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**LANGUAGE LEARNING DYNAMICS: SELF-RATED ENGLISH LANGUAGE
PROFICIENCY, FOREIGN LANGUAGE ENJOYMENT AND CLASSROOM ANXIETY**

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Abstract

Within the area of Second Language Acquisition (SLA), individual learner differences have been broadly studied. While Positive Psychology (PP) focuses on positive emotions, research has largely prioritized less pleasant emotions such as foreign language classroom anxiety (FLCA) which leaves the effects of positive emotions insufficiently investigated. As suggested by Dewaele and MacIntyre (2014), more comprehensive understanding could be developed through simultaneous investigation of both positive and less pleasant emotional impacts.

Therefore, the current study shed light on the relationship between students' self-rated English language proficiency, FLCA and Foreign Language Enjoyment (FLE). The sample consisted of 226 business, engineering and medical students from the University of Split, Croatia. Participants completed the FLE and FLCA scales (Dewaele and MacIntyre 2014). Finally, as part of the demographic survey, students self-rated their English language proficiency using a Likert scale from 1 to 5.

This study employed descriptive statistics to summarize data, factor analysis to examine underlying FLE factors, and correlation analysis to assess relationships between FLE, FLCA, and self-rated English language proficiency. One-way ANOVA with post-hoc tests compared means among different study programmes, while hierarchical regression analysis evaluated the predictive power of self-rated English language proficiency on FLE and FLCA.

The results suggest an intricate interplay between negative and positive affect and self-rated English language proficiency, indicating the significant contribution of emotions and students' self-perception in the dynamic classroom, which could

boost the efficiency of foreign language learning. This research contributes to the scientific understanding of emotional factors in language learning.

Keywords: second language acquisition; positive psychology; foreign language classroom anxiety; foreign language enjoyment; self-rated English language proficiency.

1 Introduction

Second Language Acquisition (SLA) has moved from teacher-centred to student-centred paradigms since the 1980s, emphasizing real-world language use and learner engagement (Nunan 1990; Oxford 1990). This shift has broadened the focus to learners' emotions, recognizing that positive affect facilitates learning alongside the well-studied less pleasant emotion of FLCA (Dewaele and MacIntyre 2014; Dörnyei 2010). A dual focus on positive and less pleasant emotions aligns with the dynamic systems view, which treats emotions as evolving within the learning environment and shaped by interactions among skills, social context, and task demands (Fogel et al. 1992; Horwitz et al. 1986). Dewaele and MacIntyre (2014) introduced Foreign Language Enjoyment (FLE) and FLCA as distinct yet related constructs, showing a moderate negative correlation and highlighting factors such as multilingualism, proficiency, and social dynamics. Subsequent research suggests that FLE enhances learner engagement and progress, whereas FLCA tends to hinder them. In contrast, FLE is more strongly shaped by teacher-related factors and classroom climate, while FLCA is more closely associated with learners' self-efficacy and individual personality traits (Dewaele et al. 2018, 2019; MacIntyre et al. 2019). In light of these findings, the present study aimed to address the following research questions: How significantly are FLE and FLCA related to self-rated English language proficiency?; Are there any significant differences in FLCA, FLE and self-rated English language proficiency among students enrolled in different study programmes?; To what extent does self-rated English language proficiency predict levels of FLCA and FLE? Accordingly, three hypotheses were tested: H1 - FLCA and FLE relate negatively and positively to self-rated English language proficiency, respectively; H2 - students from different programmes differ in FLCA, FLE, and self-rated English language proficiency; and H3 - self-rated English language proficiency significantly predicts levels of FLE and FLCA. Analyses reveal a nuanced interplay between positive and negative affect and self-perceived proficiency, underscoring the role of emotions and self-perception

in the dynamic classroom and their potential to influence language learning effectiveness. The findings contribute to a growing body of work on emotional factors in SLA, with implications for pedagogy and future research on how affective experiences shape language outcomes across disciplines. Furthermore, the research scope of FLE should be expanded by exploring different areas (Wu and Kabilan 2025). Therefore, future research could examine FLE across different language skill domains, such as speaking and writing (Wu and Halim 2024), and in diverse learning contexts, such as online learning contexts (Zheng and Zhou 2022) and AI-based learning classes (Zhang et al. 2024).

