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ANXIETY AND SELF-EFFICACY IN ESP LEARNING: EFFECTS ON ACADEMIC SUCCESS

Abstract: The aim of this research is to determine the influence of students' English for Specific Purposes (ESP) classroom anxiety and self-efficacy on their achievement. The research is exploratory, based on a quantitative approach and systematic non-experimental observation. The research results show that ESP self-efficacy is negatively correlated with classroom anxiety. ESP achievements are positively related to self-efficacy, and accordingly they show that some students are aware that they can, while others are aware that they cannot. Thus, the statistical significance of the relationship between ESP self-efficacy and achievement gives the advantage of self-efficacy as a predictor of success. Gender is only related to achievement, with female respondents achieving slightly higher grades. There were no significant differences between those who resided and those who did not reside in English-speaking countries. It is concluded that students should be educated to be realistic and objective in self-assessment. The meta-cognitive ability for realistic self-assessment should be developed in students because in the process of increasing self-regulation of learning, the value of personality is reflected in the self-efficacy pattern.

Key words: ESP, classroom anxiety, self-efficacy, achievements, university teaching.

Introduction

Setting up a context for learning English for Specific Purposes (ESP) is significant because it can enable interactions between the students and the teacher with whom they engage in the learning process to support and keep up with their language abilities. These interactions employ motivation and a level of mastery, which are crucial elements of students´ ability to regulate their learning. According to Krashen (1981), four essential emotional factors—motivation, attitudes, self-confidence, and language anxiety—are crucial for second language (L2) acquisition and are responsible for individual differences and inclinations in L2 learning across students. Strong emotional filters block information from the inherent language learning system, while weaker ones let the data through displaying the regulated mechanism. As a result, the emotive filter is what accounts for individual variances in L2 learning, as opposed to mother tongue acquisition, where the affective filter does not take place.

L2 Classroom Anxiety. It is a well-known fact that L2 learning affects communication anxiety. Students should be confident in their ability to communicate in L2 and it is believed that focus should be placed on significant context elements that can lower anxiety levels and thereby facilitate learning in the classroom. Thus, communication skills in the classroom are crucial in the

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formation of students´ behavioural framework (Horwitz, Horwitz, & Cope 1986). According to these authors, language anxiety is a type of anxiety related to a specific situation, emphasizing that it is largely dependent on other types of anxiety. Research has identified the main reasons for L2 communication anxiety such as excessive emphasis on grammar and grammatical structure, lack of authentic speaking exercises, and frontal ways of communication and interaction between teachers and students in the form of asking questions and giving answers (Suzic, 2015). Therefore, it is considered that the emphasis in L2 classes is on learning grammatical rules and structures and not on improving verbal skills, and therefore, students strive to speak without mistakes (Suzic, 2015). This is a significant barrier for those who have not properly mastered these needs and it causes discomfort or fear. According to research findings Salo Lee (Salo-Lee, 1991) pointed out that these requirements for L2 oral interpretation are unrealistic. Although these standards differ greatly from one another, they evaluate oral expression in accordance with the standards for L2 written expression (Harjanne & Telia, 2009). Therefore, feedback intended to correct grammatical errors implies that the student should speak in a manner that is grammatically flawless, which is synonymous with perfect. These researchers conclude that a false model of spoken language is created frequently in L2 classes among students, and, along with personality traits, it creates a difficult context for L2 learning and favourable conditions for language anxiety development.

The findings of the research suggest that language anxiety is one of the most important emotions that affect the process of L2 learning and that, in a certain way, it represents a reaction to what students perceive as a threat to their sense of security, i.e., self-confidence. It is not difficult to understand the claims that L2 learning often represents a traumatic experience for many students, and the number of those who declare that they feel some kind of anxiety when expressing themselves in L2 is increasing every day. Thus, there are reasons why language anxiety is considered one of the most interesting areas of research by contemporary applied linguists, who define it as a subjective feeling of tension, fear, nervousness, and concern in L2 learning. Language anxiety is inherent in that experience (Horwitz & Young, 1991; Safranj & Zivlak, 2019) and it is an intense, short-term state of an uncomfortable feeling that is accompanied by great tension, as an unpleasant, often vague feeling of anxiety, associated with one or more bodily experiences (palpitations, rapid breathing, headaches, or nausea) (Suzic, 2015). Von Worde (1998) found that almost half of the respondents felt some kind of anxiety in L2 learning, such as fear of a bad grade or an indirect threat. Another study found that failure to master L2 led to feelings of inadequacy and loss of self-confidence (Mihaljevic-Dzigunovic, Opacic, & Kras, 2005). Thus, Young (1991) categorised the causes of anxiety, such as personal and interpersonal anxiety, students' beliefs about L2 learning, teachers' beliefs about L2 teaching method and teacher-student relationship, classroom procedures and methods for assessing language proficiency.

