

Ержанова А.Х.¹, Конча В.¹, Хархурин А.В.¹ Исследуя ксеноглософию: как субъективный социально-демографический статус и языковой опыт связаны с тревогой на уроках иностранного языка?

Erzhanova A.¹, Koncha V.¹, Kharkhurin A.V.¹ Exploring xenoglossophobia: How subjective socio-demographic status and language experience relate to foreign language classroom anxiety?

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This study aimed to investigate the association between sociodemographic factors and language anxiety in multilingual individuals. Four hundred seventeen participants, aged 16 to 45 years ($M=23.38$, $SD=7.18$), who were studying various foreign languages, were surveyed using the Foreign Language Classroom Anxiety Scale. Additionally, participants completed a demographic questionnaire assessing the number of languages spoken, self-perceived language proficiency, age of language acquisition, time spent abroad, and subjective socioeconomic status (SES). The results revealed that females experienced higher levels of fear of negative evaluation, communication apprehension, and test anxiety compared to males. Fear of negative evaluation was predicted by current SES and self-perceived language proficiency, whereas communication apprehension was positively predicted by current SES and negatively predicted by overall self-rated proficiency score. The test anxiety was predicted by language learning duration and current SES. Lastly, both fear of negative evaluation and communication apprehension exhibited the lowest levels when participants belonged to a beneficial socioeconomic group. Concerning the third component, lower socioeconomic status was associated with higher levels of test anxiety.

Keywords: foreign language anxiety, sociodemographic factors, subjective socioeconomic status, self-rated language proficiency, language acquisition

Introduction

Nowadays, the number of opportunities in the educational field, professional career, and entertainment industry is growing dramatically. People strive to obtain international experience because it broadens perspectives in various areas of expertise [Salazar, Feitos & Salas, 2017]. Numerous exchange programs allow students to study abroad, learn about a new culture and make friends worldwide. At the same time, some countries are now facing increasing migration flows, which also leads to significant societal changes [Kóczán, Peri, Pinat, & Rozhkov, 2021]. Globalisation has changed how some habitual things work – it has become imperative to adapt to a new environment quickly. However, it also leads to high levels of anxiety.

What adjustments should be made by individuals to keep pace with globalisation? Should there be some changes in the institutional context? In this case, the role of effective communication cannot be overestimated. When it comes to international interactions, we should include some additional questions about foreign language learning. People face many challenges in the foreign language learning context, and some may cause anxiety [Oxford, 2016; Horwitz, 2017].

Anxiety is perceived as a natural response to potential danger [Nesse, 2011] and refers to physical and mental states revealed in specific manifestations, both cognitive and behavioural [Spielberger, 1972]. These manifestations might include nervousness, apprehension, or tension.

Horwitz, Horwitz, and Cope [Horwitz, Horwitz, & Cope, 1986] defined foreign language anxiety (FLA) as “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process”. For MacIntyre and Gardner [MacIntyre & Gardner, 1994], FLA is “the feeling of tension and apprehension specifically associated with [foreign language] contexts”. When this feeling occurs in a classroom context, it is called foreign language classroom anxiety (FLCA). Trang, Baldauf, and Moni [Trang, Baldauf, & Moni, 2013], and Rajitha and Alamelu [Rajitha & Alamelu, 2020] reported that approximately two-thirds of foreign language students experience FLA/FLCA. Empirical research demonstrated that FLA/FLCA is related to individual and environmental factors [Turula, 2002]. The consequences of FLA/FLCA involve resistance to learning, avoidance, and fewer interactions with other social groups [MacIntyre & Gregersen, 2012]. Some learners hesitate to express their thoughts verbally, others are afraid of being misunderstood [Lang, 2019]. People with FLA/FLCA may experience some physical discomfort – nausea, stomach ache, rapid heartbeat, etc.

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It is crucial to investigate the predictors of this kind of anxiety to help people overcome barriers and become effective members of modern society. The research in FLA/FLCA is cross-disciplinary and can be investigated by psychologists, linguists, pedagogical workers, neurobiologists, and philosophers. Thus, the number of factors influencing foreign language anxiety is enormous. A better understanding of the predictors that lead to the development of FLA/FLCA will create an anxiety-free environment in a foreign language learning context.

Onwuegbuzie, Bailey, and Daley [Onwuegbuzie, Bailey & Daley, 1999] identified seven predictors of FLA/FLCA: age, academic achievements, prior visits to foreign countries, high school experience with foreign languages, expected overall average for a current language course, perceived scholastic experience and perceived self-worth.