2 Method

2.1 *Participants and demographics*

This study involved 226 full-time university students from the University of Split, Croatia, comprising 36% females and 64% males from various disciplines. Participants' ages ranged from 19 to 28 years, with an average age of 21.65 years (SD = 2.097). All participants were native Croatian speakers. On a 5-point scale, participants rated their English language proficiency as above average (M = 3.77; SD = 0.852).

2.2 *Instrument*

Participants filled out a self-administered, multi-section questionnaire including demographic details aimed at evaluating key constructs of the study: FLE, FLCA, and self-rated English language proficiency. Their responses were recorded using a 5-point Likert scale, ranging from “absolutely disagree” (1) to “strongly agree” (5).

2.2.1 *Foreign Language Enjoyment (FLE)*

The 21-item FLE scale (Dewaele and MacIntyre 2014) was employed to assess language enjoyment, focusing on factors that enhance enjoyment - positive teacher attributes, a supportive classroom climate, a sense of achievement, and peer interaction - using positively framed items to indicate high levels of enjoyment.

2.2.2 Foreign Language Classroom Anxiety (FLCA)

The study used an eight-item FLCA scale, derived from Horwitz et al. (1986) and refined by Dewaele and MacIntyre (2014), to assess a range of language-learning anxiety states (e.g., nervousness, low confidence, anxiety, confusion). To preserve the original framework, two items were reverse-scored, so higher scores indicate greater overall anxiety.

2.2.3 Self-rated English language proficiency

Participants responded to a demographic section that included a single question regarding their self-perceived proficiency in English. They rated their proficiency on a scale from 1 to 5, where 1 indicates the lowest perceived level of English proficiency and 5 signifies the highest.

2.3 Procedure

The questionnaire, designed to measure levels of FLE, FLCA, and self-rated English language proficiency, was distributed during regular class sessions at the beginning of the 2024/2025 academic year. Students completed the questionnaire individually, with an estimated completion time of 15 to 20 minutes. Before beginning, participants received a detailed overview of the study's purpose, procedures, and expected outcomes, enabling them to make an informed decision about their participation.

2.4 Data analysis

Reliability was assessed for all measures. The 21-item FLE scale showed good internal consistency (Cronbach's $\alpha = 0.831$), and the 8-item FLCA scale also demonstrated strong reliability ($\alpha = 0.851$). Descriptive statistics and inferential analyses followed. An exploratory factor analysis examined the underlying structure of the FLE scale. Relationships among key variables were analysed using Pearson correlations. Group differences by discipline were tested with one-way ANOVA and post-hoc comparisons for FLE factors, FLCA, and self-rated English language proficiency. Finally, hierarchical multiple regression assessed how self-rated English language proficiency predicts FLE factors and FLCA, clarifying the predictive relationships among the variables.

3 Results

3.1 Descriptive data

Table 1 presents the descriptive statistics for the FLE, FLCA, and self-rated English language proficiency scales.

Table 1. Descriptive statistics of FLE, FLCA and self-rated English language proficiency scores

	M	SD	Min.	Max.
FLE	3.82	2.00	1	5
FLCA	2.68	2.40	1	5
Self-rated English language proficiency	3.77	0.85	2	5

As shown in Table 1, the mean scores for the FLE, FLCA, and self-rated English language proficiency scales were 3.82 (SD = 2.00), 2.68 (SD = 2.40), and 3.77 (SD = 0.85), respectively. To make these constructs easier to understand, the scale was divided into three equal intervals with cut-offs: low (1.00 – 2.50), moderate (2.51 – 3.50), and high (3.51 – 5.00).

Participants reported high FLE, indicating a positive attitude toward language learning. Self-rated English language proficiency was also high, while FLCA scores were moderate, suggesting some situational anxiety. This sets the stage for analysing the relationships among enjoyment, anxiety, and self-perceived proficiency.

3.2 Factor analysis

The 21-item FLE Scale was analysed with PCA (SPSS) to reveal its structure. The correlation matrix had many coefficients > 0.3. KMO = 0.873 (above 0.6) and Bartlett's test was significant, indicating factorability. Four factors with eigenvalues > 1 were extracted, explaining 31.97%, 10.52%, 8.73%, and 5.33% of the variance, respectively. The scree plot supported retaining four factors, and Varimax rotation yielded strong loadings. Together, the four factors explained 56.55%

of the variance (Factor 1: 19.81%, Factor 2: 14.93%, Factor 3: 12.28%, Factor 4: 9.54%). Detailed results are in Table 2.