On a personal and social level, self-confidence and competitiveness are linked to anxiety, and those with limited L2 proficiency are more likely to experience these difficulties. Leary (1982) noted that the terms "public performance anxiety," "speech anxiety," and "communication anxiety" were commonly used to describe the social anxiety experienced by people speaking in front of others. Also, language anxiety is highly dependent on *students' beliefs about L2 learning*. Sometimes, despite speaking grammatically incorrectly, students feel confident because they believe they speak correctly and fluently. On the other hand, there are students who believe they have no ear for the language and will not be able to master it regardless of their efforts. This defensive behaviour contributes to the development of anxiety in L2. Moreover, language anxiety may depend on *the teacher's beliefs about L2 teaching* especially if the teacher has an authoritative attitude and corrects every student's mistake in order to enhance L2 language proficiency. Thus, Young (1991) finds that constant error correction causes language anxiety to a large extent, but notes that error correction to a certain extent is still desirable. The appearance of anxiety is also caused by the use of L2 in the presence of classmates. *The method of testing language knowledge* is one of the most frequent causes of language anxiety. Madsen and his associates (Madsen, Brown,

& Jones, 1991) noted that numerous students are perceptive to L2 testing, particularly if the testing method deviates significantly from the material covered in class or the manner activities are accomplished.

The findings of von Verde (von Worde, 2003) are interesting for this research, which among the samples of L2 anxiety, singles out inability to understand, negative experiences in the classroom, glottodidactical practice and error correction. Classroom anxiety is caused by students' inability to understand what the teacher said or asked, by the teacher speaking too quickly for them to understand, or by the teacher not using the mother tongue at all in an L2 class. Challenges in L2 comprehension also occur in activities involving video and audio materials. In addition, anxiety during speaking practice in the group is caused by detrimental classroom experiences. The fear of the opinions of peers and teachers is also present, even when they are preparing to speak. Speaking in front of others is usually unpleasant in some situations, and when it comes to a foreign language, it is certainly more pronounced. There is also a problem of quickly going over the teaching content due to the demanding curriculum, and sometimes there is a lack of time for practice. In addition, public correction of mistakes causes a drop in concentration for some students, which increases anxiety for them, as well as when learning with a native speaker (von Worde, 2003).

L2 self-efficacy. Self-efficacy has been an important construct for cognitive psychology and thus for glottodidactics as well. In the Self-Esteem Movement (Singal, 2017), it is considered that lack of self-efficacy is often one of the factors of mental or emotional problems, and in the field of learning, it is considered that improving an individual's self-esteem can result in better performance (Zimmerman, Copeland, Shope, & Dielman, 1997).

Since the concepts of self-efficacy, self-esteem, and self-confidence are not clearly differentiated in literature, we consulted the New Encyclodædia Britannica (2007), which defines perceived self-efficacy as "people's beliefs about their abilities to exert control over their own activities," self-esteem as "a feeling of being pleased with one's own character and abilities," and self-confidence as "confidence in oneself and one's abilities." According to Kleitman and Stankov (2007), self-confidence is a broad sociological phenomenon that crosses cognitive domains. Therefore it is important to be included in a composite of variables that seeks to answer the question of what their relationship is and what the individual contribution to L2 learning achievements is. It represents a vital interest in the meaning of this phenomenon in the structure of other cognitive and non-cognitive constructs important for L2 learning.

Since, self-efficacy, self-esteem, and self-confidence are three very similar concepts, in this study, we focused only on future-related self-efficacy i.e., faith in one's own ability to solve problems in the future, and ability to influence life events. Self-efficacy will increase as a reward for socially desirable behavior if self-confidence is reinforced in a measured and deliberate manner. Therefore, the development of healthy self-confidence prevents students from becoming convinced of their own competence without exertion (Gojkov-Rajic, Stojanovic, Safranj, & Gojkov, 2021). A sustainable sense of self-confidence comes from positive and productive behavior, and its development depends on practice. Therefore, progress toward personally significant goals is the basis on which healthy self-efficacy is built (Pajares, 1996; Zimmerman Copeland, Shope, & Dielman, 1997). In addition, self-regulation is achieved precisely through the recognition that failure is inherent in accomplishments and that in order to achieve our goals, we should work hard and confront our weaknesses because even those who are exceptional in some areas of life do poorly in others. That is why many are increasingly accepting the view that success does not come by chance, but is something achieved and comes from an all-out effort (Csikszentmihalyi, 1988).