There are controversial findings about the relationship between FLA/FLCA and gender. For example, Park and French [Park & French, 2013] found that female students showed higher overall levels of anxiety in comparison with their male peers. In contrast, Hussain and colleagues [Hussain, Shahid & Zaman, 2011] revealed that female students displayed lower levels of FLA/FLCA and overall had a more positive attitude towards foreign languages. Yet, a significant amount of research claims that foreign language anxiety does not correlate with gender in any significant way [e.g., Dewaele, Petrides, & Furnham, 2008; Garcia de Blakeley, Ford & Casey, 2017]. Similarly, Malik, Qin, Asif, and Khan [Malik, Qin, Asif, & Khan 2020], and Latif [Latif, 2015] found that neither age nor gender affects levels of FLA/FLCA. Some other studies supported the same results [Onwuegbuzie, Bailey, & Daley, 1999; Saito and Samimy, 1996]. On the contrary, according to Dewaele, Petrides, and Furnham [Dewaele, Petrides, & Furnham, 2008], there is a relationship between communication apprehension and the age of a language learner. Based on the study's results, the younger learners experienced higher anxiety levels when talking in a foreign language.

Further, research showed controversial evidence for a relationship between FLA/FLCA and language proficiency. For example, Liu [Liu, 2008] found a significant correlation between FLA/FLCA and a reluctance to speak a foreign language and self-reported English proficiency. Karatas, Alci, Bademcioğlu, and Ergin [Karatas, Alci, Bademcioğlu, & Ergin, 2016] found no relation between students' language proficiency levels and experienced FLA/FLCA.

In addition, there is evidence of a link between FLA/FLCA and experience abroad. For example, Allen and Herron [Allen & Herron, 2003] found that the experience of living abroad reduced levels of experienced FLA/FLCA. According to Coleman [Coleman, 1997], people experienced lower

Erzhanova A., Kharkhurin A.V., Koncha V. Exploring xenoglossophobia: How subjective... levels of guilt when making grammatical errors after spending time abroad. Thompson and Lee [Thompson & Lee, 2013] also found that some factors that can be classified as subtypes of FLA/FLCA (particularly, English class performance anxiety, confidence with native speakers of English, and fear of ambiguity) are related to the experience abroad. Moreover, they claimed that existing experience abroad reduced foreign language anxiety (specifically in a classroom setting). Other studies reported data showing that even short-term experience of living abroad reduced levels of foreign language anxiety compared to no experience [Dewaele, 2007; Matsuda & Gobel, 2004; Thompson & Lee, 2013].

Finally, FLA/FLCA was found to relate to socioeconomic status (SES). Learners from lower-income families have higher foreign language anxiety than those from higher-income families [Eamon, 2005]. Moreover, Escarce [Escarce, 2003] claimed that financial variables, such as family income and family regular expenses significantly impact one's academic achievements (particularly foreign language learning achievements). He speculated that low-income learners attended schools with lower budgets, reducing their motivation to achieve, particularly in foreign language classes.

Present study

Analysing FLA/FLCA development in learning other languages is crucial to draw valid conclusions. Finally, studies in FLA/FLCA primarily investigated this phenomenon within homogeneous groups (e.g., students in a classroom). The present study accounted for these limitations and investigated how age, gender, language fluency, subjective SES, education, and time abroad predicted FLA/FLCA among learners of different foreign languages from different geographic regions.

There are different assessment tools for FLA/FLCA in each language skill: foreign language reading anxiety scale [Saito, Horwitz & Garza, 1999], foreign language writing anxiety scale [Cheng, 2004], and foreign language listening anxiety scale [Elkhafaifi, 2005]. However, the first, and the most popular instrument measuring FLA is the Foreign Language Classroom Anxiety Scale (FLCAS) [Horwitz Horwitz & Cope, 1986]. According to this scale, FLCA consists of three components: fear of negative evaluation, communication apprehension, and test anxiety. Fear of negative evaluation is a state described as worrying about people's judgment. Communication apprehension is a state that involves difficulties with either talking to people in public or listening to a speech. Lastly, test anxiety is related to performance anxiety and appears during an evaluative situation. People with this FLCA component would prefer not to be evaluated because they fear receiving negative feedback.

