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**Investigating language anxiety through a variety
of perspectives: coping strategies and methods
to improve classroom dynamics**

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Łódź, 2025

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GLOSSARY

DM – Direct Method

EFL – English as a Foreign Language (learning a language not in an English-speaking country, the main goal is linguistic accuracy)

ESL – English as a Second Language (learning a language in an English-speaking country, the main goal is societal integration)

FL – a foreign language

FLA – Foreign Language Anxiety

FLCAS – Foreign Language Classroom Anxiety Scale

GTM – Grammar Translation Method

L1 – a person's first language, or mother tongue

L2 – a language learned after L1

PPP – Presentation Practice Production

PT – Pedagogical Translation

QOLS – Quality of Life Scale

RSES – Rosenberg Self-Esteem Scale

TEFL – Teaching English as a Foreign Language

TESL – Teaching English as a Second Language

TILT – Translation In Language Teaching

TPR – Total Physical Response

OUTLINE

Foreign language anxiety is one of the central issues in modern applied linguistics. Notably, apprehension experienced by adult learners is no less common than in the case of children. In order to enhance the effectiveness of the language acquisition process, it is crucial to mitigate the stress and fear associated with using the target language. A substantial body of research has established multiple theses regarding the detrimental effect of apprehension on students' academic performance and overall success in learning a foreign language (Aida, 1994; Horwitz, 1986; Horwitz, 2010; Luo, 2014).

Obtaining more accurate information on this phenomenon can allow for the design of more effective coping and group strategies fostering a satisfying, efficient, and stress-free classroom environment. Given the broader spectrum of responsibilities typically faced by adult learners, it is critically important that teaching be learner-centred, allowing for enriched practice and production.

It is essential to clarify that the present research does not concentrate on stress-inducing factors among children and adolescents – a demographic that has already been extensively studied throughout the years (Szczygieł, 2022; Young, 1991; Beames & Ross, 2010). Instead, the current study aims to explore the way that adults perceive the variety of classrooms, activities, dynamics and coping methods. Despite the relevance of this topic, recent literature offers limited insight into adult learners' perspectives on stress in language learning contexts (e.g. Abbas, Latif & Anjum, 2023).

The first chapter of the thesis serves as an introduction, offering an overview of selected research, the current positioning of the issue of language anxiety in education, as well as a range of scholarly perspectives offering potential solutions to address xenoglossophobia. Moreover, it focuses on the conceptual framework and the legacy of the notion of language anxiety. Being a relatively new concept in education, it demands a comprehensive definition, clarification and theoretical consolidation.

The second chapter of the thesis provides a review of the relevant literature concerning classroom dynamics, thereby laying a theoretical groundwork for the following analysis. It delivers essential insights when it comes into the variety of presented learning environments and coping strategies the students within them apply. This chapter serves as a bridge between theoretical background and practical application.

The third chapter outlines the methodological framework employed in the study. The applied research design integrates three complementary perspectives. Triangulation of qualitative, quantitative and psychological research enhances both the validity of numerical data as well as psychological depth of understanding regarding the concept of xenoglossophobia.

The fourth and final chapter of the thesis elaborates on practical applications of the study and summarizes its key findings. The chapter is grounded in data collected from over 400 adult participants of English language courses, materials they have used and insights from their educators. The analysis of selected coursebooks demonstrates the benefits and drawbacks when it comes to different teaching environments and offers an insight into possibilities of the further use of coping strategies in classrooms.

The objective of this research is to examine factors contributing to language anxiety among adults of different ages who take English language classes in Poland. A further aim of this study is to propose targeted applicable teaching solutions concerning coping strategies for specific groups of students.

STRESZCZENIE

Lęk przed używaniem języka obcego stanowi jedno z kluczowych zagadnień współczesnej lingwistyki stosowanej. Co istotne, niepokój towarzyszący dorosłym uczącym się języków obcych nie występuje rzadziej niż w przypadku dzieci. Aby zwiększyć efektywność procesu przyswajania języka, niezbędne jest ograniczenie stresu i obaw związanych z posługiwaniem się językiem docelowym. Bogaty dorobek naukowy potwierdza istnienie negatywnego wpływu lęku językowego na wyniki edukacyjne i ogólną skuteczność w nauce języków obcych (Aida, 1994; Horwitz, 1986, 2010; Luo, 2013).

Uzyskanie bardziej precyzyjnych informacji na temat tego zjawiska może przyczynić się do opracowania skuteczniejszych strategii radzenia sobie z lękiem, sprzyjających stworzeniu satysfakcjonującego i wolnego od stresu środowiska dydaktycznego. Biorąc pod uwagę szerokie spektrum obowiązków i wyzwań charakterystycznych dla dorosłych uczących się, coraz większego znaczenia nabiera podejście skoncentrowane na uczniu, umożliwiające wzbogacone formy praktyki i produkcji językowej.

Należy podkreślić, że niniejsze badanie nie koncentruje się na czynnikach stresogennych w życiu dzieci i młodzieży - grupa ta była już wielokrotnie analizowana w licznych badaniach prowadzonych na przestrzeni lat (Szczygieł, 2022; Young, 1991; Beames i Ross, 2010). Celem prezentowanego projektu badawczego jest natomiast eksploracja sposobów postrzegania przez osoby dorosłe różnych typów klas lekcyjnych, zajęć, dynamiki grupowej oraz stosowanych metod radzenia sobie z lękiem. Pomimo istotności tego zagadnienia, najnowsze opracowania naukowe wciąż dostarczają ograniczonej liczby informacji dotyczących perspektywy osób dorosłych uczących się języka obcego (np. Abbas, Latif i Anjum, 2023).

Pierwszy rozdział pracy pełni funkcję wprowadzającą - przedstawia przegląd dotychczasowych badań, aktualne umiejscowienie problemu w kontekście edukacyjnym oraz różnorodne stanowiska badaczy dotyczące możliwych rozwiązań kwestii lęku językowego.