Table 2. Varimax rotated loadings

Item	Factor 1	Factor 2	Factor 3	Factor 4
1. I can be creative.	.628			
2. I can laugh off mistakes.	.477			
3. I don't get bored.	.665			
4. I enjoy it.	.696			
8. I've learnt interesting things.	.584			
12. It's fun.	.661			
13. Making errors is part of the learning process.	.538			
5. I feel as though I'm a different person during the FL class.		-.541		
6. I learnt to express myself better in the FL.		.800		
7. I'm a worthy member of the FL class.		-.699		
9. In class, I feel proud of my accomplishments.		.517		
10. It's a positive environment.			.595	
11. It's cool to know a FL.			.577	
14. The peers are nice.			.624	
15. The teacher is encouraging.			.787	
16. The teacher is friendly.			.853	
17. The teacher is supportive.			.803	
18. There is good atmosphere.			.628	
19. We form a tight group.				.725
20. We have common "legends", such as running jokes.				.821
21. We laugh a lot.				.701

Note. Full label titles for factors are as follows: **Factor 1:** Intrinsic FLE; **Factor 2:** Perceived self-efficacy-driven FLE; **Factor 3:** Social-contextual FLE; **Factor 4:** Group cohesion FLE

The four FLE factors were labelled as follows: Intrinsic FLE, reflecting enjoyment arising from internal, personal feelings rather than external factors; Perceived self-efficacy-driven FLE, linked to self-perceived ability and competence, with two negatively loaded items indicating inverse relations to perceived self-efficacy; Social-contextual FLE, encompassing the classroom environment, including supportive teachers and friendly peers that bolster enjoyment; and Group cohesion FLE, capturing enjoyment related to peer closeness and shared humour.

3.3 Correlations

To examine the relationships among variables, correlations among the FLE scale, FLCA scale, and self-rated English language proficiency scale were calculated. The findings are displayed in Table 3.

Table 3. Correlations among FLE, FLCA and self-rated English language proficiency

	Total FLE	FLCA	Self-rated English language proficiency
Total FLE	1	-0.268**	0.275**
FLCA		1	-0.430**
Self-rated English language proficiency			1

Note. N = 226; **p < 0.01

Table 3 shows significant relationships among total FLE, FLCA, and self-rated English language proficiency. Total FLE and FLCA are weakly negatively correlated ($r = -0.268$, $p < .01$), while total FLE and self-rated proficiency are weakly positively correlated ($r = 0.275$, $p < .01$). FLCA and self-rated proficiency show a moderate negative correlation ($r = -0.430$, $p < .01$), indicating higher anxiety with lower perceived proficiency.

3.4 *One-way analysis of variance (ANOVA)*

To address the second research question regarding potential differences in levels of FLE, FLCA, and self-rated English language proficiency across three study programmes, a one-way between-groups ANOVA was conducted, followed by post-hoc tests.

Table 4. Levels of FLE, FLCA and self-rated EL proficiency by discipline

	Business		Engineering		Medicine		
	M	SD	M	SD	M	SD	
FLE	82.61	7.80	79.43	9.55	78.24	9.96	F(2, 223) = 3.785, p = .024
FLCA	21.59	7.22	20.56	6.80	24.45	4.77	F(2, 223) = 4.379, p = .014
Self-rated EL proficiency	3.81	0.67	3.59	0.90	4.36	0.74	F(2, 223) = 11.828, p < 0.001

Table 4 shows significant discipline differences in FLE, FLCA, and self-rated English proficiency. Business students reported higher FLE than engineering students ($F = 3.785, p = .024$). The larger mean difference between business and medicine did not reach significance due to within-group variability. For FLCA, medical students were more anxious than engineering students ($F = 4.379, p = .014$). Self-rated English proficiency differed by discipline ($F = 11.83, p < .001$), with medicine students reporting higher proficiency than both business and engineering students.

3.5 *Regressions*

Several hierarchical regressions were performed to explore the predictive power of age, gender, and self-rated English language proficiency on FLE and FLCA. The results are summarised in Tables 5a and 5b.