Erzhanova A., Kharkhurin A.V., Koncha V. Exploring xenoglossophobia: How subjective... Thus, the objective of the current study appears to identify which sociodemographic factors predict FLA/FLCA. Reviewed literature suggests that age, gender, self-rated language fluency, subjective SES both in childhood and adulthood and the amount of time spent abroad may impact FLA/FLCA development. However, there is a research gap in understanding the role of these factors in the development of FLA/FLCA. Existing studies revealed controversial findings. Moreover, most studies examined these factors separately, which did not provide an overall understanding of FLA/FLCA mechanisms. Another limitation of these studies appears to be their focus on foreign language students of English. We advanced the following hypotheses. First, FLA/FLCA is predicted by age. Second, there are gender differences in FLA/FLCA. Third, self-rated language proficiency, subjective SES, education and time abroad predict FLA/FLCA.

Method

Participants

Four hundred and seventeen individuals aged between 16 and 45 ($M= 23.38$, $SD=7.18$) participated in this study. They were recruited through social media (VK, Facebook, Instagram). Facebook and Instagram's parent company, Meta, was designated as an extremist organization and was blocked in Russia. The participants learned various foreign languages – English, German, Italian, Arabic, Japanese, Korean, Chinese, etc. They were from 20 different countries. Most participants were residents of Russia (345) and Kazakhstan (39). The language of the survey was Russian.

Procedure

The study was conducted on a reliable survey platform (<https://www.1ka.si/>). We distributed the call for survey participants through social media communities for language learners. We published an overview of the study and a link for participation. Before participating in the study, respondents signed the consent form approved by the HSE Ethics Committee. This form explained that they could quit the survey at any time and that participation was voluntary and uncompensated. The survey included a questionnaire about sociodemographic factors, language learning experience, and the foreign language classroom anxiety scale.

Instruments

Sociodemographic factors

The questionnaire included two questions about participants' subjective SES: in childhood and adulthood. Subjective SES refers to how individuals perceive their social class compared to others [Diemer, Mistry, Wadsworth, López, & Reimers, 2013]. When measuring subjective SES, it takes

Erzhanova A., Kharkhurin A.V., Koncha V. Exploring xenoglossophobia: How subjective... into consideration an individual's assessment of their personal, social, and cultural resources. The respondents were asked to rate their SES on a 5-point Likert-type scale (very advantaged, advantaged, average, disadvantaged, very disadvantaged). This method was used in other studies [Okamoto, 2021]. Participants were also asked to indicate their level of education. The possible options were primary, secondary, high, bachelor's, master's, and Ph.D. Finally, participants were asked if they spent more than one month abroad. If the answer was positive, the respondents were asked to specify the time (years and months) they spent away from their country of origin.

Language learning experience

The questionnaire included information about the number of languages that a respondent uses, the self-rated proficiency level of these languages, and the age of acquisition of these languages. Participants were asked to list all languages they speak or attempt to speak; thus, the total number of languages was calculated. The self-rated proficiency level was assessed by 5-point Likert-type scales, on which participants indicated their level of writing, reading, listening, and speaking skills, respectively. The overall self-rated language proficiency score was calculated as a sum of language proficiency scores for all languages. Several of studies used this assessment method [Alagözlü, 2016; Dewaele & Shan, 2013]. Shameem [Shameem, 1998] reported that the language proficiency test results significantly correlated with the self-report data, proving the reliability of the self-report scale.

Foreign language anxiety

The FLA/FLCA was assessed with the foreign language anxiety scale [Horwitz, Horwitz & Cope, 1986]. The questionnaire includes 33 statements measuring communication apprehension (14 items), test anxiety (3 items), and fear of negative evaluation (16 items). The answers ranged on a 5-point Likert scale from strongly agree to strongly disagree. The overall score was calculated by summing up the answers, meaning the higher the score, the higher the level of language anxiety. The *Cronbach alpha* for this scale was .846. The Russian version of the instrument was suggested by Kalganova and Mardanshina [Kalganova & Mardanshina, 2015].

Results

Descriptive statistics

Table 1 shows the descriptive statistics of all research variables.

Table 1

Descriptive Statistics and Correlations for Study Variables (n = 417)

		M	SD	Min	Max
1	Age	23.38	7.18	18	45
2	Last Language Learning duration	5.88	6.17	1	35
3	Level of education	2.49	1.22	1	5
4	Subjective SES childhood	2.92	.62	1	5
5	Subjective SES current	2.84	.62	1	5
6	Number of months spent abroad	19.31	47.18	0	276
7	Number of languages	3.49	1.02	1	7
8	Overall Proficiency	12.58	4.61	2	34.5
9	Fear of negative evaluation	39.91	12.38	16	80
10	Communication apprehension	39.37	13.47	14	70
11	Test anxiety	8.24	2.99	3	15

Gender differences in FLCA

Table 2 presents descriptive statistics of FLCA components for female and male groups. Two-sample t-tests were performed to compare these groups on three components of FLCA. The results of these analyses demonstrated that the female group had a significantly higher fear of negative evaluation ($\Delta M = 5.7$, $t(86.0) = 3.14$, $p < 0.001$), communication apprehension ($\Delta M = 8.4$, $t(85.1) = 4.49$, $p = 0.000007$), and test anxiety ($\Delta M = 1.66$, $t(83.0) = 3.91$, $p < 0.001$) than the male group.