Ponadto skupia się na teoretycznych podstawach oraz genezie pojęcia lęku przed językiem obcym. Jako stosunkowo nowe zagadnienie w obszarze edukacji, wymaga ono szczegółowego zdefiniowania, doprecyzowania oraz spójnego osadzenia w ramach teoretycznych.

Drugi rozdział zawiera krytyczny przegląd literatury przedmiotu dotyczący dynamiki klasowej, stanowiąc tym samym teoretyczny fundament dla dalszej analizy empirycznej. Rozdział ten dostarcza istotnych informacji na temat zróżnicowanych środowisk edukacyjnych oraz strategii radzenia sobie ze stresem stosowanych przez uczących się. Stanowi on pomost pomiędzy zapleczem teoretycznym a praktyczną częścią badania.

Trzeci rozdział prezentuje ramy metodologiczne badania. Przyjęty projekt badawczy łączy trzy komplementarne podejścia: jakościowe, ilościowe i psychologiczne. Zastosowana triangulacja metodologiczna zwiększa zarówno trafność danych liczbowych, jak i pogłębia zrozumienie psychologicznego aspektu zjawiska znanego jako ksenoglossofobia (lęk przed językiem obcym).

Czwarty, ostatni rozdział koncentruje się na praktycznych implikacjach przeprowadzonych badań oraz zawiera syntetyczne podsumowanie najważniejszych ustaleń. Rozdział ten opiera się na analizie danych pochodzących od ponad 400 dorosłych uczestników kursów języka angielskiego, wykorzystanych materiałów dydaktycznych oraz informacji uzyskanych od prowadzących zajęcia. Analiza ukazuje skalę występowania ksenoglossofobii w zależności od środowiska nauczania i dostarcza wglądu w możliwości dalszego wdrażania strategii radzenia sobie z lękiem w kontekście dydaktycznym.

Celem niniejszego badania jest identyfikacja czynników wpływających na występowanie lęku językowego wśród dorosłych osób w różnym wieku uczęszczających na kursy języka angielskiego w Polsce. Dodatkowym założeniem badania jest sformułowanie możliwych do zastosowania, ukierunkowanych strategii radzenia sobie z lękiem dla poszczególnych grup uczniów.

Chapter I. Introduction

I.1 Literature review

Any language constitutes a complex system to which learners have to gradually adjust, and thus obstacles in the process of learning it are both expected and inherent. The process of adapting to such a system inevitably requires time, intellectual engagement, and sustained effort. Taking into account the diversity of language learning environments, instructional methodologies, and the individual cognitive profiles of learners, it is unrealistic to assume that target language production will follow the same patterns or progress at a consistent, predetermined pace without stress. A wide range of factors, including self-consciousness, psychological state, and individual cognitive predispositions, can significantly impede learners' progress and inhibit their ability to achieve desired outcomes.

The question of factors that may hinder or diminish the academic performance of language learners has been the subject of extensive scientific debate since the last century. For much of the early research history, particularly up until the latter half of the twentieth century, it was widely assumed that individuals described as "shy" or "problematic" would inevitably experience discomfort or even apprehension in foreign language learning contexts, regardless of the learning environment or the people surrounding them. This perspective shaped a common belief that internal dispositions, rather than contextual or pedagogical variables, were the primary determinants of learner anxiety. This is what later came to be known as foreign language anxiety, or xenoglossophobia (Horwitz et al., 1986; Worde, 1998; Brown, 2001).

Originally, Horwitz's interest in the topic emerged from observing that individuals diagnosed with anxiety disorders did not always demonstrate academic difficulties in language learning, whereas others with no apparent psychological issues often struggled significantly in classroom settings. This discrepancy prompted further investigation into the nature of the challenges. The following research uncovered that nearly half of language learners experience

what came to be known as **foreign language anxiety** (Worde, 1998), raising questions about the underlying factors influencing learners' emotional responses during language instruction. Horwitz (2001) later conceptualized this phenomenon as a *situation-specific* form of anxiety, meaning that it is the discomfort manifested under particular conditions, most likely during foreign language lessons conducted in different classroom environments.

This type of anxiety has been proven to diminish both the level of acquisition and practical use of the target language (Sparks & Ganschow, 1991). What is important to note, is that foreign language anxiety was only formally recognized as a distinct category of anxiety in 1986. Prior to that, learners with symptoms of language-related apprehension were often perceived through the lens of general academic underperformance, which caused teachers to implement ad hoc solutions without a clear understanding of the phenomenon. Crucially, research has shown that foreign language anxiety does not correlate with lower intellectual capacity or cognitive ability. This statement highlights the fact that integrating learners facing this difficulty into standard classroom settings is critically important. With appropriate pedagogical support, these students are fully capable of progressing at a typical academic pace.

To deal with the problem of linguistic anxiety in a classroom, it definitely has to be set aside from the phenomenon of linguistic insecurity. Linguistic insecurity is described as students' personal concerns about their skills in using their native language (Haugen, 1972), not even taking into account potential obstacles in learning the foreign ones. It is highly probable to be a part of a problem when it comes to reading comprehension of the materials, visualizing concepts, as well as understanding the way grammar works. This insecurity focuses on a speaker's attitude towards their own abilities in using their first language, the one that the speaker has full command of (ibid.). It is more connected with a negative self-esteem of the speaker and is more of a personality trait rather than a linguistics-related concern.

The definition of xenoglossophobia, or foreign language anxiety, takes learners' second

language into perspective, concentrating on the feelings and emotions connected with processing a foreign language. This study focuses on individuals of Slavic origin and linguistic background (primarily Polish and Ukrainian) who are engaged in learning English, a language belonging to the Germanic language family. The widespread use of English, particularly its dominance across social media platforms and the international communication sector, has contributed to its prioritization among language learners, often at the expense of other foreign languages. It is important to acknowledge that Slavic languages and English are not genealogically related, which may be a predictor of a higher incidence of learner difficulties compared to cases where learners acquire languages within the same linguistic family. The structural and lexical differences between these language groups can lead to increased cognitive challenges for learners, making the research of language anxiety particularly relevant.

