

<https://doi.org/10.25312/j.10422>

Katarzyna Roszkowska-Bachanek  <https://orcid.org/0000-0002-7060-5393>
The University of Silesia
e-mail: katarzyna.roszkowska@us.edu.pl

Impact of language anxiety on speaking in English in the group of male and female secondary school learners: Comparative analysis

Wpływ lęku językowego na mówienie w języku angielskim wśród uczniów szkoły średniej – analiza porównawcza dziewcząt i chłopców

Abstract

This article examines the level of foreign language anxiety among secondary school students and explores its association with speaking performance. The article identifies motivational and demotivational factors influencing learners' engagement in English language learning. Data were collected using a questionnaire adapted from the Foreign Language Classroom Anxiety Scale developed by Horwitz in 1986, consisting of sixteen Likert-scale items. Speaking performance was assessed through an oral task, and the obtained scores were compared with questionnaire results. 33 students aged 15–16, including 23 female and 10 male learners participated in the study. The findings indicate that female students reported higher levels of foreign language anxiety than male students. Simultaneously, the female group achieved higher speaking task scores. In the analysed sample, higher anxiety levels co-occurred with better oral performance. Due to the limited and uneven sample size, the results should be interpreted with caution and cannot be generalised.

Keywords: language anxiety, gender, secondary school teaching, speaking

Streszczenie

Celem badania było określenie poziomu lęku językowego wśród uczniów szkoły średniej oraz analiza jego związku z wykonaniem zadania ustnego. Dodatkowo zidentyfikowano wybrane czynniki motywujące i demotywujące uczniów do nauki języka angielskiego. W badaniu uczestniczyło 33 uczniów w wieku 15–16 lat, w tym 23 uczennice oraz 10 uczniów. Dane zebrano za pomocą ankiety, której bazę stanowiła skala Foreign Language Classroom Anxiety Scale opracowana przez Horwitza w 1986. Narzędzie obejmowało szesnaście pozycji ocenianych w pięciostopniowej skali Likerta. Umiejętność mówienia oceniono na podstawie zadania ustnego, a uzyskane wyniki zestawiono z rezultatami ankiety. Wyniki wskazują, że uczennice deklarowały wyższy poziom lęku językowego niż uczniowie. Jednocześnie grupa uczennic uzyskała wyższe wyniki w zadaniu ustnym. W analizowanej próbie wyższy poziom lęku językowego współwystępował z lepszym wykonaniem zadania ustnego. Ze względu na ograniczoną i nierównoliczną próbę wyniki należy interpretować ostrożnie i nie można ich uogólniać.

Słowa kluczowe: lęk językowy, płęć, nauczanie w szkole średniej, mówienie

Introduction

Speaking is widely regarded as one of the most essential language skills. Without the ability to speak, individuals are unable to express their thoughts, feelings, or emotions effectively. Furthermore, in the contemporary world, functioning without a communicative command of English has become increasingly challenging. The average person is constantly exposed to English-language input, as English loanwords permeate many other languages and frequently enter everyday communication. For this reason, curriculum designers and developers of language teaching methodologies place particular emphasis on the development of communicative competence. Consequently, secondary school learners are generally expected to achieve a level of spoken English that allows for effective and relatively fluent communication.

There is no doubt that the pressure associated with using English as a foreign language may lead to anxiety among learners. In some cases, despite having a solid grasp of grammatical structures and an adequate range of vocabulary, students remain unable to produce spoken language in English, which prevents them from attaining a communicative level of proficiency.

Therefore, this paper distinguishes between the facilitating and debilitating effects of anxiety on speaking in English. The study places particular emphasis on the role of gender in the context of spoken English by examining differences between male and female students' attitudes and their influence on speaking performance.

Theoretical framework

Anxiety as the general psychological term

The definition of anxiety

Anxiety is commonly defined as an emotional state characterised by psychological discomfort, tension, and persistent worry, often accompanied by physiological reactions and nervous behaviours (Kazdin, 2000; Seligman, Walker, Rosenhan, 2000). Major English

dictionaries similarly describe anxiety as a state of nervousness or concern related to the anticipation of negative events, emphasising its cognitive and affective dimensions (Tóth, 2010). In the context of applied linguistics, these characteristics are particularly relevant to foreign language learning, where learners frequently anticipate negative evaluation or communicative failure.