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Method

The subject, problem and aim of the research.
The subject of this research is English for Specific Purposes (ESP) learning anxiety and self-efficacy as determinants of learners' ESP achievement. The research problem refers to the question: to what extent ESP achievement is conditioned by anxiety and self-efficacy based on statistically controlled variables that include a knowledge test? The aim of this research is to determine the influence of ESP anxiety and self-efficacy on students' achievement.

Research questions**:**
How much anxiety is there in teaching ESP?
Is there a correlation between ESP anxiety and achievement?
What is the students' ESP self-efficacy?
What is the relationship between the students' ESP self-efficacy and achievement?
Does gender moderate the relationship between students' ESP self-efficacy and anxiety?
Does residing in English-speaking countries affect students' ESP anxiety, self-efficacy, and achievement?

Hypotheses:
1. ESP classroom anxiety is significantly correlated with ESP self-efficacy.
2. There is a correlation between ESP classroom anxiety and achievement.
3. ESP self-efficacy and achievement are in a statistically significant positive correlation.
4. Gender is statistically significantly correlated with ESP classroom anxiety and self-efficacy.
5. Residing in English-speaking countries is correlated with ESP classroom anxiety, self-efficacy, and achievement.

The research is exploratory, based on a quantitative approach and systematic non-experimental observation. The goal of the research is to identify the relationship and role of ESP anxiety and self-efficacy in ESP learning (predictive variables) in relation to students` achievement. The assumption is that there is a high correlation between the observed variables, as well as that self-efficacy has an important status in the observed composite, and therefore a significant role in ESP achievement.

Sample.
Convenience sampling was used to recruit participants — students from the Faculty of Technical Sciences, University of Novi Sad who had been learning English for Specific Purposes (ESP). There were 214 participants, and 114 (53.6%) were females. There were 164 participants that had not resided in English-speaking countries, 37 participants that resided less than a month and 13 that resided a month or more in English-speaking countries.

Instruments.
The Questionnaire of English Self-Efficacy (QESE; Kim, Wang, Ahn, & Bong, 2015). The Questionnaire of English Self-Efficacy (QESE) scale was used. The scale consists of 32 items and is measured on a 7-point rating scale from 1 ("I cannot do it at all") to 7 ("I can do it very well"). It was designed to measure the following four areas: (a) self-efficacy for listening (8 items); (b) self-efficacy for speaking (8 items); (c) self-efficacy for reading (8 items); and (d) self-efficacy for writing (8 items). The subscales measuring different language skills were extremely highly correlated and it was redundant to use them separately, because in some analyses they would violate the reliability of statistical procedures. They were combined into one general scale, and it is used as a general measure of self-efficacy. The reliability measured by Cronbach alpha in the current sample was excellent, $\alpha = 0.98$.

Foreign Language Classroom Anxiety Scale (FLCAS, Horwitz, Horwitz, & Cope, 1986). The Serbian adaptation of the scale is intended to measure levels of anxiety related to classroom learning arising from the uniqueness of the language learning process. The scale is comprised of 33 5-point Likert items indicating the level of agreement with different situations related to L2 learning in a classroom. The reliability measured by Cronbach alpha in the current sample was good, α = 0.87.

Questionnaires were translated into the Serbian language using an iterative process of repeated independent translation and blind back-translation. The minor discrepancies in the choice of words and expressions were adjusted to ensure that the Serbian items convey the original meaning.

English language level. A continuous variable representing the accomplishment of participants in ESP, measured through a test which assessed participants` English skills.

Data analysis.
For all questionnaire scales, the average summation scores were calculated to reduce them to the answering scale of that instrument for easier interpretation and comparison. In order to assess the relationships between ESP self-efficacy, classroom anxiety, grade, and gender, Pearson's correlation coefficient was calculated.

Multiple linear regression was performed in order to clarify the results in a more systematic manner and assess the partial predictive influence of ESP self-efficacy and ESP classroom anxiety towards grade. Gender was added in both models as a predictor.

One-way univariate analysis of variance (ANOVA) was performed in order to test for possible differences between participants that resided in English-speaking countries and those who did not on ESP self-efficacy, classroom anxiety, and grade. There were three groups in the independent variable, those that did not reside in English-speaking countries, those who resided less than a month, and those that resided a month or more.

PROCESS macro for SPSS was used in order to check for possible moderation between ESP self-efficacy and gender towards ESP classroom anxiety.