Multiple scales of anxiety were established in order to evaluate students' feelings correctly; however, this thesis relies mainly on Elaine K. Horwitz's Foreign Language Classroom Anxiety Scale, developed in 1986. It is a questionnaire with 33 questions that require individual responses, with the results obtained through the help of a Likert scale ranging from 1 to 5. These questions were designed to understand which areas need further work while carrying out the practical part. The questionnaire was developed to check three areas: communication, test, and evaluation anxiety. Later, in 1994, research conducted by Yukie Aida showed that the structure could be divided into four aspects: communication apprehension, test anxiety, fear of negative evaluation, and anxiety of foreign language class. These findings were then supported by Zhao's research (2007), as well dealing with a four-factor model instead of the previous one. The difference between Aida's and Zhao's work lies in their usage of questions, as Aida decided not to copy the 33-item model and considered 27 items relevant and sufficient, while Zhao built the thesis using the standard FLCAS. Aida's decision was then challenged by other researchers, including Xi Yuan (2020), as all 33 survey questions originally were supported by grounding for their appearance in the final version.

Language anxiety does not branch into sub-types, since it is already a type of general situational anxiety (MacIntyre, 1998; Price, 1991). However, it has different representations, both easily noticeable and hidden. The study described by Oxford in 1999 showed the difference between three main xenoglossophobia manifestations: physical, psychological, and behavioural.

Physical manifestations are the ones that were described previously as easily noticeable. There is almost no chance that such clear bodily reflexes and reactions as increased perspiration, heavy breathing, lingering redness in the face, shaky voice, and shaking hands will go unnoticed by a learner or a teacher. Such reactions are much more prevalent with people who have not learned to adjust to formal surroundings or control their feelings – predominantly those of younger school age.

Behavioural reactions, though already more subtle than the physical ones, are still quite symbolic and widespread in school environments. They come in all possible forms of the emotions we are trying to suppress – from boredom to fear. For instance, fidgeting constitutes a common substitute activity when bored or tired, while stuttering can indicate a more serious concern. The reactions that were for a long time not described as a behavioural manifestation of anxiety are avoidance behaviours, such as looking out of the window, or looking at the book and completely not paying attention to what is written there, when a student is too timid or reluctant to notice it and take action.

Lastly, the difference between behavioural and *psychological reactions* lies in the fact that psychological ones are not visible from the outside; they can only be felt directly by the student. Behavioural and physical manifestations are only a visible part of the issues taking place in students' minds: self-consciousness, fear of social evaluations, fear of failure, perfectionism, etc. Thus, it can be stated that the more control a person has over the psychological reactions, the smaller the chances that they are struggling with their self-image as a learner.

It is a widely-acknowledged fact that meaningful learning cannot occur in the absence of

motivation. As noted by Ushioda (2012) and Mendler (2022), a lack of motivation in students poses a significant challenge for educators. It is often manifested in minimal engagement – even with basic tasks. To better understand how motivation impacts learning outcomes, it is essential to distinguish between types of motivation, as this distinction can influence the selection of pedagogical strategies and help determine the potential effectiveness of specific classroom activities.

According to Self-Determination Theory (Deci & Ryan, 1985; Ryan & Deci, 2000) *intrinsic instrumental motivation* is often considered the most favourable form. *Intrinsic* motivation refers to an internal, self-driven desire to learn, where the learner engages with the language out of personal interest or meaningful relevance. *Instrumental* motivation, on the other hand, denotes a practical orientation – in which language acquisition serves a clear purpose, directed by comprehensive goals. Learners characterized by this dual form of motivation often pursue language learning as a means to study or live abroad, engage in intercultural relationships, or expand their professional networks. For these individuals, language becomes a crucial tool in achieving specific personal or professional objectives, thereby reinforcing consistency in their learning process.

The other type of motivation, which has lately become a significant segment of people starting a language course, is *intrinsic affiliation motivation*. It is a desire to be part or maintain a connection with a well-organized group, to socialize with the people one knows and learn something new in the process. One of the significant advantages of individuals starting their language learning journeys together lies in the potential for enhanced motivation and continued use of the acquired skills beyond the classroom context. As social beings, humans demonstrate remarkable learning potential when working within properly-designed collaborative environments. Peer interaction not only develops consistent learning patterns but also creates opportunities for mutual encouragement, which can significantly enhance motivation and linguistic engagement.

This dynamic is particularly evident in organizational settings, where companies often provide supplementary language courses for employees seeking to improve their proficiency, especially in English, which remains the dominant language of international business. Similarly, in private language schools, groups that develop strong interpersonal bonds often report greater satisfaction and progress (Clément et al., 1994). Such environments, characterized by mutual trust and psychological safety, tend to be especially conducive to language production, risk-taking, and communicative confidence. The supportive nature of these micro-communities can transform the classroom into a space where learners feel empowered to speak, make mistakes, and actively participate in their language development.

Attitude motivation is primarily represented by people aiming for more professional use of the language; however, it is less common among those who see it as not necessary and needed part of this process. These people commence language learning in order to change other's perspective on their skills – or change their attitude. They also see language as a key, but they would not have enrolled in learning it unless the management or a promotion prospect required it.

The least effective of the ways to get motivated is *extrinsic fear motivation*, which is a key motivation in a classical school environment. It is a situation in which one either passes and completes a level of studies or faces failure and the risk of unknown consequences. Therefore, students are prone to cram and forget material shortly after an exam as they do not find it engaging or useful. Those are the students who need language only as one of many accomplishments and they do not see themselves using it anywhere in their lives. A critical drawback of this type of motivation is that it often emerges at the earliest stages of an individual's educational experience and, in many cases, persists into adulthood. When motivation is shaped primarily by external validation or peer comparison, learners may internalize unrealistic expectations or develop patterns of self-criticism that endure over time. As a result, even in situations where assessments carry no formal consequences or external judgment, individuals may still respond with disproportionate self-blame or diminished self-image. This internalized pressure can hinder progress and undermine

learners' confidence, particularly in language learning contexts where performance anxiety and fear of failure are already common. Thus, the long-term psychological effects of early motivational conditioning must be carefully revised in the creation of supportive, learner-centred educational environments.