Although anxiety is often viewed as a debilitating factor, it may also function as a universal human experience that can, under certain conditions, play a facilitating role (Boyce et al., 2015). Anxiety involves both psychological and physical components and is associated with a range of somatic symptoms, including sweating, trembling, dizziness, shortness of breath, nausea, and fatigue (Boyce, 2006). Such reactions reflect the body's physiological response to situations perceived as challenging or threatening, including speaking in a foreign language. In this sense, anxiety may serve as a signal that heightened cognitive or emotional demands are present and require attention (Smail, 2015).

Boyce and other authors (2015) conceptualise anxiety as a process initiated by a perceived threat, followed by activation of the fight-or-flight response and the release of stress hormones. This model is particularly applicable to foreign language speaking situations, which are often evaluated and time-pressured. Unlike animals, humans are capable of abstract thinking, which allows them to anticipate future events and reflect on past experiences. Consequently, imagination and rumination play a significant role in language anxiety, as learners may repeatedly construct negative scenarios related to speaking performance, potentially intensifying anxiety and inhibiting oral production.

Language anxiety

The division of language anxiety

Foreign language anxiety (FLA) can arise from the transfer of other forms of anxiety – such as trait, test, or public speaking anxiety – or be situation-specific, occurring only in particular language learning contexts (Horwitz, Young, 1991, as cited in Cassady, 2010). Trait anxiety is a stable tendency to worry, while situation-specific and state anxiety vary with context and moment (Cassady, 2010; Liu, Huang, 2010).

Kralova and Tanistrakova (2017) distinguish skill-based and system-based FLA. Skill-based anxiety affects specific language skills, with productive skills like speaking and writing generally more stressful than receptive ones (Hilleson, 1996). Anxious learners may pause more, avoid mistakes, and produce less continuous speech, while comprehension in listening and reading may also suffer. System-based anxiety involves knowledge of language components: vocabulary causes the most concern, grammar less, and cultural aspects the least. Pronunciation is particularly critical, as errors can impede communication and are linked to communication apprehension, fear of negative evaluation, and test anxiety (Horwitz, Horwitz, Cope, 1986, as cited in Kralova, Tanistrakova, 2017).

The main causes of language anxiety in general

After examining types of language anxiety, it is important to consider its causes. Oteir and Al-Otaibi (as cited in Luo, 2012), building on Young (1991), identify six contributing

factors: interpersonal and personal anxiety, learners' beliefs, classroom procedures, teacher-centred methods, teachers' beliefs, and language examinations. These can be grouped into three main sources: the learner, the teacher, and instructional practices.

Classroom atmosphere is also crucial, as a supportive environment helps reduce anxiety and signals that assistance is available (Luo, 2012, as cited in Oteir, Al-Otaibi, 2019). Other influences include learner characteristics, features of the target language, and the language learning process itself. Foreign language classroom anxiety is typically situation-specific, with Horwitz (Horwitz, Horwitz, Cope, 1986) highlighting key contextual causes.

Communication apprehension

Communication apprehension (CA) is a form of anxiety related to actual or anticipated communication, often leading to avoidance (McCroskey, 1977). It can occur in interpersonal, group, and public speaking contexts, especially when learners have mature ideas but limited communication skills (Aydin, 2008; Blume et al., 2013).

CA has been classified in various ways: Berthon, Hulbert and Pitt (1999) distinguish trait-based, situation-specific, audience-related, and interaction-specific CA, while Watson (2007) views it primarily as a stable personality trait. McCroskey (1977) notes that individuals with high CA experience greater anxiety and tend to avoid speaking or participate minimally.

Sources of CA include personal emotions, introversion, low self-esteem, cultural differences, and limited communication skills (MacIntyre, Gardner, 1994, as cited in Watson, 2007; Carr, 1996). It is also linked to broader social anxiety, with socially anxious individuals showing higher CA (Blume, Baldwin, Ryan, 2013). High CA can reduce learners' sense of control, leading them to avoid questions, opinions, or engagement in dialogue (Blume, Baldwin, Ryan, 2013).

Fear of negative evaluation

In education, evaluation provides feedback and indicates areas for improvement (Hamer, 2007), but it can also trigger fear of negative evaluation, a key component of foreign language anxiety (Horwitz, Horwitz, Cope, 1986). This fear arises when learners worry about being judged and may lead to avoidance of evaluative situations (Aydin, 2008).