Results

Descriptive statistics.
Descriptive statistics for research variables are presented in Table 1. All research variables had values of skewness and kurtosis in the suggested range of ±2 (George & Mallery, 2010) indicating that there were no significant deviations from univariate normal distributions.

The distributions of QESE and FLCAS scales are presented in Figure 1. The QESE scores are negatively skewed, meaning that most participants score highly on the scale, indicating that the overall levels of ESP self-efficacy are high in the sample. The FLCAS scores are more normally distributed, indicating that most participants have close to average levels of ESP classroom anxiety.

Table 1. *Descriptive statistics*

Variable	Min	Max	Mean	SD	Sk	Ku
QESE	2.34	7.00	5.95	1.18	-0.98	-0.09
FLCAS	1.00	4.45	2.67	0.58	0.27	0.18
Grade	50.00	100.00	84.63	13.12	-0.90	-0.02

Note. Sk – skewness; Ku – kurtosis; QESE – English self-efficacy; FLCAS – foreign language classroom anxiety.
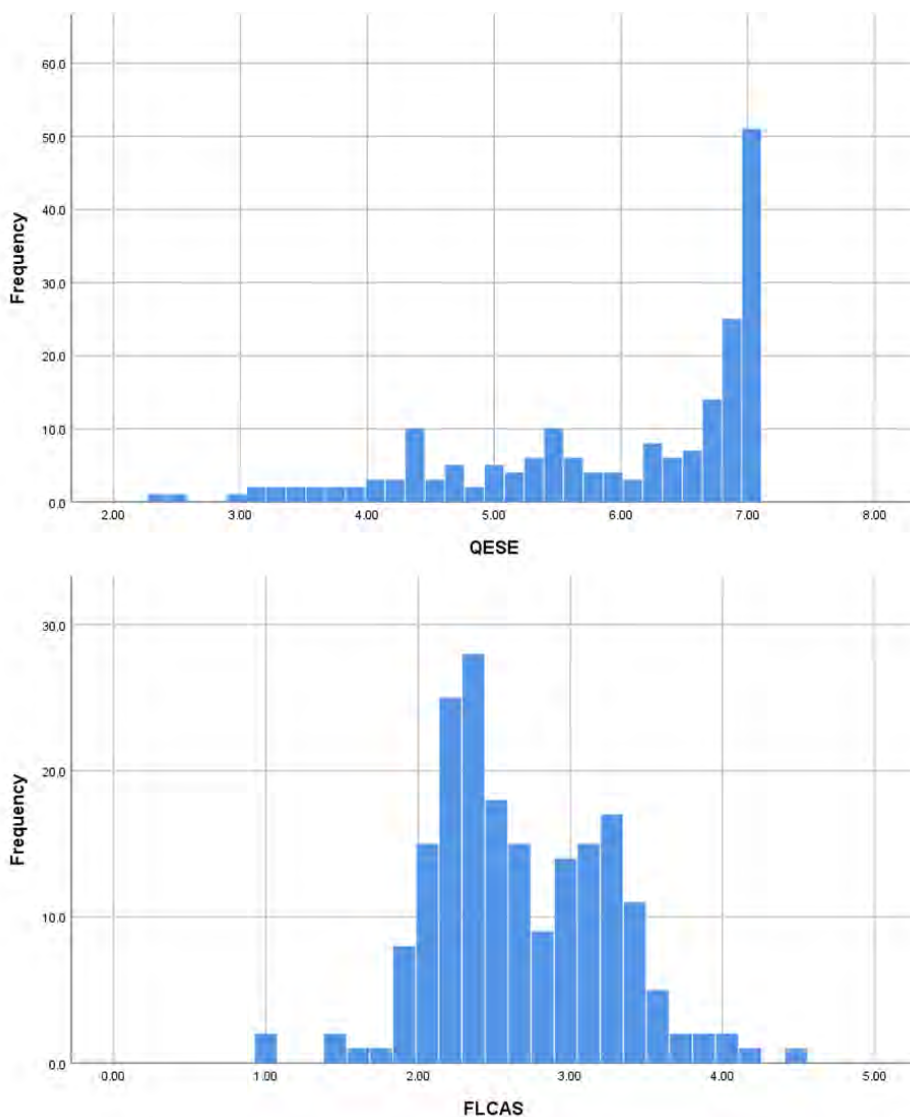
Figure 1. *Distribution of scores for the QESE and FLCAS scales*

Correlation. Table 2 presents Pearson's correlation coefficient between QESE, FLCAS, and grade. ESP self-efficacy was negatively correlated with ESP classroom anxiety and positively correlated with grade. Both of these correlations were moderate in strength. ESP classroom anxiety was weakly negatively correlated with the achieved grade. Gender was positively correlated with grade, and since females were coded with a higher number, it indicated that female participants on average achieved better grades in ESP compared to males.