What needs to be mentioned as well is the importance of drawing a clear line between the language *learning* and language *acquisition*. While the first one involves a conscious effort, which this research puts an emphasis on, the latter is the natural subconscious language development most frequently occurring in younger children (Sakai, 2005). The learning process requires much longer attention span, understanding of the process and the presence of a final goal, while the acquisition happens in communicative contexts without people realizing that they are, in fact, learning. For this reason, this piece of research will concentrate only on the learning side of language contact, excluding the acquisition frequently experienced by native speakers.

1.2 Research significance and gap in literature

Xenoglossophobia can be described as a combination of communication struggles and test and evaluation fear (Horwitz, E. et al., 1986). Due to differences in upbringing, age and psychological maturity this fear might represent itself in different disguises (ibid.). As a consequence, a clear boundary should be set between the area of this research interest and other related research. For clear reasons, schoolchildren's age has been given more attention when it comes to such matters – not only did they need more psychological assistance from their schools, but also the lack of such leads to the resignation from learning the subject, leaving them behind. Moreover, until the end of 20th century – the beginning of 21st adult learners' classroom experience was not broadly included, as life-long education policy had just come to existence. The level of higher education grew increasingly, leading among others to learning languages for professional and personal development and travelling as never before. This fact indicates that much more attention should

be paid to the needs of older generations acquiring new skills. They are more reluctant to admit failure or to have troubles and enjoy a completely different learning experience than children.

While the Horwitz researchers were studying the fear of foreign language speaking, they proposed a theory that for all groups of learners second language is different from anything else they had studied, because language requires a high degree of personal input, creativity, perspective, and self-expression (1986). The study was based on 30 adult students, and in that limited number of people the ones who didn't experience trouble with studying other disciplines before could still struggle with languages. Multiple pieces of research later indicated that there is both physical and mental pressure that students feel (Mohammed, 2017; Omer, 2015), and there are studies stating that it is connected in particular with learning the English language (Denovan and Andrew, 2013). While the first statement indicates that there is definitely a vast field left to be explored, the second one may be true for certain groups of students, but does not hold true on a global scale. As noted previously, the language families matter as well, and the more distant they are from each other, the greater the likelihood of struggle. The research (ibid.) was conducted in Asian countries and it provided empirical support for this statement.

Furthermore, studies such as the one conducted by Abbas, Anjum, and Latif (2023) have highlighted an essential relationship between adult foreign language anxiety and psychological variables, particularly self-esteem and communicative experiences, rather than broader indicators, such as quality of life. In their research, the authors employed several confirmed instruments, including the Foreign Language Classroom Anxiety Scale (FLCAS), the Rosenberg Self-Esteem Scale (RSES), the Quality of Life Scale (QOLS), and detailed demographic data sheets. Their findings revealed that while the correlation between foreign language anxiety and overall quality of life was statistically insignificant, the correlation between anxiety and self-esteem was both stronger and more impactful.

One possible explanation for this result lies in the subjective and multifaceted nature of

quality-of-life assessments, which are difficult to measure with precision (similar to constructs such as happiness). In contrast, the RSES offers a more stable and theoretically grounded measure, rooted in established psychological frameworks, thus creating more consistent and interpretable results. Eventually, the study suggested that individuals' self-perception exerts a more immediate influence on their language anxiety levels than their broader evaluation of external life circumstances, underscoring the need to address internal cognitive and affective factors in adult language learning contexts.

In line with the previously discussed findings, it is important to recognize that adult learners, having developed greater control over their physical responses and emotional regulation, often successfully mask signs of internal discomfort. This makes it difficult for educators and peers to identify issues such as low self-worth, fear of public speaking, or anxiety during language production. What is frequently overlooked is that adults can experience significant levels of nervousness and apprehension when attempting to produce coherent speech in a language other than their native one, even when such anxiety is not externally visible.

This capacity to suppress the signs of distress observable from the outside may, paradoxically, intensify the internal psychological burden, as the emotional strain is not released through observable expression, but instead becomes internalized. Consequently, adult learners often develop individualized coping mechanisms to manage this pressure, which may vary in effectiveness and visibility. These dynamics emphasize the need of cultivating psychologically supportive learning environments that acknowledge the hidden emotional challenges adult learners face, and that offer structured opportunities for safe, low-pressure language use.

Ways of dealing with pressure and difficulties are referred to as *coping strategies*. For example, a fidgeting student may be trying to move their limbs to redirect the negative impulses, which helps shift their focus away from where they are on the lesson, bringing a sense of calm. What remains indisputable is that children and teenagers, and adults have different ways to cope

with obstacles. Of course, cases of adult students suffering from “mental blocks”, as not being able to say a thing, are not rare; however adults have a much broader spectrum of less obvious coping mechanisms.

People tend to react and cope differently when it comes to various types of tasks they need to perform. There are three main areas of interest in this research of adults dealing with anxiety: receptive skills analysis (listening and reading activities), productive skills analysis (writing and speaking tasks) and grammar, which is separated as another component on many certificate language certification exams, such as Cambridge English exams. The greatest social pressure undoubtedly appears during speaking activities, as most students in all age categories feel they are going to be judged not only on their linguistic performance but as well on their intellectual abilities.

The choice of adults as a target group is not random – it is connected to the majority of previous experience in teaching which was deeply connected to educating people over 18, and up to the age of 78. Encounters with individuals experiencing language anxiety have guided the research toward a critical observation: there is a notable lack of comprehensive data on cases in which such anxiety persists into adulthood, rather than diminishes or disappears after the completion of formal schooling. The enduring nature of these experiences suggests that foreign language anxiety should not be viewed as a transient, school-related issue, but rather as a potentially long-term challenge with significant implications for adult learners.