Fear of negative evaluation is closely linked to social anxiety, in which individuals anticipate or perceive judgment in real or imagined contexts and may interpret situations pessimistically (Schlenker, Leary, 1982, as cited in Blume, Baldwin, Ryan, 2013; Foa, Franklin, Kozak, 2001, as cited in Talat, Aslam, 2012). In classrooms, it often emerges during speaking tasks, presentations, or oral exams and may be intensified by maladaptive perfectionism (Iqbal, Ajmal, 2018).

Research also indicates that female learners, especially adolescents, are more prone to fear of negative evaluation, though both genders can experience it at different stages, potentially affecting oral communication and social confidence (Iqbal, Ajmal, 2018).

Test anxiety

Test anxiety, identified by Horwitz (Horwitz, Horwitz, Cope, 1986) as a source of foreign language anxiety, refers to apprehension related to academic evaluation and fear of failure

(Aydin, 2008). It involves physiological, cognitive, and behavioural reactions that can impair performance, and is closely linked to fear of negative evaluation (Olorunfemi-Olabisi, 2014). Testing procedures are among the most anxiety-provoking aspects of the classroom.

Zeidner (1998) identifies three coping strategies for test anxiety: problem-solving, which promotes realistic appraisal and tolerance for negative evaluation; motivational, which increases effort and engagement; and mastery, which focuses on regulating worry and maintaining emotional control. Factors influencing test anxiety include individual characteristics, such as low self-confidence and emotional sensitivity, and environmental conditions, including peer competition and parental pressure (Casbarro, 2003).

Learner profiles also affect responses to test anxiety: true perceivers accurately assess their preparation, unfocused students fail due to concentration issues, and misapprehenders overestimate their knowledge and realize deficiencies only during or after the test (Mealey, Host, 1992, as cited in Cizek, Bunch, 2007).

Main factors affecting speaking anxiety

Speaking anxiety arises from a combination of learner-related and context-related factors, classified as internal and external (Rajitha, Alamelu, 2020). Internal factors include stage fear, linked to speaking before an audience; lack of self-confidence, often due to perceived weaknesses in vocabulary, grammar, or pronunciation; and shyness, a stable personality trait that heightens discomfort in oral tasks.

External factors involve linguistic demands, such as limited vocabulary, grammar, or pronunciation, and social classroom influences, particularly fear of negative evaluation by peers. Together, these internal and external factors shape learners' willingness to engage in oral communication, making speaking anxiety a multidimensional phenomenon (Rajitha, Alamelu, 2020).

Methodology

The aim of this study was to examine the impact of anxiety on speaking skills among male and female secondary school learners. It was assumed that identifying gender-related differences in speaking anxiety might contribute to more effective strategies for managing this phenomenon in the classroom. The findings of the study might therefore offer practical implications for English language teachers, particularly those preparing students for communicative tasks such as oral examinations at the end of secondary education.

It was hypothesised that there was a significant relationship between the level of anxiety experienced while speaking English as a foreign language and learners' oral language performance. Furthermore, considering biological and psychological differences between genders, it was assumed that the effects of speaking anxiety might vary between male and female students. Consequently, the study addressed the following research questions:

Q1: What is the influence of anxiety on speaking in English?

Q2: What generates anxiety among female and male students in the language learning environment?

Q3: Is there any difference between the level of anxiety among female and male students?

Participants

The research group consisted of thirty-three first-year students from the secondary school in Opole (the city on the east of Poland). This school was ranked fourth in the provincial high school rankings published by *Perspektywy* in 2021, achieving 52.43 points in the ranking index.

All participants had a B2 level of English according to the CEFR. They had learned all English tenses, most grammar structures, and possessed a rich vocabulary sufficient for communicating on a wide range of topics. They were also able to comprehend spoken English effectively. The author of this paper, who was also their teacher observed that the students were ambitious, diligent, and highly motivated to develop their language skills.

The study included students aged fifteen and sixteen, divided into male and female groups. The researcher included the option to form a third group consisting of non-binary participants, but none of the participants chose it. Due to the higher number of female students in the school, the groups were uneven: twenty-three girls and ten boys participated. The students came from three different English classes taught by the same teacher. The classes were equivalent in level, covering the same material and using the same coursebooks. Two classes were mixed gender, while one consisted entirely of female students.