Table 2

Two-sample t-test Results Comparing Males and Females on Foreign Language Anxiety (n = 417)

Variable Scores	Female			Male			t(df)	p	Effect size (d)
	N	M	SD	N	M	SD			
Fear of negative evaluation	353	40.70	12.2	64	35.00	12.5	3.14(86.0)	.0008280	.451
Communication apprehension	353	40.60	13.1	64	32.20	13.7	4.49(85.1)	.0000073	.623
Test anxiety	353	8.49	2.89	64	6.83	3.18	3.91(83.0)	.0000926	.554

Sociodemographic predictors in FLCA

A backward stepwise linear regression was used to identify possible predictors of the components of FLCA (outcome) out of the following candidate variables: age, subjective SES in childhood and current, level of education, number of languages the person speaks, overall self-rated proficiency score,

Erzhanova A., Kharkhurin A.V., Koncha V. Exploring xenoglossophobia: How subjective... and the time spent abroad. At each step, variables were selected according to their contribution to the model's R^2 and a p-value threshold of .1. Each linear regression model passed regression assumption tests such as normality, non-collinearity, autocorrelation, etc.

Table 3 demonstrates the results of backward stepwise multiple regression analysis. As the table displays, the reduced model for fear of negative evaluation that best-explained data was predicted by current subjective SES ($\beta = 3.459, p < 0.001$), and overall self-rated proficiency ($\beta = -.359, p = 0.006$).

Table 3

Results of multiple regression analysis of demographic features in predicting FLCA components (N = 417)

Predictor	Outcome	β	SE	t	p
(Intercept)	Fear of negative evaluation	34.585	3.414	10.132	.000
Current Socioeconomic status		3.459	.96	3.602	.000
Overall Proficiency		-.359	.129	-2.775	.006
Predictor	Outcome	β	SE	t	p
(Intercept)	Communication Apprehension	34.202	3.706	9.229	.000
Current Socioeconomic status		3.711	1.04	3.559	.000
Overall Proficiency		-.0428	.14	-3.044	.0002
Predictor	Outcome	β	SE	t	p
(Intercept)	Test Anxiety	6.266	.696	9.003	.0000
Learning Duration		-.053	.023	-2.284	.023
Current Socioeconomic status		.803	.232	3.465	.000

As the table indicates, communication apprehension was predicted positively by current subjective SES ($\beta = 3.711, p < 0.001$) and negatively by overall self-rated proficiency score ($\beta = -.0428, p < 0.001$). Test anxiety was also best predicted by two variables: duration of the language learning ($\beta = -.053, p = 0.023$) and by the current subjective SES ($\beta = .803, p < 0.001$).

Subjective SES as a predictor of FLA/FLCA

We conducted ANOVA to find out how the levels of FLA/FLCA differ depending on the current socio-economic status. There are 6 respondents who indicated their status as very advantaged subjective SES; 96 as advantaged subjective SES; 276 as average subjective SES; 35 as disadvantage

Erzhanova A., Kharkhurin A.V., Koncha V. Exploring xenoglossophobia: How subjective... subjective SES; 4 as very disadvantaged subjective SES. Since the number of observations in a very disadvantaged SES group is rather small, it is excluded from the further analysis.

Concerning the fear of the negative evaluation component of FLCA, a one-way ANOVA revealed that there was a statistically significant difference in fear of negative evaluation scores between at least two socio-economic groups ($F(3, 409) = 4.219, p = .01$).

Table 4 represents the results of Tukey's HSD Test for multiple comparisons. It reveals that the mean value of fear of negative evaluation score was significantly different between group 3 (average subjective SES) and group 2 (advantaged subjective SES) – ($p < .05, 95\% \text{ C.I.} = [.371, 7.794]$); between group 4 (disadvantaged subjective SES) and group 2 (advantaged subjective SES) – ($p < .01, \text{ C.I.} = [1.445, 13.815]$).