Table 5a. Hierarchical regressions: Self-rated EL proficiency as a predictor of FLE

Step 1	FLE		Model summary
	St. β	t	
Gender	-0.250	-3.842	Adj. $R^2 = 0.070$ $F(2,223) = 9.414^{***}$
Age	0.168	2.581	
Step 2			
Gender	-0.223	-3.525	Adj. $R^2 = 0.133$ $F(3,222) = 12.524^{***}$
Age	0.179	2.840	
Self-rated English language proficiency	0.260	4.167	Self-rated English language proficiency $\Delta R^2 = 0.067^{***}$

Note. N = 226; * $p < 0.05$; ** $p < 0.01$; *** $p < 0.001$

As shown in Table 5a, in Model 1, age and gender explained 7% of the variance in FLE ($R^2 = 0.07$), $F(2, 223) = 9.414$, $p < 0.001$. Gender had a negative effect and age a positive effect on FLE. Model 2 showed that adding self-rated English proficiency increased explained variance to 13.3% ($R^2 = 0.133$), $\Delta R^2 = 0.067$, $p < .001$. Self-rated proficiency positively predicted FLE; age and gender remained significant with effects similar to Model 1. Overall, self-perceived proficiency and demographics influence language enjoyment.

A parallel analysis used FLCA as the dependent variable to test the same predictors.

Table 5b. Hierarchical regressions: Self-rated English language proficiency as a predictor of FLCA

Step 1	FLCA		Model summary
	St. β	t	
Gender	-0.257	-3.938	Adj. $R^2 = 0.067$ $F(2,223) = 9.083^{***}$
Age	-0.066	-1.010	
Step 2			
Gender	-0.306	-5.327	Adj. $R^2 = 0.283$ $F(3,222) = 30.585^{***}$
Age	-0.085	-1.485	
Self-rated English language proficiency	-0.469	-8.254	Self-rated English language proficiency $\Delta R^2 = 0.217^{***}$

Model 1 (FLCA) showed age and gender explaining 6.7% of the variance ($R^2 = 0.067$), $F(2,223) = 9.083$, $p < 0.001$, with gender predicting lower anxiety and age non-significant ($p = .314$). Model 2, which added self-rated English proficiency, raised R^2 to 0.283 ($\Delta R^2 = 0.217$, $p < 0.001$); self-rated proficiency strongly predicted lower FLCA, while gender remained significant and age remained non-significant ($p = 0.139$). In comparing FLE and FLCA with self-rated proficiency, FLE accounted for 13.3% of the variance when proficiency was included, showing a positive association with perceived proficiency, whereas FLCA explained 28.3% with a robust negative relation to anxiety, indicating a larger impact of self-rated proficiency on FLCA than on FLE. Overall, FLCA demonstrates a stronger link to perceived proficiency and anxiety reduction than FLE.

4 Discussion

Our findings align with the Positive Psychology shift in SLA, which treats enjoyment and anxiety as partially independent, coexisting dimensions rather than opposite ends of a single continuum (Dewaele and MacIntyre 2014; MacIntyre and Gregersen 2012). Consistent with prior work, higher self-perceived English proficiency was associated with more positive affect and less negative affect (Botes et al. 2020). In other words, greater perceived proficiency appears particularly effective at reducing anxiety, while heightened enjoyment seems linked to the quality of the classroom environment - teacher support, peer relations, and opportunities for meaningful engagement (Dewaele and Li 2018; Dewaele and MacIn-

tyre 2014). Consequently, providing learners with ongoing feedback, appropriately challenging tasks, and clear signs of progress can support engagement and persistence. Cultivating a classroom climate that reinforces confidence through low-risk participation, supportive peer feedback, and clear performance criteria may help further reduce anxiety (Dewaele and MacIntyre 2014; Liu and Jackson 2008).

Across the study, findings suggest that teacher and learner variables shape language enjoyment through interpersonal dynamics and classroom climate. Learners' favourable attitudes toward error tolerance and teacher support align with work showing that accepting mistakes as part of learning can reduce anxiety and foster enjoyment (Dewaele and MacIntyre 2014; Dewaele et al. 2018). The overall pattern indicates that enjoyment and anxiety are shaped by both intrinsic and social-contextual factors, with engaging content and a collaborative classroom environment contributing to a more positive affective experience (Dörnyei and Ushioda 2011).