The first stage of the research involved a questionnaire, which was based on the questionnaire created by Horwitz in 1986 and included in Foreign language classroom anxiety. Modern Language Journal (Appendix A). It contained thirty closed-ended questions and two open-ended questions. The purpose of including open-ended questions was to identify the type of anxiety which appeared among students both factors that provoke language anxiety in students and those that alleviate it. The close-ended questions included a combination of questions about the sources of language anxiety, such as communication apprehension, test anxiety and fear of negative evaluation, as well as questions about external and internal factors causing this anxiety. Questions about the negative physical effects of anxiety and questions about self-confidence, which should be treated as an individual student characteristic, were also included. In addition, because the author's teaching practice has shown that perfectionism observed in students is also a significant trait, questions that emphasize its importance were asked. The close-ended questions were structured using a five-point Likert scale, where students indicated their level of agreement with each statement, ranging from "I do not agree" (1) to "I agree" (5). In most cases, a 5 on the Likert scale corresponds to the maximum score representing the level of anxiety experienced. Because some of the statements were reversed, the scale used also had to be changed to the reverse scale. In such cases, a 5 on the Likert scale corresponds to a complete lack of anxiety. All this information was taken into account when adding up the final results.

The second stage of the research aimed to assess the students' speaking proficiency and consisted of three tasks used on the Polish Matura exam (Polish equivalent of A-levels). In the first task, students were asked to discuss a scenario in which a student prepared

a presentation on teenagers. Participants were expected to address relevant topics, including peer interactions, fashion trends, and typical interests of adolescents.

The second task involved describing a single photograph. Students were required to provide a detailed description of the visual content and offer their own interpretation, followed by responding to questions from the teacher. In the final task, participants were shown three photographs and asked to select their preferred image, justify their choice, and evaluate the advantages and disadvantages of all the photos.

Each task was evaluated by the students' English teacher according to four criteria. The first criterion, range of lexical and grammatical structures, assessed the use of sophisticated vocabulary and advanced grammatical forms, including passive voice and "have something done" constructions, with a maximum of three points. The second criterion, accuracy of lexical and grammatical structures, measured the correctness of language use, awarding three points for error-free performance, two points for minor mistakes, one point for serious errors, and zero points if comprehension was impeded.

The third criterion, pronunciation, had a maximum of two points, with partial accuracy earning one point and unintelligible speech receiving zero. The fourth criterion, fluency, was also rated on a two-point scale, with partial fluency earning one point and speech that hindered understanding receiving no points. Each task was scored individually, and the results were then averaged across tasks to obtain an overall performance score. Students who failed to address the task appropriately received no points.

The total scores were subsequently converted into traditional marks, with a minimum mark of one corresponding to fewer than three points across all criteria and a maximum mark of five awarded for nine to ten points in total. The points and the corresponding grades were as follows:

Points:

9–10 – grade: 5

7–8 – grade: 4

5–6 – grade: 3

0–4 – grade: 2

Participation in the study was entirely voluntary. Following data collection, the results were analysed by correlating the average questionnaire scores of the two groups – male and female students – with their average marks from the oral tasks, in order to examine the relationship between self-reported speaking anxiety and actual oral performance.

Data analysis and results

The data analysis method which was used was the quantitative analysis. Due to the unequal number of study participants (girls and boys), the exact number of people who responded in a given way is given in parentheses. There are the results presented below.

Close-ended questions (Likert Scale) questions (combined results)

In this section the combined results from close-ended questions from the questionnaire are presented.

There were two statements in the questionnaire which related to communication apprehension (questions: 18 and 25), three statements which related to test anxiety (questions: 2, 13 and 30) and five statements which related to fear of negative evaluation (questions: 5, 10, 15, 16, 19). The points from Likert Scale in each category were summed and divided by the number of participants in each group and by the number of statements in each category. The average number of points received by the female and male research group was compared in table 1. As it could be observed, the level of anxiety was higher in the group of female students, even if we take into consideration all the compared categories.

Tab. 1. The average number of points (Likert scale)

	Communication apprehension	Test anxiety	Fear of negative evaluation
Male	2.05	2.43	2.60
Female	2.20	3.29	2.95

Source: own elaboration.

In the next part of the study the internal and external factors that cause anxiety among both research groups were compared. According to the study, both types of factors appear more often in the female research group, although the difference was more significant in terms of internal factors.

Tab. 2. The average number of points (Likert scale): internal/ external factors causing anxiety

	Internal factors	External factors
Male	2.50	2.64
Female	3.37	2.93

Source: own elaboration.

