3.25	3	1.96
43. Talking to another non-native speaker of English, I would fear that he could consider my English pronunciation funny or awkward.	3.36	3	1.97
48. When I have to join a conversation in English with native speakers of English, I can feel my heart pounding, have a dry mouth, or clammy hands (or have other symptoms of being stressed).	3.53	4	1.93
49. When talking to a native speaker of English, I worry that I might not be understood.	3.78	4	1.57
50. Talking to a native speaker of English, I would fear that he could consider my English pronunciation funny or awkward.	4.08	4	1.16

General foreign language oral performance apprehension. When it comes to the first sub-group of statements in the questionnaire related to the speaking anxiety in general, the results show that the participants are somewhere in the middle – there are some predominantly anxious about speaking in public and those who fear speaking less. Yet the results demonstrate a slightly higher inclination towards agreeing rather than disagreeing. The highest levels of agreement are shown in statements 1 and 8, speaking about students' lack of concentration and avoidance of eye contact with the teacher. However, the two may not entirely stem from anxiety, but other factors, such as: external distractions, lack of sleep, cognitive issues in the first case, and insufficient preparation, or lack of knowledge in the latter case. An interesting finding is that, even though the participants are English-major students at the tertiary level, they mostly agree with their level of performance being generally lower in class than in less formal occasions (2) which directly speaks about the apprehension level in a formal setting.

Pronunciation self-efficacy and self-assessment. The second subsection of the questionnaire shows similar mean and median scores to the first one and is related to the way participants self-perceive their pronunciation achievement in L2. Students mostly agree that a course with a native speaker of English could provide more favourable opportunities for native-like accent development (12), but at the same time, the majority agrees that their accent is far from that of native speakers (15). The participants mostly agree to possess a talent for picking up foreign language pronunciation (14). The lowest score is found for statement no. 10, related to remembering the pronunciation of new words. The participants are again somewhere in the middle when it comes to satisfaction with their current level of English pronunciation (13).

Pronunciation self-image. Statements related to pronunciation self-image show similar mean and median scores, with statements no. 20 and 21 having a slightly lower, and statement no. 24 showing a slightly higher score than other statements. It seems interesting that statements no. 17, 18, 23 have exactly the same

mean scores, yet they are not exactly matching, since in statement no. 23 students expressed that they did not like listening to themselves reading aloud (about a half of them), yet statement no. 18 showed that they did not mind speaking English with their native accent (again about half of them).

Fear of negative evaluation. The fourth sub-element of pronunciation anxiety exhibits a somewhat higher mean and median score, especially when it comes to the fact that students expressed that they would rather not be heard by their classmates when they made a pronunciation mistake (25). The lowest score belongs to statement no. 39, which could point to the conclusion that students feel the same level of embarrassment or lack of embarrassment when making any type of mistake in the target language, and not solely the one pertaining to pronunciation.

Beliefs about the nature/sound of the target language. There is an astonishing discrepancy in the fifth sub-section of the questionnaire and is related to the participants' views on the awkwardness and silliness of words and sounds in English. While students mostly disagree that English words sound funny (26), they simultaneously believe that some English sounds seem strange (30). Nevertheless, we supported this particular statement with an additional qualitative open-ended explanation provided by the participants, who stated that they did not find words funny because they knew the entailed meaning. By sounds being strange or silly they referred mostly to the configuration of articulators not common in their L1. The students also expressed awareness of the stereotypical character of the two statements in question.

Beliefs about the importance of pronunciation for communication. Based on the findings, we could assume that, overall, students agree that pronunciation is essential for communication, since they feel that comprehensibility is dependent on pronunciation (21) and disagree that it would be quite easy for an interlocutor to understand someone who mispronounces many sounds (35).

Beliefs about difficulties with learning target language pronunciation by learners representing a particular L1. Even though the participants do not generally agree that learning English pronunciation is particularly difficult (29), they do, however, disagree that learning word stress is easy for Serbian EFL learners.

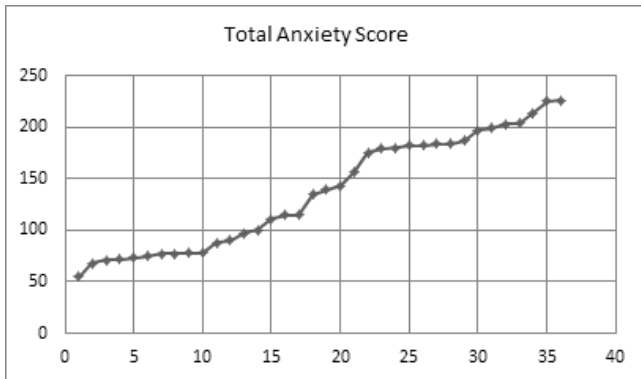
Pronunciation anxiety when talking to native and non-native speakers outside the foreign language classroom. The last sub-section of the questionnaire displayed the highest mean score, yet it remained in the middle ground. The highest mean score was obtained for statement no. 50, showing students' apprehension that native speakers would find their pronunciation funny or awkward. In general, the results show higher scores for the statements related to fear of not being understood, as well as physical indications of stress before a native speaker than before a non-native speaker (48–50).

A follow-up comparison of sub-elements of the questionnaire using one-way ANOVA did not show a statistically significant difference in scores among the subgroups of statements ($F=0.583$ $p = 0.770$). This may point to the validity and

reliability of the sub-sections for assessing the level of phonetics learning anxiety among the participants since they expressed similar scores in agreement and disagreement for each of them.