Many of the cases examined in the course of this study served as a foundation for shaping both the methodological approach and the development of pedagogical materials potential, tailoring them specifically for adults learning English beyond the traditional school setting. These insights informed the creation of resources designed to accommodate diverse learner profiles and to address the unique emotional and cognitive needs of individuals starting to learn a language later in life.

I.3 Anxiety-generating factors and ways to cope with them

Different types of anxiety have their roots in a variety of factors. First and foremost, it is necessary to make sure (with the help of FLCAS, certified psychologist, etc.) that what initially appears to be language anxiety is not, in fact, another complex psychological phenomenon, such as neurodivergence or dyslexia. Misidentifying the problem bears serious consequences for students, resulting in wasted time.

Originally, xenoglossophobia was divided into three groups by its origins (Horwitz, Horwitz & Cope, 1986). Those were:

- Communication apprehension. This type of anxiety is most evident during speaking tasks as well as listening activities – the affected student is lost, fails to complete assigned tasks, or remains silent even though they might be confident in the required structure
- Test anxiety. Being a subcategory of performance anxiety, it is associated with the fear of failing and poor grades.
- Fear of negative evaluation. It is associated with how the student will be perceived by other students and the teacher in the event of a mistake.

According to a piece of research by Young (1990), there are three main motives of language anxiety, specifically *learner's*, *teacher's* and *classroom's* traits and characteristics. The classification of potential causes consists of six categories within these motives. Those are put in an order of popularity of occurrences in the classrooms in one of the newest studies (Herbst, 2000):

- Classroom procedures. This refers to how learning is organised when students enter the classroom – factors such as having a fixed schedule or a flexible one.
- Language testing. Referred to as test anxiety in Horwitz's classification (1986).
- Personal or interpersonal fears. Generalized communication apprehension with

a variety of other linguistically oriented problems including low self-esteem in pronunciation. Personal fears may include relationships in the group as well as family issues influencing one's productivity and attitude towards the lessons.

- Teacher-learner interaction. It is related to the fear of negative evaluation and image. A lack of constructive communication can exacerbate feelings of pressure.
- Learner beliefs about learning a language. This includes students' preconceived ideas on how quickly they will notice the results of language learning.
- Teacher beliefs about students' performance. Similar to the previous factor, it is the expectation of how well and quickly the students will grasp new language structures.

The divergence between learner and teacher beliefs remains a widely discussed issue in language education, particularly in traditional school settings, where expectations often fail to align. While students generally desire an engaging and supportive learning environment in which their progress is fairly assessed, teachers are frequently constrained by rigid curricula and the need to address varying proficiency levels within a single group. Under such conditions, instruction tends to advance according to the progress of the more linguistically adept learners, leaving others behind. Consequently, students who struggle to keep pace may develop the belief that they lack aptitude or interest in the subject, which can negatively influence their motivation and self-perception.

The table below demonstrates the scope of anxiety-related factors divided between four main areas:

Psychological	Methodological	Cognitive	Social
Lack of support	Monotony	Coding deficit	Teacher prejudice
Frustration	Tasks too difficult	Lack of reflection	Peer judgement
Low self-esteem	Outdated topics	Introversion	Negative experience
Fear of testing	Lack of conversation	Perfectionism	Cultural background
Low motivation	Lack of personalisation	Disorganisation	Poorly selected group

Table 1. Scope of anxiety-related factors

This situation underscores the need for differentiated instruction and adaptable learning materials that accommodate a broader range of learning speeds and styles. In most formal education contexts, teacher-learner interaction is confined to the classroom, limiting opportunities for individualized attention and feedback. These limitations explain the decision to focus the present study on adult learners, particularly those outside the constraints of a formal curriculum, such as individuals attending private language schools or working with personal tutors. These contexts offer greater pedagogical flexibility, allowing for more in-depth exploration of topics, increased learner engagement, and more open discussion during the learning process.

Adult learners have a tendency to exhibit greater confidence in seeking clarification, providing feedback, and admitting when they do not understand a concept. This openness facilitates more effective teacher support and fosters a collaborative learning environment. In contrast, traditional school settings often maintain hierarchical dynamics that prevent students from expressing confusion or dissatisfaction, thereby depriving teachers of valuable insight into their learners' needs and feedback.

The classroom has repeatedly emerged as one of the most anxiety-inducing contexts in foreign language learning, likely due to the structured nature of lesson procedures and the hierarchical positioning of the teacher. It is important to note, however, that not all classroom activities elicit discomfort in learners. As noted by several scholars (Young, 1991; Palacios, 1998; Oxford, 1999), anxiety most commonly arises in response to tasks requiring spontaneous oral production, particularly in front of peers or instructors.

Nevertheless, dissonance between student and teacher beliefs, expectations, and methodological preferences is a factor that appears to exert the most substantial influence on the learning process. The confrontation between these perspectives can either facilitate or hinder language acquisition, depending on how it is navigated within the classroom environment. Accordingly, one of the central aims of this study is to investigate whether classroom-based factors remain a primary source of anxiety for adult learners, just as they have been shown to be for younger learners. This inquiry is especially relevant given the difference in learning contexts and motivational profiles that typically occurs in adult education.

Recognizing that language anxiety constitutes a clearly defined psychological and pedagogical challenge, yet observing that many students nonetheless continue to engage actively in language courses and classroom activities, researchers were prompted to explore a related issue of critical importance in the broader understanding of anxiety: the development of effective coping strategies. In the context of both inter- and intrapersonal challenges, coping mechanisms play a vital role in reducing stress and enabling individuals to navigate emotionally demanding situations – whether these arise from internal self-perceptions or external communicative interactions. Consequently, the examination of how learners manage anxiety, particularly within adult education settings, has emerged as a necessary dimension of inquiry for understanding resilience and adaptability in the language learning process. It later came to be known as “*coping mechanisms*”, or alternatively “*coping strategies*”, or “*skills*” (Cummings, 1991; Zeidner & Endler, 1996). On this side of the problem, what matters is as well the age of students. As it was described previously,

the reactions to stress may differ when it comes to kids and adults. Thus, it is logical that the ways to cope with this stress will differ significantly in those groups as well.