Having analysed the differences between internal and external factors causing anxiety, the average number of points received in different categories of external factors were compared. According to the study, vocabulary, grammar and peer factors were the factors which appeared in the female group more frequently. Pronunciation factor was the factor which affected the level of language anxiety in the male group to the largest extent (see: tab. 3).

Tab. 3. The average number of points (Likert scale): external factors

	Vocabulary and grammar factors	Pronunciation factor	Peer factor
Male	2.40	2.95	2.45
Female	3.22	2.76	2.96

Source: own elaboration.

Perfectionism was hypothesised as contributing to language anxiety. According to the study, female research group could be mainly characterised with this feature.

Tab. 4. The average number of points (Likert scale): perfectionism

	Perfectionism
Male	2.70
Female	3.35

Source: own elaboration.

Taking into consideration the level of anxiety it is crucial to indicate the importance of physical symptoms which sometimes appear once the anxiety is felt. According to the research results, in this case it was the male research group, who experienced the negative effects of language anxiety to a greater extent, such as hand trembling, sweating, or difficulty making eye contact with their interlocutor.

Tab. 5. The average number of points (Likert scale): physical symptoms

	Physical symptoms
Male	2.80
Female	2.46

Source: own elaboration.

Open-ended questions

In the final section of the questionnaire, students were asked to describe factors that triggered their speaking anxiety in English and strategies that helped them feel more comfortable.

Male participants reported that their anxiety was primarily related to imperfect pronunciation and comparisons with classmates who they perceived as more proficient, which made them worry about negative evaluation. They also expressed concern about potential misunderstandings, having difficulties to ask for repetition, and the stress of listening to peers with particularly good pronunciation.

Female students identified being asked to speak in front of the class as a major source of anxiety, as it drew the attention of all peers. Anxiety was exacerbated by difficulties recalling vocabulary or grammar under pressure, as well as a tendency to self-evaluate in a negative way, which left them unsatisfied with their performance. One participant highlighted the challenge of selecting precise words to express her thoughts, which often led to pauses that further increased anxiety.

Regarding strategies that reduce anxiety, male students emphasized the support of someone who could correct mistakes, speaking with familiar or nonjudgmental peers, and interactions where grammatical accuracy was less strictly monitored. Female students highlighted the importance of a positive teacher attitude, where constructive guidance replaced criticism, as well as informal conversations on topics of interest shared with peers they felt comfortable with.

Both genders noted that speaking in pairs or small groups, rather than in front of the entire class, and fostering a positive classroom atmosphere helped reduce stress. Students stressed the need for sufficient time to express their ideas and recognised that making mistakes was a natural part of the language-learning process. Awareness that errors were inevitable and common also helped learners manage their anxiety and improve their confidence in speaking English.

Speaking activity

The same students who completed the questionnaire also participated in the oral activity conducted by the author of present paper. The grades awarded varied, ranging from a minimum of “3” to a maximum of “5.” The detailed results of the oral task are presented below.

Tab. 6. Speaking task assessment

	3	4	5
Male	60% (6)	20% (2)	20% (2)
Female	9% (2)	39% (9)	52% (12)

Source: own elaboration.

The analysis of grades revealed a notable gender difference. Most male students received a mark of “3,” whereas the majority of female students earned a “5.” A clear disparity was also evident in the number of boys receiving “4” or “5” compared to those receiving “3.” Among girls, there was a wider distribution of grades. Based on the table above, it could be concluded that male students either had less developed speaking skills compared to female students or faced greater challenges in preparing for a high-quality oral performance. In contrast, female students appeared to be more proficient in English speaking.

It was also important to note that gender differences were evident across the individual assessment criteria. The table below illustrates the points awarded to male and female students specifically in the category of range of vocabulary and grammatical structures.

Tab. 7. Variety of language and grammar structures

	1 point	2 points	3 points
Male	50% (5)	40% (4)	10% (1)
Female	22% (5)	39% (9)	39% (9)

Source: own elaboration.

The table presented above indicates that female students demonstrated a broader range of vocabulary and grammatical structures. Gender differences were also apparent in the second assessment category, language correctness. The table shows that female students generally demonstrated greater grammatical accuracy than male students, most of whom earned only one point in this category.

Tab. 8. Language correctness

	1 point	2 points	3 points
Male	50% (5)	30% (3)	20% (2)
Female	4% (1)	48% (11)	48% (11)

Source: own elaboration.