Table 4

Results of post hoc test on the relationship between current subjective SES and fear of negative evaluation (N = 417)

(I) SES Adult	(J) SES Adult	Mean Difference (I-J)	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
2	1	-4.021	.860	-17.202	9.161
3	1	.062	.999	-12.865	12.988
4	1	3.609	.907	-10.231	17.450
3	2	4.082	.025	.371	7.794
4	2	7.630	.008	1.445	13.815
4	3	3.548	.364	-2.07	9.168

As Figure 1 shows, people with very advantageous socio-economic status demonstrate relatively low levels of fear of negative evaluation. The levels decrease for people who reported their SES as advantaged. Fear of negative evaluation increases respectfully with the decrease in subjective SES.

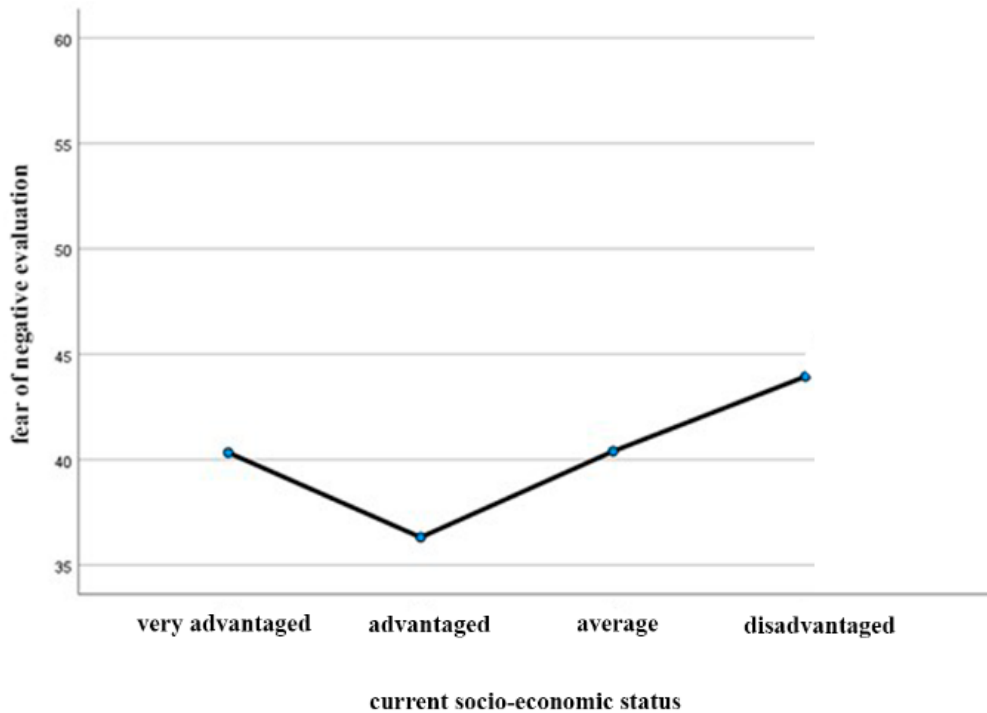


Fig. 1. Relationship between current socio-economic status and fear of negative evaluation.

Concerning the communication apprehension component of FLCA, a one-way ANOVA revealed that there was a statistically significant difference in fear of negative evaluation scores between at least two socio-economic groups ($F(3, 409) = [4.805]$, $p < .01$).

Table 5

Results of post hoc test on the relationship between current subjective SES and communication apprehension (N = 417)

(I) SES Adult	(J) SES Adult	Mean Difference (I-J)	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
2	1	-2.469	.971	-16.864	11.927
3	1	2.475	.969	-11.642	16.591
4	1	6.133	.722	-8.982	21.249
3	2	4.943	.009	.890	8.997
4	2	8.602	.006	1.847	15.357
4	3	3.659	.416	-2.479	9.797

Table 5 represents the results of Tukey's HSD Test for multiple comparisons. It reveals that the mean value of communication apprehension score was significantly different between group 3 (average SES) and group 2 (advantaged subjective SES) – ($p < .01$, 95% C.I. = [.890, 8.997]); between group 4 (disadvantaged subjective SES) and group 2 (advantaged subjective SES) – ($p < .01$, 95% C.I. = [1.847, 15.357]).

Figure 2 illustrates the levels of communication apprehension depending on the socio-economic status of the participants. It reveals that the lowest level of communication apprehension is observed when the participants are from the advantaged socioeconomic status group. Moreover, the figure demonstrates that the lower the socio-economic status the participants possess, the higher the level of communication apprehension score is.