In terms of programme context, ANOVA revealed meaningful differences in affective experiences and self-perceived proficiency across disciplines. Medicine students reported higher self-rated English proficiency but also higher anxiety, likely reflecting the pressures of a demanding medical curriculum - language demands in clinical settings, high-stakes assessments, and patient interactions that require precise medical English and rapid speech. This pattern aligns with the idea that positive and negative affect can co-occur under domain-specific, high-stakes demands (Horwitz et al. 1986). By contrast, Business students reported more positive affect, likely reflecting greater relevance and usefulness of English for future careers and exposure to authentic communicative tasks (Dewaele et al. 2018). These differences highlight the role of task relevance, classroom culture, and perceived usefulness in shaping enjoyment and anxiety (Dörnyei and Ushioda 2011). In Business programmes, higher enjoyment is evident in social and cohesion-related dimensions, underscoring the impact of teacher behaviours and classroom climate on FLE (Dewaele et al. 2018, 2019). Conversely, Engineering students tended to show lower FLE, which may reflect a more technically oriented curriculum with language tasks perceived as less engaging. Overall, these patterns point to discipline-specific contexts as important determinants of affect in language learning.

The regression analyses indicate that self-rated English proficiency relates to both enjoyment and anxiety, with a stronger link to reducing anxiety. In con-

trast, demographic factors showed more complex patterns: male students tended to report lower anxiety, and age was associated with greater enjoyment, though its relation to anxiety was less clear after accounting for perceived proficiency (Bandura 1997; Hiver 2013) suggesting that age does not add extra explanatory power regarding anxiety. These patterns imply that maturity and autonomy may enhance positive affect, while anxiety is more closely tied to perceived ability than to age alone.

Across individual differences, classroom climates, and programme contexts, there is a clear need for context-sensitive instructional designs that cultivate both enjoyment and engagement in language learning, thereby informing the broader implications discussed in the conclusion.

5 Conclusion and implications

The present study reinforces the dual-dimensional nature of affective language learning, aligning with the Positive Psychology turn in SLA. The data suggest that self-perceived English proficiency is consistently associated with reduced anxiety and greater enjoyment, whereas enjoyment more strongly aligns with classroom climate (teacher support, peer relations, meaningful engagement). The results also imply that proficiency and affect are interrelated but operate through distinct mechanisms: proficiency appears to reduce affective barriers to participation, whereas a supportive, engaging environment elevates positive emotions. Across disciplines, programme context shaped FLE and FLCA, underscoring the role of situational demands and opportunity structures in shaping affective experiences. Gender and age effects emerged with nuanced patterns, indicating that interventions may need to be tailored to demographic profiles to maximize impact.

Practical implications include ongoing, constructive feedback to support growth, linguistically authentic tasks aligned with students' future professions to enhance relevance; speaking opportunities and collaborative learning to cultivate positive emotions and reduce anxiety; low-risk participation options to build confidence; and a clear progression toward learning goals to enhance motivation. In addition, to gain deeper insight into affective experiences and other determinants of language learning, future research should incorporate objective measures of language proficiency (e.g., standardized tests or performance-based tasks) to examine how actual proficiency relates to FLE, FLCA, and classroom engagement. Longitudinal studies could trace changes in proficiency, classroom climate, and affect

over time, whereas replication across diverse higher education settings is needed to assess generalizability.

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Dinamika učenja jezika: samoprocijenjena razina znanja engleskoga jezika, uživanje u učenju stranoga jezika i strah od stranoga jezika u razrednom okruženju

Sažetak

Individualne razlike među učenicima već su dugo predmetom istraživanja u području usvajanja drugoga jezika. Iako se pozitivna psihologija usredotočuje na pozitivne emocije, istraživanja su se u velikoj mjeri bavila manje ugodnim emocijama poput straha pri učenju stranoga jezika zbog čega su učinci pozitivnih emocija nedovoljno istraženi. Kako navode Dewaele i MacIntyre (2014), ovaj fenomen može se bolje razumjeti istodobnim istraživanjem utjecaja kako pozitivnih tako i manje ugodnih emocija.

Ovo istraživanje usmjereno je na odnos između samoprocijenjene razine znanja engleskoga jezika kod ispitanika, straha od stranoga jezika u razrednom okruženju i uživanja u učenju stranoga jezika. Uzorak se sastojao od 226 studenata ekonomije, računarstva i medicine sa Sveučilišta u Splitu. Ispitanici su popunili upitnike o uživanju u učenju stranoga jezika te strahu od stranoga jezika u razrednom okruženju. Također, samostalno su procijenili svoju razinu znanja engleskoga jezika koristeći Likertovu skalu od 1 do 5.