Self-efficacy is negatively correlated with anxiety, meaning that, in general, those with higher self-efficacy have lower levels of anxiety. Grade is positively related to self-efficacy and negatively related to anxiety. The correlation is stronger with self-efficacy, which indicates that an increase in self-efficacy is associated with a greater increase in the obtained grade, while higher levels of

anxiety have less effect on the decrease in grade. Anxiety does not have as much influence on the grade as self-efficacy, so anxiety is less pronounced than self-efficacy as a predictor of success.

Gender is only related to achievement, with female respondents achieving slightly higher grades.

Table 2. *Correlations between variables*

		QESE	FLCAS	Grade	Gender
QESE	1	-0.36**	0.42**	0.02	
FLCAS		1	-0.19**	0.04	
Grade			1	0.28**	
Gender				1	

Note. * - p<0.05; ** - p<0.01

Multiple regression – prediction of grade.
Multiple regression analysis with QESE and FLCAS as predictors and grade as criterion showed that predictors explain a significant percentage of the criterion's variance, $F_{(3, 190)} = 21.03$, $p < 0.000$, $R^2 = 0.25$, with around 25% of the variance explained. Gender was also introduced into the model as a control variable. Two out of three predictors were significant, which is shown in Table 3, namely gender and QESE, and both were positive predictors of the achieved grade. The Figures that follow give a clear picture of other elements that have not been mentioned.
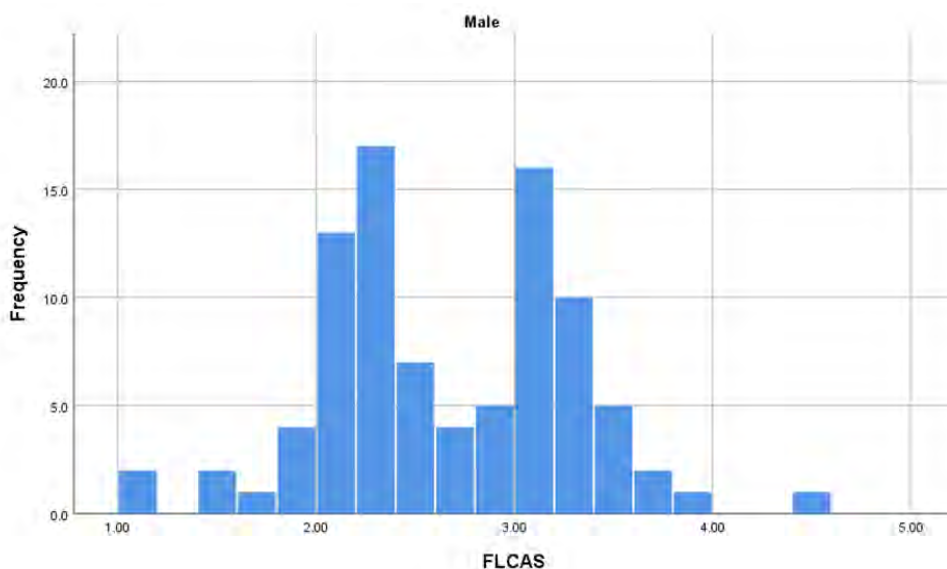

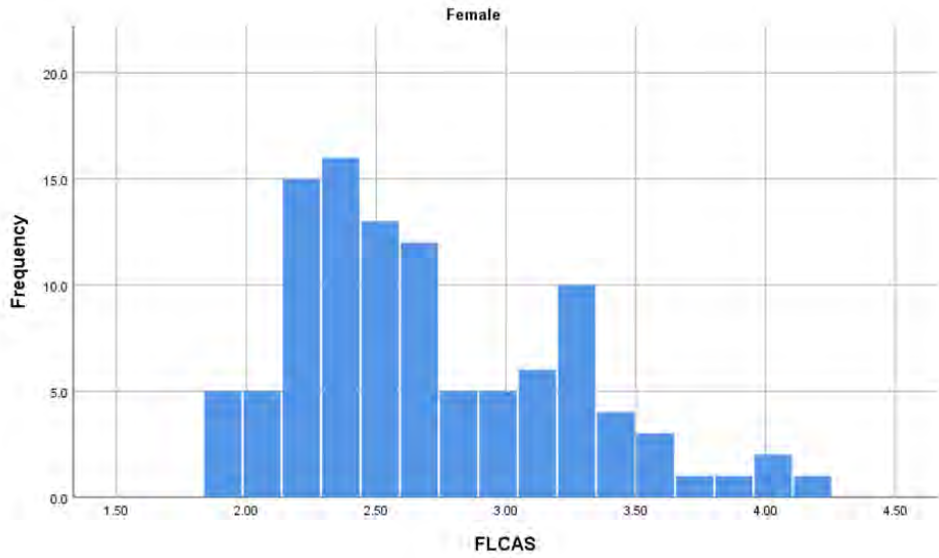**Figure 2.** *Distribution of scores for the FLCAS scale for male participants*