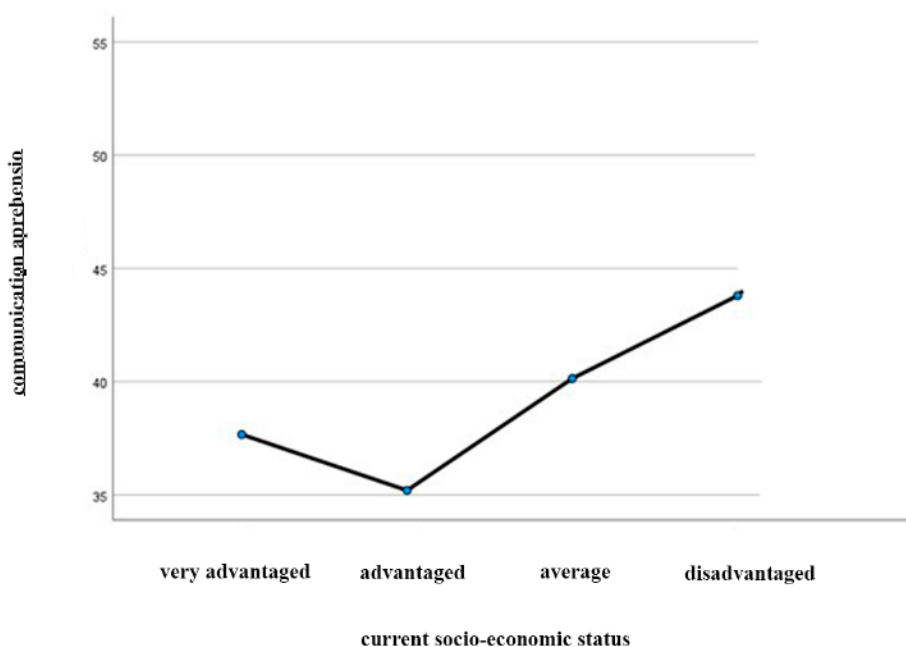


Fig. 2. Relationship between current socio-economic status and levels of communication apprehension.

Table 6 indicates the levels of test anxiety depending on their current socio-economic status. A one-way ANOVA revealed that there was a statistically significant difference in test anxiety scores between at least one socio-economic group ($F(3, 409) = [3.804]$, $p < .05$).

The results of the Tukey's HSD Test for multiple comparisons show that the mean value of test anxiety score was significantly different between group 3 (average subjective SES) and group 2

Erzhanova A., Kharkhurin A.V., Koncha V. Exploring xenoglossophobia: How subjective... (advantaged subjective SES) – ($p < .05$, 95% C.I. = [.035, 1.839]). Figure 3 demonstrates the upward trend of test anxiety scores, the lower the level of socio-economic status, the higher the level of test anxiety.

Table 6

Results of post hoc test on the relationship between current subjective SES and test anxiety (N = 417)

(I) SES Adult	(J) SES Adult	Mean Difference (I-J)	Sig.	95% Confidence Interval	
				Lower Bound	Upper Bound
2	1	.979	.859	-2.225	4.183
3	1	1.917	.395	-1.225	5.058
4	1	2.443	.241	-.921	5.807
3	2	.938	.038	.035	1.839
4	2	1.464	.059	-.039	2.967
4	3	.526	.753	-.839	1.892