U istraživanju su korištene deskriptivne statističke metode za analizu podataka, faktorska analiza za određivanje osnovnih faktora konstrukta pod nazivom uživanje u učenju stranoga jezika te korelacijska analiza za procjenu odnosa između uživanja u učenju stranoga jezika, straha od stranoga jezika u razrednom okruženju i samoprocijenjene razine znanja engleskoga jezika. Jednosmjerna ANOVA s post-hoc testovima korištena je za usporedbu srednjih vrijednosti među različitim studijskim programima dok je hijerarhijska regresijska analiza korištena za određivanje samoprocijenjene razine znanja engleskoga jezika kao prediktora uživanja u učenju stranoga jezika i straha od stranoga jezika u razrednom okruženju.

Rezultati ukazuju na međudjelovanje negativnih i pozitivnih emocija te samoprocijenjene razine znanja engleskoga jezika pri čemu se naglašava značajan doprinos emocija i samopercepcije ispitanika u dinamičnom razrednom okruženju, što može unaprijediti učinkovitost učenja stranoga jezika. Ovo istraživanje doprinosi znanstvenom razumijevanju emocionalnih čimbenika u učenju stranoga jezika.

Ključne riječi: usvajanje drugoga jezika; pozitivna psihologija; strah od stranoga jezika u razrednom okruženju; uživanje u učenju stranoga jezika; samoprocijenjena razina znanja engleskoga jezika.

APPENDIX

Cilj ovoga upitnika je otkriti osjećate li zadovoljstvo tijekom nastave stranoga jezika, strah od govora u nastavi stranoga jezika te pokazujete li spremnost na komunikaciju.

Molimo Vas da niti jednu tvrdnju ne preskočite. Ne postoje točni i netočni odgovori.

Obvezujemo se čuvati u tajnosti sve navedene podatke i koristiti ih isključivo u istraživačke svrhe. Zahvaljujemo na susretljivosti i spremnosti da sudjelujete u ovom istraživanju.

Ivana Čizmić, v. pred. i dr. sc. Jasmina Rogulj, prof. struč. stud. u t.i.

Spol: Ž / M

Starosna dob: a) 19 b) 20 c) 21 d) 22 e) 23 f) _____

Studij: _____

Koristite li se engleskim u svakodnevnom životu? DA / NE

Koju razinu državne mature ste polagali? a) višu / b) nižu

Koju ste ocjenu dobili na maturi iz engleskog jezika?

a) 1 b) 2 c) 3 d) 4 e) 5

To what extent do you agree with the following statements? Please indicate your level of agreement with the following statements by circling the corresponding number: (1) *strongly disagree*, (2) *disagree*, (3) *neutral*, (4) *agree*, (5) *strongly agree*.

The FLE (Foreign Language Enjoyment Scale)	
1. I can be creative	1 2 3 4 5
2. I can laugh off embarrassing mistakes in the FL	1 2 3 4 5
3. I don't get bored	1 2 3 4 5
4. I enjoy it	1 2 3 4 5
5. I feel as though I'm a different person during the FL class	1 2 3 4 5
6. I learnt to express myself better in the FL	1 2 3 4 5
7. I'm a worthy member of the FL class	1 2 3 4 5
8. I've learnt interesting things	1 2 3 4 5
9. In class, I feel proud of my accomplishments	1 2 3 4 5
10. It's a positive environment	1 2 3 4 5
11. It's cool to know a FL	1 2 3 4 5
12. It's fun	1 2 3 4 5
13. Making errors is part of the learning process	1 2 3 4 5
14. The peers are nice	1 2 3 4 5
15. The teacher is encouraging	1 2 3 4 5
16. The teacher is friendly	1 2 3 4 5
17. The teacher is supportive	1 2 3 4 5
18. There is good atmosphere	1 2 3 4 5
19. We form a tight group	1 2 3 4 5
20. We have common "legends", such as running jokes	1 2 3 4 5
21. We laugh a lot	1 2 3 4 5
The FLCA scale (Foreign Language Classroom Anxiety scale)	
1. Even if I am well prepared for FL class, I feel anxious about it	1 2 3 4 5
2. I always feel that the other students speak the FL better than I do	1 2 3 4 5
3. I can feel my heart pounding when I'm going to be called on in FL class	1 2 3 4 5
4. I don't worry about making mistakes in FL class	1 2 3 4 5
5. I feel confident when I speak in FL class	1 2 3 4 5
6. I get nervous and confused when I am speaking in my FL class	1 2 3 4 5
7. I start to panic when I have to speak without preparation in FL class	1 2 3 4 5
8. It embarrasses me to volunteer answers in my FL class	1 2 3 4 5