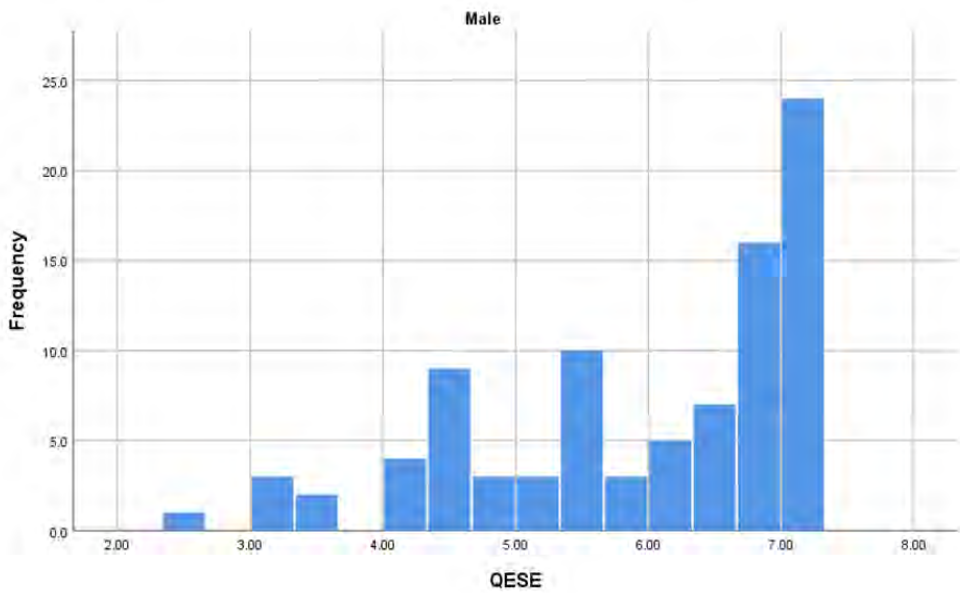***Figure 3.*** *Distribution of scores for the FLCAS scale for female participants*

Figure 4. *Distribution of scores for the QESE scale for male participants*
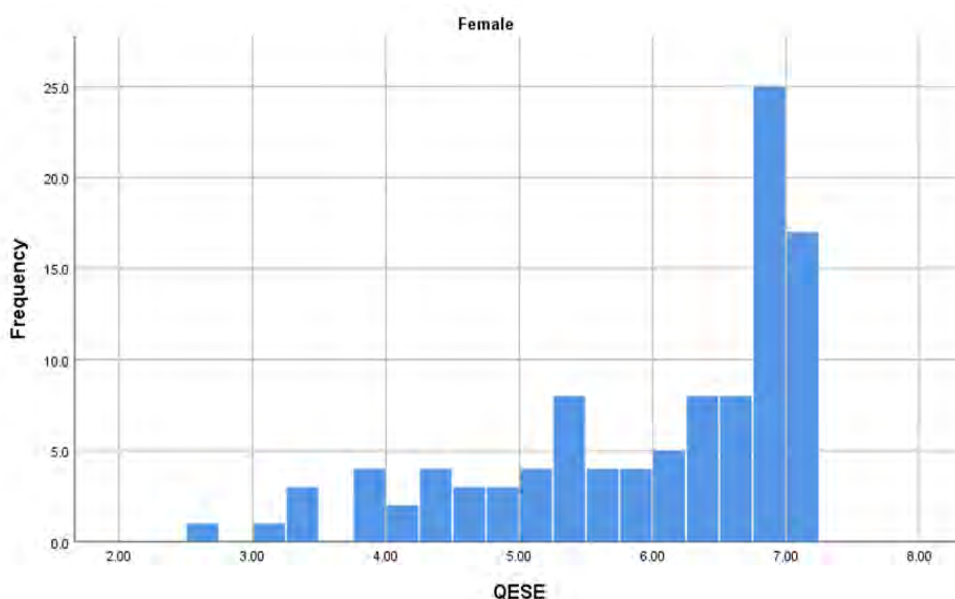
Figure 5. *Distribution of scores for the QESE scale for female participants*

The influence of self-efficacy, anxiety and gender on the achieved grade was examined by multiple regression, whereby their influence is mutually controlled in the analysis. In these conditions, self-efficacy and gender stand out as significant predictors, while anxiety does not achieve statistical significance, which indicates that the first two variables are more important in predicting L2 success. Anxiety has an impact, but this impact is not as pronounced in comparison with self-efficacy. Self-efficacy is evenly distributed; it is less pronounced in some students and more pronounced in others, but the basic finding is that self-efficacy affects the grade. Even gender affects the grade more than anxiety, because the anxiety is the least pronounced.