The table below displays the results for the pronunciation criterion, in which students generally performed well.

Tab. 9. Pronunciation

	1 point	2 points
Male	0%	100%
Female	4% (1)	96% (22)

Source: own elaboration.

Having examined the first three assessment categories, the final category, fluency, is presented. Notably, male students scored higher in this category, indicating better performance in terms of speech fluency.

Table 10. Fluency

	1 point	2 points
Male	30% (3)	70% (7)
Female	48% (11)	52% (12)

Source: own elaboration.

Based on the results, it could be concluded that female students generally demonstrated strong grammatical accuracy and a wide range of vocabulary and structures. In contrast, male students exhibited greater fluency in speaking but tended to make more grammatical errors and used fewer advanced words and structures.

Discussion

To analyse the correlation, the average marks from the oral activity with the students' reported levels of anxiety were compared. To provide a clear measure of speaking anxiety, only the closed-ended questions from the questionnaire were used. The average percentage of students who identified specific speaking-related situations as stressful was calculated. The detailed results are summarised in the table below.

Tab. 11. The impact of anxiety on speaking English

	An average mark from speaking activity	Measurement of anxiety
Male	4.43	43%
Female	3.60	28%

Source: own elaboration.

An analysis of the data indicated that anxiety exerted a significant influence on English speaking performance. However, the findings contradicted the initial expectations of the author. Surprisingly, students who reported higher levels of anxiety tended to achieve better speaking results. This might be explained by the tendency of anxious students to carefully monitored their language output, paying close attention to vocabulary choice and grammatical accuracy in order to present their skills in the best possible way. In contrast, students who reported low anxiety often spoke more casually, which was associated with a higher frequency of grammatical and lexical errors.

Conclusion

There was a notable difference in speaking anxiety between male and female students. Female participants exhibited higher levels of anxiety, particularly regarding lexical and grammatical accuracy. This heightened sensitivity may be linked to both biological and psychological differences between genders, with girls generally demonstrating greater attentiveness and self-awareness during speaking tasks. Consequently, they felt most comfortable when able to prepare their speech in advance, which allowed them to manage their anxiety and enhance performance.

In contrast, male students reported lower levels of speaking anxiety and expressed less concern about preparation or the correctness of their language use. They tended to feel more comfortable in spontaneous conversations with proficient speakers. However, this relative ease was reflected in their oral performance, as they received lower marks than the female students. This suggested that lower anxiety could lead to a more relaxed but less precise use of language, whereas moderate, short-term anxiety may motivate learners to focus and produce more accurate and structured speech.

The analysis suggested that short-term, task-related anxiety could positively influence speaking performance by fostering concentration and careful language use. Female students appeared to benefit from this form of anxiety, using it to prepare and control their speech effectively, whereas male students relied more on spontaneous expression and were less attentive to grammatical and lexical accuracy. These findings indicated that speaking anxiety interacted with performance differently across genders, highlighting the importance of adapting teaching strategies accordingly. Moreover, it is important to indicate, that the number of participants in each research group was not equal and the overall number of participants was not large enough so that the study could be considered representative.

For optimal development of speaking skills, it could be essential for teachers to create a supportive classroom environment that minimizes long-term, detrimental anxiety. Negative attitudes from teachers or peers could discourage participation, inhibit communication, and hinder the development of speaking skills. Teachers should focus on fostering a positive, confidence-building atmosphere while ensuring that students possess adequate grammatical and lexical knowledge to participate successfully in oral tasks.

Overall, this study highlights the significant role of anxiety in foreign language speaking and its complex effects on performance. Further research to deepen understanding of these dynamics and to explore pedagogical strategies that maximize the positive aspects of anxiety while mitigating its negative effects on learners' speaking development is encouraged.