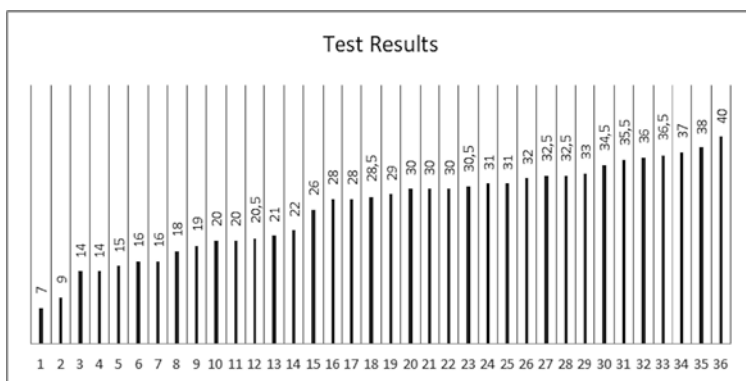
Graph 1 displays total anxiety scores per participant, with the minimum score being 72 (showing low anxiety level) and the maximum score being 214 (exhibiting a high anxiety level).

Graph 1. Total Anxiety Scores per Student Based on Questionnaire Results



Since the aim of the present paper was to investigate the relationship between students’ phonetics learning anxiety level and their test performance, we present the results of testing in Graph 2, with a maximum score of 40 points, and a minimum score of 7 points.

Graph 2. Phonetics Test Results



In order to investigate the possible correlation between students’ anxiety level related to target language phonetics and pronunciation and their actual score on the phonetics knowledge test, we performed a bivariate Pearson correlation, having previously made certain that all the assumptions and conditions were met for

performing the statistical analysis in question. Pearson correlation results showed that there was a statistically significant linear relationship between the two variables, i.e. expressed anxiety levels and test scores $r(34) = -0.88$, $p = 0.0001$ (*Test Scores*: mean = 26.14, st. dev. = 8.72, *Anxiety Level*: mean = 137.06, st. dev. = 54.96). The correlation is negative, meaning that the increase in anxiety scores leads to the decrease in test scores, which points to the conclusion that the more anxious about phonetics learning students were, the less success they showed on the test. The results thus indicate a strong relationship between the expressed phonetics learning anxiety level and the actual performance on the phonetics knowledge test.

7. CONCLUSION

Following the overview of the relevant literature, the paper presented the results of the conducted research. Based on the sample of our chosen participants, we could conclude that the overall anxiety mean scores were around the middle value of 3.5 with a slight tendency towards a higher anxiety level. No particular sub-section of the questionnaire exhibited higher mean scores, meaning that they all equally contribute to the expressed level of apprehension. The results indicated a strong statistically significant negative correlation between Serbian English-major students' phonetics learning anxiety level and the attested phonetics knowledge test scores. The scores on the test decreased as the anxiety level increased. This made us conclude that there is a relationship between phonetics learning anxiety and the very test performance, which is congruent not only with our previous findings (Jerotijević Tišma 2016), but with the findings of other directly related studies, as well (cf. Szyszka 2011; Baran-Łucarz 2011, 2013, 2014a).

The results yield important pedagogical implications in the context of teaching and learning English pronunciation, especially when it comes to Serbian learners. There is a need to recognize the importance of phonetics learning anxiety and provide opportunities for students to cope with it, perhaps by introducing a different perspective in teaching pronunciation. The latter means providing opportunities for interaction with native speakers as well as non-native speakers of some other mother tongue; focusing more on anxiety-reducing activities such as music and role-play; introducing novel ways of teaching IPA symbols even at earlier stages of learning (e.g. Underhill 2008); enabling a more frequent self- and peer-evaluation, etc. Perhaps even a re-consideration and re-formulation of the formal testing methods could result in the reduction of students' stress and apprehension.

A possible limitation of the current study may be sought in the chosen instrument, perhaps an addition of an interview as a form of qualitative research instrument could have provided a more in-depth account of the participants' real opinions regarding pronunciation anxiety on one hand, and indicated the potential factors that

may have caused such a state of affairs. By the latter, we predominantly refer to the type of instruction and previous experience pertaining to pronunciation learning.

Future research may concentrate on the relationship between phonetics learning anxiety and the perception and production of English sounds, words or sentences, i.e. the actual L2 performance. The investigation of certain linguistic and extralinguistic factors, such as native dialects, target language experience, on-line communication, personality traits, etc., could likewise substantially contribute to the findings of future studies.

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Даница М. Јеротијевић Тишма

Универзитет у Крагујевцу
Филолошко-уметнички факултет
Катедра за англистику

ОДНОС ИЗМЕЂУ АНКСИОЗНОСТИ ПРЕМА УЧЕЊУ ФОНЕТИКЕ И ПОСТИГНУЋА НА ТЕСТУ КОД СРПСКИХ УЧЕНИКА ЕНГЛЕСКОГ КАО СТРАНОГ ЈЕЗИКА

Резиме: Добро је познато да на постигнуће у погледу усменог изражавања ученика на страном језику негативно утичу проблеми са анксиозношћу и нервозом, а чини се да је изговор први утисак који ученици остављају на саговорника. Рад има за циљ да истражи међусобни однос израженог нивоа анксиозности при учењу фонетике и реално постигнутих резултата на тесту провере знања фонетике енглеског језика. У истраживању је учествовало укупно 36 студената енглеског језика на терцијарном нивоу образовања који су попунили упитник и урадили формални тест из фонетике. Резултати су указали на снажну, статистички значајну негативну корелацију између нивоа анксиозности и резултата на тесту, показујући на тај начин да како је растао ниво анксиозности ученика, то су резултати на тесту били нижи. Дати резултати указују на значајне педагошке импликације у вези са наставом енглеског изговора за српске ученике енглеског као страног језика и подсећају на потребу за препознавањем важности испреплетаног утицаја афективних фактора при учењу страног језика.

Кључне речи: српски студенти, анксиозност, изговор, енглески као страни језик, самоперцепција.