Some of the strategies appeal to emotions, appraisal, humour, social skills, attention. Those are the ones usually associated with children trying to compensate for their insufficient knowledge or competence in different subjects. What this research will concentrate on is finding out which ways adult learners choose. According to studies, adults as more socially-developed individuals, often subconsciously choose *adaptive strategies*. They can be noticed in students who are cramming, or actively planning their answers for the next lesson's topics. Older students are often used to hiding their genuine feelings connected with failure and/or mistake. Adult students have mainly developed the ability to observe their experience and see the big picture, so they rarely try to escape difficult situations through emotions. What has to be clarified is which types of coping adult learners apply, as well as what can reduce their stress level so that they do not need to develop protective strategies.

I.4 Neurobiological grounding

Although often defined as a primarily psychological construct, the phenomenon of language anxiety is inextricably linked to a range of biological and neurochemical processes occurring within the brain. It would bereft the study of the full picture to attribute fear and apprehension solely to cognitive or emotional factors, as this perspective neglects the physiological foundations that significantly contribute to anxiety. Research by Abelson & Lyubkin (2007), McNaughton & Gray (2024), Teodoratou (2024) suggests that psychological resilience and the capacity to manage stress are closely tied to the balanced functioning of neurochemical systems, including the regulation of key hormones such as cortisol, dopamine, and serotonin.

From this perspective, it becomes clear that learners' anxious responses in contexts such as

language classrooms or during examinations are not only the result of their mental states but are also rooted in the body's biological response to perceived threats or challenges. While this significantly broadens the scope of inquiry into language anxiety, it also opens new avenues for intervention – suggesting that, like other health-related conditions, anxiety may be addressed through both psychological and physiological treatments.

Although numerous studies have addressed situational anxiety in relation to varying environments and social interactions, it remains essential to investigate the underlying neurobiological mechanisms. Doing so may lead to the development of more comprehensive and sustainable strategies for alleviating anxiety in educational contexts, particularly for adult learners who experience persistent, situation-specific apprehension.

According to the latest research on the neurobiology behind stress and apprehension, the main stressogenic area in our brain is the amygdala (Pittman, 2022; Aarons-Mele, 2023). The amygdala is responsible for maintaining emotional memories and defending us, causing unpleasant and negative reactions to the stressors. If the human brain possesses mechanisms that activate under stress – heightening alertness and emotional responses – it is equally important to consider the systems responsible for regulating such reactions and restoring cognitive balance. Central to this regulatory function is the *prefrontal cortex (PFC)*, which plays a key role in higher-order executive functions such as rational decision-making, contextualizing events, long-term planning, prediction, and the ability to perceive situations within a broader perspective. It allows individuals to assess risks, suppress impulsive reactions, and apply logic in emotionally charged contexts.

However, there are specific conditions under which the prefrontal cortex may not operate at its optimal capacity. These include:

(1) situations of acute stress or anxiety, in which heightened activity in the amygdala and other limbic structures can override the regulatory functions of the PFC, and

(2) chronic stress or fatigue, which can impair neural efficiency and reduce the prefrontal cortex's ability to modulate emotional responses and engage in goal-directed behaviour. Understanding these limitations is essential for exploring the neurobiological grounding of language anxiety and for designing support for cognitive regulation during high-pressure learning situations.

The first case occurs when people find themselves in a situation similar to the one seen, heard or felt before (LeDoux, 1996). For example, in a school classroom setting, a learner may have been mocked by peers for making a mistake or subjected to unfair criticism by a teacher. While such incidents may appear to diminish with time, particularly as individuals mature into adulthood, practical evidence suggests that these early negative experiences can leave lasting psychological imprints. These traces of previous anxiety often persist and manifest themselves in new contexts, especially when the individual is re-exposed to similar environments, interpersonal dynamics, or communicative demands.

In such cases, the amygdala, which plays a central role in processing emotional memory and perceived threats, may become activated to protect the individual from anticipated embarrassment, rejection, or social evaluation. This neurological response frequently leads to the adoption of avoidance-based coping strategies, such as withdrawal from group interaction or reluctance to engage in spoken language tasks. As a result, learners may appear disengaged or passive, not due to a lack of interest or ability, but because their emotional systems are prioritizing self-protection.

Only after the prefrontal cortex assesses the situation and recognizes it as non-threatening and distinct from the original experience can stress response begin to diminish. However, by that time, the physiological and behavioural effects of anxiety may already be underway. This dynamic between emotional memory and cognitive regulation highlights the importance of creating emotionally safe and supportive learning environments, particularly for adult learners with anxiety

linked to earlier educational experiences.

The second case is the contrast to having prior experience – it occurs when the learner plunges into the unknown: a new context, new people around, and new circumstances. Evolutionarily, avoiding the unknown has proven to be safe throughout the existence of human species. In modern times, despite a reduced risk of encountering dangerous situations, this suspicion and apprehension have grown into fears of the dark, arachnophobia, or language anxiety (Marks & Nesse, 1994; Marks, 1987). In this case, finding itself in an unknown environment, our prefrontal cortex attempts to create predictions and complete the existing picture with logically appealing pieces of the puzzle. Unfortunately, it frequently happens that some of us may sense the peril from the unknown and complete this picture with frightening scenarios of public embarrassment, lack of knowledge, or the absence of a helping hand to deal with it.