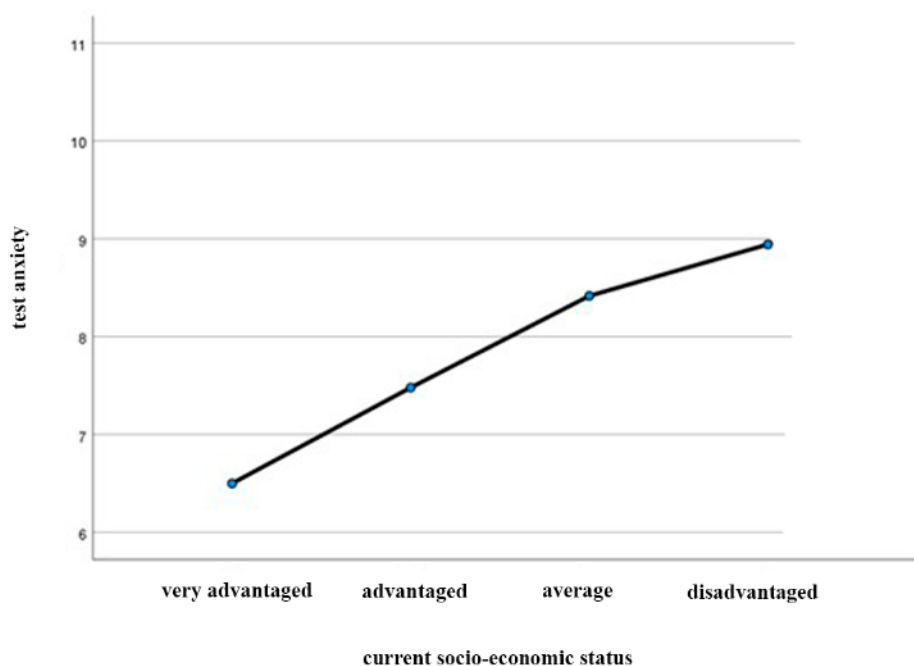


Fig. 3. Relationship between current socio-economic status and test anxiety.

Discussion

The current study aimed to study the factors that might play a role in foreign language anxiety empirically. It explored the contribution of age, gender, current and childhood subjective SES, the level

Erzhanova A., Kharkhurin A.V., Koncha V. Exploring xenoglossophobia: How subjective... of education, the number of languages spoken, duration of language learning, self-rated language proficiency, and the time spent abroad.

The findings revealed that females tended to experience higher levels of FLA/FLCA than males. Further, it was found that current subjective SES, overall self-rated language proficiency and language learning duration predicted different FLCA components. Specifically, current subjective SES positively and self-rated language proficiency negatively predicted both fear of negative evaluation and fear of negative evaluation. At the same time, current subjective SES was a positive predictor, and duration of language learning was a negative predictor of test anxiety. The possible explanation for each of these findings is presented below.

First, the results of this study demonstrated that females tend to experience higher levels of FLA/FLCA. Females are more prone to experience fear of negative evaluation compared to men. The research by Park and French [Park & French, 2013] came to the same conclusion. This finding is also supported by some cultural-specific factors suggesting that males are discouraged from demonstrating anxiety in patriarchal societies (such as Russian and Kazakh). Conversely, females feel shy to express themselves in public [MacIntyre, 1995; Yan & Horwitz, 2008], which might be the ground behind higher levels of communication apprehension. The other possible explanation is that females are more prone to self-criticism, self-comparison, and the need for social approval [Zeigler-Hill, & Myers, 2012]. It could be further speculated that female learners have a higher propensity to self-comparison [Aydin, 2001]; they could consequently have a higher propensity to act competitively and strive for academic achievements and success, causing them to experience higher levels of test anxiety.

Second, the current subjective SES was found to positively predict all three components of FLCA. The findings regarding the predicting role of subjective SES in FLCAS are contradictory. On the one hand, Dogan and Tuncer [Dogan & Tuncer, 2016] suggested no difference in FLA/FLCA levels among students from different socioeconomic groups when talking to native speakers about their language learning experience. However, the same study claimed that students who perceived their subjective SES as low experienced higher levels of FLA/FLCA in the class compared to their peers in middle and high subjective SES groups. Indeed, subjective SES had an impact on the language learning experience. Ausbel [Ausbel, 1968] suggested this is due to the academically competitive approach of the students representing the middle class on the one hand, and the lack of ambitions of those who perceive themselves as low-class and fewer levels of encouragement from their families [Gayton, 2010].

Interestingly, people who reported their subjective SES as advantaged had the lowest scores for both fear of negative evaluation and communication apprehension. Very advantaged socioeconomic status is associated with a higher level of FLCAS compared to advantaged. Both components increase respectfully with the decrease in subjective SES for levels lower than advantaged. The trend for test anxiety is upward - the lower the level of socio-economic status, the higher the level of test anxiety. This might be explained by the fact that lower income levels are associated with fewer educational opportunities, reducing learners' motivation toward foreign languages. Lack of motivation might impact achievement in foreign language classes, which is closely associated with test anxiety (Zia & Safi, 2020). At the same time, very advantaged subjective SES is associated with better educational opportunities, thus, creating higher expectations about the learning outcomes. Environmental expectations might cause much pressure and create the ground for anxiety.

Finally, it was found that the more advanced levels of self-rated language proficiency were associated with lower levels of fear of negative evaluation and communication apprehension. These findings coincide with the previous studies [Jin, de Bot, & Keijzer, 2015]. This can be explained by the fact that improving language proficiency leads to more confidence, thus, reducing anxiety levels. According to the research by Liu [Liu, 2006], the more proficient English students were, the less anxious they felt.

Conclusion

The most significant conclusion of this study is a deeper understanding of the predictors leading to the development of FLCA and its components. Current socioeconomic status, overall self-rated proficiency, and the length of language learning are predictors of language anxiety. In addition, the results of our study argue for increasing the level of knowledge of a foreign language. To overcome a language barrier, one should put more effort into learning this language.