Table 3. *Partial contributions of predictors*

Predictors	β	t	p
Gender	0.28	4.41	0.000
QESE	0.38	5.69	0.000
FLCAS	-0.07	-1.11	0.267

ANOVA - differences between participants that resided in English speaking countries and those who did not. The results of ANOVA are presented in Table 4. There were no significant differences between the participants who did not reside in English-speaking countries on ESP self-efficacy, ESP classroom anxiety, or grades and those who did. Two groups were investigated: those who resided less and those who resided more than one month in English-speaking countries.

Table 4. *ANOVA*

	df1 – between	df2 - within	F	p
QESE	2	191	0.60	0.549
FLCAS	2	191	1.47	0.232
Grade	2	191	1.12	0.326

Moderation of English self-efficacy and gender towards L2 classroom anxiety. Adding interaction terms of gender and English self-efficacy did not significantly improve the model in which ESP classroom anxiety was the criterion, $F (1, 190) = 0.01$, $p > 0.05$, indicating that gender does not moderate the relationship between these constructs, which was also stated previously.

Discussion

The findings of this research indicate the importance of ESP self-efficacy as a success factor, that is, a meta-cognitive belief, which refers to a part of the aspect of meta-cognitive knowledge. These findings are consistent with the results of the previous research suggesting that those with higher meta-cognitive beliefs about their own cognitive abilities also have strong beliefs about their own academic self-efficacy (Gibson, 2008; Kleitman & Gibson, 2011). In accordance with the understandings of the self-concept theory and self-efficacy theory, meta-cognitive beliefs can be viewed as both a predictor and a mediating variable of the predictions that other variables have on self-confidence, and they are recognized as a key factor in academic achievement. Our findings are consistent with the findings of the previously mentioned researchers where a positive higher level of self-confidence reduces learning avoidance behaviour and also significantly mediates the predictions of other variables on the self-confidence factor. Academic efficiency carries within itself the student's belief that through learning he/she can achieve the expected results (Bandura, 1991, 1993), thus a sense of faith in the possibility of achieving self-realization in ESP learning.

Our findings suggest that anxiety did not significantly affect success because self-efficacy is a stronger predictor. They are also in accordance with the findings of earlier research in which anxiety is an emotional component of personality and a factor in learning a foreign language, suggesting that emotions can be an incentive for learning if they are positive and vice versa. Research findings (Krashen, 1981) state that learning processes are inhibited by strong affective filters such as stress, nervousness, anxiety, and a lack of self-confidence, but a sense of security and self-efficacy have been created through weak affective filters in self-regulation of learning. The findings of our research confirm stable emotional component within the self-regulation of ESP learning because, as we have seen, anxiety is weakly expressed. Therefore, the creation of a context in which ESP learning takes place is significant because it can exemplify interactions in the group in which an individual learns ESP, as well as with the teacher with whom he/she adopts the learning process, to help and keep pace with his/her language abilities, motivation, and level of mastery, which are the components of self-regulation of learning that an individual possesses. All of these are crucial factors to consider when learning ESP, as well as the sense of security the situation provides when learning a foreign language. (Safranj & Zivlak, 2019; Gojkov-Rajic, Stojanovic, Safranj, & Gojkov, 2021).

On the basis of the obtained results, the following can be concluded:

H1 "ESP classroom anxiety is significantly correlated with ESP self-efficacy" is confirmed.
Self-efficacy is negatively correlated with ESP classroom anxiety, meaning that, in general, those with higher self-efficacy have lower levels of anxiety, which is a good representation because those with ESP self-efficacy are aware that they have knowledge, whereas those who are anxious are aware that they lack greater security. Students' ESP knowledge and proficiency are unfavourable, which demonstrates their maturity in self-evaluation. They will probably put in an effort and come closer to attaining higher ESP results. Awareness is the first step towards this goal.

H2 "There is a correlation between ESP classroom anxiety and achievement" is confirmed.