While the amygdala performs a more primal, protective function – developing relatively early and reaching maturity by approximately the age of 18 – the development of the prefrontal cortex follows a significantly more protracted trajectory. According to Kolk and Rakic (2021), Giedd et al. (1999), Sowell et al. (2001, 2003), Mills et al. (2014), the prefrontal cortex, which serves as the neural substrate for higher-order cognitive processes, continues to mature until around the age of 25. This fact challenges traditional assumptions about adulthood and suggests that individuals in the 18-25 age group may not yet possess fully developed mechanisms for coping with emotionally or cognitively demanding situations. Consequently, expectations placed on this demographic should be calibrated in accordance with their neurodevelopmental stage. As a result, the inclusion of individuals aged 18 to 25 as the first research group in this study is not only grounded in their shared academic or occupational contexts (e.g., university students) but also reflects their ongoing emotional and cognitive development, which directly influences their capacity to manage foreign language anxiety and stress in learning environments.

This leads to the conclusion that lessons with different age groups should be suited not only

to their level and motivation, but also to their ability to regulate the reactions produced by the amygdala.

I.5 Priming

In relation to the previously described challenges and coping strategies, there is a psychological phenomenon, previously used in fields such as marketing, which today is part of various language coursebooks aiming to facilitate learners' experience. In cognitive psychology, *priming* is understood as the generation or activation of certain associations in memory, which facilitates faster or more accurate recognition and recall of related information (Tulving & Schacter, 1990). In the context of learning, priming prepares the brain to process new input more efficiently by creating mental “pathways” that make comprehension and retrieval easier.

In teaching English, priming can be employed to enhance students' readiness for new material. For example:

- **Vocabulary introduction before tasks:** Presenting new words briefly before a listening or reading activity enables learners to recognize and understand them more easily during the task.
- **Pre-task discussions:** Asking students to discuss a topic before engaging in a related activity activates relevant background knowledge and primes them for the vocabulary and structures they will process.
- **Visual or contextual cues:** Showing pictures, short video clips, or newspaper headlines related to a text, primes learners by stimulating schema activation, making the subsequent material more accessible and understandable.
- **Repetition in varied contexts:** Introducing key items in one activity and then revisiting them in another (e.g., first in matching, then in dialogues) strengthens

associative networks and memory consolidation.

Numerous benefits of priming serve as the reason why it has been successfully implemented in the majority of textbooks, especially in introductory parts of units. First and foremost, it reduces cognitive load during the performance of complex tasks, as students are already familiar with key items. It also enhances retention, since learners encounter vocabulary or structures in meaningful contexts multiple times, and encourages deeper processing, because primed material is more likely to be transferred into long-term memory. What is particularly important for this research is the fact that priming increases learner confidence, as students feel better prepared when they recognize material they have already seen.

Phone calls or train station and airport announcements demonstrate the need for priming in realistic conditions outside the classroom because they are often associated with technical issues and distortion. The more a learner hears and breaks down into clusters, the greater is the predictive capability when they need to intake information spontaneously.

Chapter 2. Classroom Dynamics

Since 1895, when the French sociologist Gustave Le Bon wrote *The Crowd: A study of a popular mind*, the development of group psychology has shown no signs of slowing down. It has influenced various areas of our life, including education.

Kurt Lewin (1966) identified group dynamics as the ways in which groups and individuals communicate to achieve their goals. Nowadays, this concept is widely applied in teaching, and includes a broad range of interactions within a classroom aimed at skills development. It gives rise to the rules, roles and relationships within a specific learning environment. This chapter focuses on how adult learners interact in classrooms and whether such interaction brings positive results.

Relationships among group members from the perspective of care and sharing in the language classroom, as well as motivation, autonomy, and individualization of learning serve as a definition to classroom dynamics (Turula, 2002; Turula, 2006).

2.1 Teacher Influence

The monolingual classroom

The definition of this type of classroom is a group of learners sharing one common language and cultural background (Lee, 2020). They typically share similar concepts and linguistic experiences. It remains common in the Polish social background, that all classmates, or at least the majority of them, will belong to one national group. When it comes to schools and regular state education, the issue is relatively limited, as it is rare for foreign students not to receive care and support from school specialists, who introduce them to the local language and culture. Foreign language teachers frequently resort to translation to facilitate the concepts understanding, and this not only occurs in state schools (Almoayidi, 2018; Hall & Cook, 2012). When it comes to private schools and adult students – it remains a matter for debate, as teachers tend to adopt two strategies: if the school

methodology requires exclusive use of the target language – using only it in the explanation; otherwise, teachers may facilitate initial acquisition of languages on the first stages.

On the one hand, a monolingual classroom shares a common background and can have similar cultural and linguistic associations among its students. It is often easier for a teacher to prepare vocabulary exercises, as the languages might be similar (for example, by being related in a language group, or simply because of the process of linguistic borrowing). Thus, vocabulary and speaking can be much easier on the first stages of learning when capturing learners' attention is critical.

On the other hand, it limits the range of new approaches a teacher can potentially use (Marinac & Barić, 2018). Hence, while providing an opportunity to incorporate students' native language as assistance in learning, it may reduce opportunities to engage in spontaneous target language production at primary stages.

While both strategies may be equally viable (*ibid.*), the tendency today is to conduct lessons in the target language. In monolingual adult groups it is easier to apply both strategies typically possess a more developed network of associations network compared to children. Building on the previous subsection, it can be argued that adults are more effective learners, as they have better understanding of grammatical and logical structures and tend to make conscious efforts to obtain results. Therefore, either of the two instructional approaches is likely to yield results over time. It is essential to distinguish between learner types, because student-oriented instruction is what leads to success rather than uniformly applying one strategy to all learners.

Generally, groups are inclined to become more international due to globalisation and political events (e.g. the military conflict in Ukraine led to changes not only in Polish politics and economy, but also education, due to the number of people seeking refuge), thus enhancing the need for a more reinforced target language teaching techniques. That is why teaching still primarily focuses on monocultural classrooms, although it increasingly acknowledges the diversity context.