References

- Berthon P.R., Hulbert J.M., Pitt L.F. (1999), *To Serve or Create? Strategic Orientations Toward Customers and Innovation*, "California Management Review", vol. 42(1), pp. 37–58.
- Blume B.D., Baldwin T.T., Ryan K.C. (2013), *Communication apprehension: A barrier to students' leadership, adaptability, and multicultural appreciation*, "Academy of Management Learning & Education", vol. 12(2), pp. 158–172, <https://doi.org/10.5465/amle.2011.0127>
- Boyce C. (2006), *Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input*, Washington: Pathfinder International.
- Boyce P.M., Harris A., Drobny J.V., Lampe L., Starcevic V., Bryant R.A. (eds.) (2015), *The Sydney Handbook of Anxiety Disorders: A Guide to the Symptoms, Causes and Treatments of Anxiety Disorders*, Sydney: University of Sydney.
- Casbarro J. (2003), *Test anxiety and what you can do about it: A practical guide for teachers, students, and parents*, Washington: National Education Association.
- Cassady J. (ed.) (2010), *Anxiety in schools: The causes, consequences and solutions for academic anxieties*, New York: Peter Lang.
- Cizek G.J., Bunch M. (2007), *Standard setting: A guide to establishing and evaluating performance standards on tests*, Thousand Oaks, CA: Sage Publications.
- Foa E.B., Franklin M.E., Kozak M.J. (2001), *Social phobia: An information-processing perspective*, [in:] S.G. Hofmann, P.M. DiBartolo (eds.), *From Social Anxiety to Social Phobia: Multiple Perspectives*, Needham Heights, MA: Allyn & Bacon, pp. 268–280.
- Harmer J. (2007), *The practice of English language teaching*, 4th ed., Harlow: Pearson Longman.
- Hilleson M. (1996), *"I want to talk with them, but I don't want them to hear": An introspective study of second language anxiety in an English-medium school*, [in:] K.M. Bailey, D. Nunan (eds.), *Voices from the language classroom: Qualitative research in second language education*, Cambridge: Cambridge University Press, pp. 248–275.
- Horwitz E.K., Horwitz M.B., Cope J. (1986), *Foreign language classroom anxiety*, "The Modern Language Journal", vol. 70(2), pp. 125–132.
- Horwitz E.K., Young D.J. (eds.) (1991), *Language anxiety: From theory and research to classroom implications*, Englewood Cliffs, NJ: Prentice Hall.

- Iqbal A., Ajmal A. (2018), *Fear of negative evaluation and social anxiety in young adults*, "Peshawar Journal of Psychology and Behavioral Sciences", vol. 4(1), pp. 45–53.
- Kazdin A.E. (ed.) (2000), *Encyclopedia of psychology*, vol. 1–8, Washington, DC: American Psychological Association; Oxford/New York: Oxford University Pres.
- Kralova Z., Tanistrakova G. (2017), *The subtypes of foreign language anxiety*, "Slavonic Pedagogical Studies Journal", vol.6(2), pp. 347–358.
- Liu M., Huang W. (2010), *An exploration of foreign language anxiety and English learning motivation*, "Education Research International", vol. 12(5), <https://doi.org/10.1155/2011/493167>
- Luo H. (2012), *Sources of foreign language anxiety: Towards a four-dimensional model*, "Contemporary Foreign Languages Studies", vol. 384(12), pp. 49–61.
- MacIntyre P.D., Gardner R.C. (1994), *The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language*, "Language Learning", vol. 44(2), pp. 283–305.
- McCroskey J.C. (1977), *Willingness to communicate, communication apprehension, and self-perceived communication competence: Conceptualizations and perspectives*, New York: Hampton Press.
- Mealey D.L., Host T.R. (1992), *Coping with test anxiety*, "College Teaching", vol. 40(4), pp. 147–150.
- Olorunfemi-Olabisi F.A. (2014), *Effects of Problem-Solving Technique on Test Anxiety and Academic Performance among Secondary School Students in Ondo State*, "IOSR Journal of Research & Method in Education (IOSR-JRME)", vol. 4, issue 4, ver. IV, pp. 20–26
- Oteir I.N., Al-Otaibi A.N. (2019), *Foreign Language Anxiety: A Systematic Review*, "Arab World English Journal", vol. 10(3), pp. 309–317, <https://dx.doi.org/10.24093/awej/vol10no3.21>
- Rajitha K., Alamelu C. (2020), *A study of factors affecting and causing speaking anxiety*, "Procedia Computer Science", vol. 172, pp. 1053–1058.
- Schlenker B.R., Leary M.R. (1982), *Social anxiety and self-presentation: A conceptualization model*, "Psychological Bulletin", vol. 92(3), pp. 641–669.
- Seligman M.E.P., Walker E.F., Rosenhan D.L. (2000), *Abnormal psychology*, 4th ed., New York: W.W. Norton & Company.
- Smail D. (2015), *Illusion and reality: The meaning of anxiety*, London: Routledge.
- Talat K., Aslam N. (2012), *Fear of Negative Evaluation and Psychological Distress among Patients of Drug Addiction*, "Journal of the Indian Academy of Applied Psychology", vol. 39(special issue), pp. 44–54.
- Tóth Zs. (2009), *Foreign Language Anxiety: For Beginners Only?*, [in:] R. Lugossy, J. Horváth, M. Nikolov (eds.), *UPRT 2008: Empirical Studies in English Applied Linguistics*, Pécs: Lingua Franca Csoport, pp. 225–246.
- Watson B.R. (2007), *Speaking up in the 21st century: The effects of communication apprehension and internet self-efficacy on use of social networking websites*, Master's thesis, Columbia, MO: University of Missouri-Columbia, Graduate School of Journalism.
- Zeidner M. (1998), *Test anxiety: The state of the art*, New York: Plenum Press.