ESP achievements are negatively related to anxiety. Anxiety does not have as much influence on the obtained grade as ESP self-efficacy, so ESP classroom anxiety is less pronounced than self-efficacy as a predictor of success.

H3 "ESP self-efficacy and achievement are in a statistically significant positive correlation" is confirmed.

ESP achievements are positively related to self-efficacy. Some students are aware that they can, while others are aware that they cannot. The correlation is stronger with self-efficacy, which indicates that an increase in self-efficacy is associated with a greater increase in the obtained grade, while higher levels of anxiety have less effect on the decrease in the grade.

H4 "Gender is statistically significantly correlated with ESP classroom anxiety and self-efficacy" is partially confirmed.

Gender is only related to ESP achievement, with female respondents achieving slightly higher grades.

H5 "Residing in English-speaking countries is correlated with ESP classroom anxiety, self-efficacy, and achievement" is rejected.

There were no significant differences between those who resided and those who did not reside in English-speaking countries.

Conclusion

The findings of this research indicate a direct influence of ESP self-efficacy, anxiety, and gender on the success achieved, whereby their influence is mutually controlled in the analysis. In these conditions, ESP self-efficacy and gender stand out as significant predictors, while anxiety does not achieve statistical significance, which indicates that the first two variables are more important in predicting ESP success. Also, there are no differences between those who resided and those who did not reside in English-speaking countries on the examined variables. This finding was influenced by the number of students as well as the time spent in the target culture, so additional research should be carried out. Our students are not yet in a position to stay longer in native English-speaking countries.

Also, students should be educated to be realistic, to check themselves and to be objective in self-assessment. The meta-cognitive ability for a realistic self-assessment should be developed in students because in the process of developing the self-regulation of learning, the pattern of self-efficacy includes the importance of personality. Individuals who are prone to a depressive pattern of self-regulation belong to the group of personalities with a low sense of self-efficacy but a high expectation of the outcome if they perform the task correctly. These individuals believe that they cannot complete the task, and therefore do not activate a proactive pattern of self-regulation, but they are aware that if they achieve the desired goals and are rewarded, people close to them will react positively to their achievements. Thus, they cannot reinterpret the situation, attribute potential failure to environmental factors, or diminish the value of academic activities and accomplishments. This is essentially the fact that they do not even activate the defensive pattern of the self-regulation of learning aimed at protecting the ego and the sense of self-worth. Research shows that there are few empirical studies that observe the distinctiveness and relationships among the aforementioned patterns of the self-regulation of learning.

It is essential to consider the possibility of eliminating situations that cause anxiety and restlessness, such as when students feel fear or discomfort from engaging in dialogue or from negative group reactions or teacher criticism, thereby avoiding situations that promote the development of a weak affective filter. Even though anxiety was not considerably present in this study, it was present in a number of students, which is relevant to note, but it is even more important to take into account the individual characteristics of students, which in a foreign language can be a bigger obstacle than in other areas of learning because causing anxiety can lead to frustration, which in students with characteristics that could be classified as depressive patterns of self-regulation can provoke low feelings of self-efficacy if they conclude that they cannot complete the task.

Acknowledgement

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АНКСИОЗНОСТ И САМОЕФИКАСНОСТ У УЧЕЊУ ЕНГЛЕСКОГ ЈЕЗИКА ЗА ПОСЕБНЕ НАМЕНЕ: ЕФЕКТИ НА АКАДЕМСКИ УСПЕХ

Апстракт: Циљ овог истраживања је да се утврди утицај анксиозности и самоефикасности студената који уче енглески језик за посебне намене (ЕПН) на њихово постигнуће. Истраживање је експлоративно, засновано на квантитативном приступу и систематском неексперименталном посматрању. Резултати истраживања показују да је самоефикасност у учењу ЕПН у негативној корелацији са анксиозношћу. Постигнућа студената су позитивно повезана са самоефикасношћу, те сходно томе показују да су неки студенти свесни да могу, док су други свесни да не могу. Дакле, статистичка значајност односа између самоефикасности и постигнућа даје предност самоефикасности као предиктору успеха. Пол је повезан само са постигнућем, при чему испитанице постижу нешто више оцене. Није било значајних разлика између учесника који су боравили и оних који нису боравили у земљама енглеског говорног подручја. Закључује се да студенте треба васпитавати да буду реални и објективни у самооцењивању. Код студената треба развијати метакогнитивну способност за реалистичну

самопроцену јер се у процесу све веће саморегулације учења вредност *личности* огледа у обрасцу самоефикасности.

Кључне речи: Енглески језик за посебне намене, анксиозност, самоефикасност, постигнућа.

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