The study has a few limitations. First, most of the respondents were female (84.50%). This limits the generalizability of the findings. Creating a more gender-balanced sample is suggested for future research to obtain a more representative dataset. Second, researchers use self-reported socioeconomic status, which is a simplified instrument measuring this variable. Third, self-reported language proficiency might not align with the accurate level of language skills. Since these instruments might display inaccurate results for further studies we suggest that a more comprehensive instruments is used. For instance, measuring socioeconomic status might involve questions about parents' level of education, income, occupation, etc. As for language proficiency, a proper measurement of reading,

Erzhanova A., Kharkhurin A.V., Koncha V. Exploring xenoglossophobia: How subjective... speaking, writing and listening would allow to obtain more reliable results. Lastly, the research investigated the level of anxiety, not the specific level for each language a respondent is learning. Different groups of languages may differ regarding learners' levels of foreign language anxiety. To find it out, it is recommended to focus on each language specifically to examine language-specific factors influencing FLA/FLCA.

A deeper understanding of FLA/FLCA predictors and their significance to FLA/FLCA development will create a new anxiety-free teaching approach and help students feel more comfortable, secure, and confident in a foreign language learning context.

Thus, the findings on the FLA/FLCA will help many foreign language students cope with their fears and anxiousness. Moreover, according to Onwuegbuzie, Bailey, and Daley [Onwuegbuzie, Bailey & Daley 2000], FLA/FLCA is a predictor for foreign language achievement, explaining 10,5% of the variance. The FLA/FLCA research might be useful in increasing achievements in a foreign language learning context.

Ultimately, this study offers directions for future research. The influence of socioeconomic status, the amount of time spent abroad, and overall self-rated proficiency on foreign language anxiety was revealed. In this regard, a natural question arises: What variables could mediate this influence? The research by Tayama and Yamazaki [Tayama & Yamazaki, 2018] suggested that teachers pay more attention to students with high levels of neuroticism and low openness to experience, as it helps reduce foreign language anxiety levels. Babakhouya [Babakhouya, 2019] also provided evidence that FLA/FLCA correlated with neuroticism and openness. In addition, he found the relation between FLA/FLCA and agreeableness and extraversion. Given that, it is crucial to investigate further the role of personality traits in foreign language anxiety development.

Furthermore, Latif [Latif, 2015] suggested that motivation toward learning a foreign language plays a significant role in FLA/FLCA. It was found that adults experienced moderate anxiety levels due to being more motivated and mature, thus having a more positive attitude toward learning a new language. As a result, individuals with high motivation to learn a foreign language may experience less foreign language anxiety.

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Erzhanova A., Kharkhurin A.V., Koncha V. Exploring xenoglossophobia: How subjective...

Ержанова А.Х.¹, Конча В.¹, Хархурин А.В.¹ Исследуя ксеноглософобию: как субъективный социально-демографический статус и языковой опыт связаны с тревогой на уроках иностранного языка?

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Исследование направлено на изучение взаимосвязи между социально-демографическими факторами индивидов и их иноязычной тревожностью. 417 участников в возрасте от 16 до 45 лет ($M = 23,38$, $SD = 7,18$), изучающих различные иностранные языки, были опрошены с помощью шкалы тревожности иностранного языка. Кроме того, участники получили демографическую анкету, в которой оценивалось количество языков, на которых они говорят и их самооценка владения этими языками, возраст, когда они начали изучать языки, количество времени, проведенного за границей, и их субъективный социально-экономический статус. Результаты показали, что женщины испытывали более высокий уровень страха негативной оценки, боязни общения и тестовой тревожности, чем мужчины. Страх негативной оценки был предсказан текущим социально-экономическим статусом и общей самооценкой, опасения общения были положительно предсказаны текущим социально-экономическим статусом и отрицательно – общей самооценкой владения языками. Общий балл самооценки владения языком, тестовая тревожность были достоверно предсказаны продолжительностью изучения языка и текущим социально-экономическим статусом. Наконец, как в отношении страха негативной оценки, так и в отношении опасений общения самые низкие уровни наблюдались, когда участники принадлежали к благоприятной социально-экономической группе. Что касается третьего компонента, то чем ниже уровень социально-экономического статуса, тем выше уровень тестовой тревожности.

Ключевые слова: языковая тревожность, социо-демографические факторы, субъективный социально-экономический статус, самооценка уровня владения языком, освоение иностранного языка

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