Appendices

Appendix A: The questionnaire

Płeć: K/M/NB

Zaznacz, w jakim stopniu zgadzasz się z poniższymi stwierdzeniami.

5 – zgadzam się

4 – raczej się zgadzam

3 – nie mam zdania

2 – raczej się nie zgadzam

1 – nie zgadzam się

1. Czuję dużą pewność siebie, kiedy mówię w języku angielskim.
2. Myśl o byciu wywołanym do wypowiedzi w języku angielskim powoduje we mnie lęk.
3. Wolę wcześniej przygotować swoją wypowiedź ustną w języku angielskim.
4. Wypowiedzi ustne w obecności całej klasy są dla mnie stresujące.
5. Obawiam się krytyki ze strony innych uczniów.
6. Często zgłaszam się na ochotnika do odpowiedzi ustnej w języku angielskim.
7. Staram się unikać mówienia w języku angielskim.
8. Patrzenie w stronę rozmówcy, podczas rozmowy w języku angielskim, sprawia mi trudność.
9. Uważam, że lepiej radzę sobie z ćwiczeniami ustnymi, niż z ćwiczeniami pisemnymi.
10. Błędy gramatyczne i leksykalne, które zdarza mi się popełniać podczas wypowiedzi ustnej są powodem mojego stresu.
11. Często dzielę się swoimi pomysłami i opiniami, nawet jeśli muszę je przedstawić w języku angielskim.
12. Niepokoi mnie to, że mój akcent nie jest doskonały.
13. Ćwiczenia ustne podlegające ocenie wywołują we mnie duży niepokój.
14. Zauważam u siebie fizyczne objawy stresu (pocenie się, trzęsienie rąk) w czasie wypowiedzi ustnej.
15. Uważam, że osoby mówiące lepiej w języku angielskim negatywnie mnie oceniają.
16. Obawiam się, że ktoś zacznie poprawiać moją wymowę.
17. Nie lubię wypowiadać się w języku angielskim przed dużą grupą uczniów.
18. Przebywanie z osobami mówiącymi po angielsku sprawia, że czuję niepokój.
19. Obawiam się tego, że inni zaczną wyśmiewać moje umiejętności językowe.
20. Często zastanawiam się, czy słowo, którego właśnie użyłem/użyłam, było poprawne.
21. Mówiąc w języku angielskim zazwyczaj mówię cicho.
22. Nie lubię, kiedy inni słuchają moich wypowiedzi w języku angielskim.

23. Nawet kiedy jestem dobrze przygotowany/przygotowana, mówienie w języku angielskim wywołuje u mnie stres.
24. Zdecydowanie pewniej czuję się podczas sprawdzianów pisemnych, niż podczas ustnych.
25. Obawiam się, że nie zostanę dobrze zrozumiany/zrozumiana.
26. Dobra atmosfera podczas zajęć zmniejsza mój lęk.
27. Praca grupowa na lekcjach angielskiego sprawia, że czuję lęk.
28. Stosunek innych uczniów do mnie jest dobry.
29. Stosunek nauczyciela do mnie jest dobry.
30. Otrzymywanie złych ocen z wypowiedzi ustnych w języku angielskim wywołuje u mnie lęk.

1. Wymień czynniki, które wywołują u ciebie największy niepokój dotyczący mówienia w języku angielskim.

.....
.....

2. Wymień czynniki, które sprawiają, że mówienie w języku angielskim jest dla ciebie bardziej komfortowe.

.....
.....