The multilingual classroom

As mentioned previously, although multilingual groups are not as common as monolingual ones, their popularity has been growing in popularity in Poland, especially since 2022. Students in this type of classroom typically come from diverse linguistic and cultural backgrounds. The European Commission's Directorate General for Education and Training has highlighted in one of the latest manuals (*Language Teaching and Learning in a Multilingual Classroom: Summaries and Conclusions*) that the interest in multilingual classrooms is now at its peak due to the high levels of migration. The range of mother tongues in an average classroom is expanding.

In Poland, for example, an increasing number of adult learners from Ukraine, Belarus, Germany, or even France is enrolling in the English language courses in order to apply to universities, find employment, or migrate further to English-speaking countries. This dichotomy between group types inevitably leads us towards the discussion on whether they require not only different approaches and techniques, but as well instructors. The following two subsections of the thesis will explore the practical difference between two prominent categories of teachers in today's language education environment.

Native Teacher

Traditionally, a native speaker is defined as somebody who belongs to the "Inner Circle" of the English language, as outlined by Kachru (1981), which includes the United Kingdom, the United States, Canada, Australia and New Zealand. According to Moussu & Llurda (2008) native speakers possess unique cultural and historical knowledge, which makes them particularly effective EFL teachers. They enable their students to immerse themselves in a linguistic environment that is typically unavailable to them outside the classroom in everyday life: politics, customs and traditions, and entertainment.

Over the past hundred years, it has become widely accepted in language teaching that

native speaker teachers provide more accurate language models, helping to prevent students from acquiring incorrect pronunciation or grammatical structures. In addition to presenting accurate variation of language, the practice of using only the target language in the classroom also increases learners' exposure to listening input and wide range of grammatical constructions.

Students who perceive English as a gateway to academic or professional perspectives abroad are strongly advised to learn the language with instructors who possess first-hand experience of the culture of society they aspire to integrate into. This form of instruction is expected not only to provide learners with essential tools for their future daily routine, but also to expose them to colloquial language varieties more commonly used by native speakers than by users of standard English.

Native speaker teachers are typically trained in the direct method, which emphasises exclusive use of the target language instruction. Being both challenging and widely admired, this approach will be described in detail in the following subchapter. In the practical section of this research, student experiences with native speaker instruction will be examined, particularly in relation to how efficient and engaging they found the learning process compared to working with non-native teachers.

Non-native teacher

A non-native teacher is typically defined as an individual who has attained a fluent command of English, as approved by appropriate certification, and who originates outside from the “Inner circle” countries. While the teacher's national background plays a relatively minor role in determining their teaching ability, it may nonetheless influence aspects such as pronunciation and familiarity with current affairs and sociocultural discourse in English-speaking countries.

According to Moussu & Llorca (ibid.), these teachers, are particularly well-suited to

teaching ESL. They possess considerable multicultural experience, which enables them to adjust effectively to diverse student backgrounds and explain linguistic concepts in various ways. Language learners aiming to gain a deeper understanding of grammatical structures in order to pass a specific exam or test, for example, may particularly benefit from working with a non-native speaker, as these instructors have personally undergone the process of learning a language and are often better equipped to clarify subtle or vague points that native speakers use intuitively and find difficult to explain.

Unlike native teachers, non-natives are not necessarily bound to using the direct method exclusively. Their approach may depend on several factors, for instance class size, the mono- or multicultural composition of the group, and students' individual skills and preferences. Therefore, it can be argued that non-native teachers benefit from greater methodological flexibility in their instructional practices.

Choice and Evaluation of Teaching Methods

The choice of teaching methods relied on their applicability in realistic educational environment, aligning with the institutional policies, providing students with sufficient practice, and determining whether – and to what extent – there was a difference in test outcomes.

To begin with, it is worth mentioning that one of the methods includes the word “translation” in its name, which might potentially be associated with the Grammar-Translation method, prevalent in teaching Latin and Greek at the beginning of the 19th century. Due to the limited practice of productive skills, in the middle of the 20th century anything associated with translation in teaching was largely avoided (Smoleń-Wawrzusiszyn, 2020; Grucza, 2017). Franciszek Grucza also highlights that the criticisms of translation as a means of teaching foreign languages have generally failed to move beyond broad and superficial arguments. While there were strong proponents of completely rejecting translation in teaching, such as a well-known

Dutch linguist Otto Jespersen (1947), there were also scholars who began to re-evaluate its role in the classroom (Sweet, 1899, introduction; Palmer, 1968; Cook, 2010, etc.) while still supporting the principles of the emerging communicative approach. H.E. Palmer, among others, described 4 ways of conveying meaning to a student, namely:

- a) through a material or visual support,
- b) through interlinguistic translation – presumably, into a student’s native language,
- c) through intralinguistic translation, or defining a term using simpler vocabulary already known by a student, and
- d) through giving a context or situation.

Thus, the methods applied in this research differ substantially in the way information is conveyed to a learner as well as the amount of receptive and productive skills practice.

In the 1960s, Jerome Bruner described *guided discovery* – otherwise referred to as problem-based learning – which assumes that real learning occurs when a student must answer questions or solve problems with minimal teacher intervention, only receiving guidance toward asking the “right” questions. This technique has been widely applied ever since, as well in the context of language lessons conducted through both the Direct Method and the Pedagogical Translation method.

Of all of the ways of using translation in the classroom, only interlinguistic translation may be interpreted as a situation in which student is bereft of independent reflection or a “*guided discovery*”. Otherwise, a student has to come up with ideas and associations.

The Direct Method

The previous century marked the starting point for the development of what has become one of the most common and widely used methods used in teaching worldwide today. Originally established in England at the dawn of the twentieth century (Krause, 1916), this method contrasted with the then-dominant Grammar-Translation Method (GTM) as well as other approaches employing languages other than the target one (e.g. the bilingual approach). It took a considerable amount of time to gain widespread acceptance in language education. In the 1970s, this method began to be applied by schools such as Berlitz, and was not limited to the English language; for example, the *Alliance Française* adopted it for teaching French.

The first documented experience of teaching entirely in the target language occurred when a substitute teacher, unaware of the student's proficiency level, began speaking without translating what he said. Today, after almost 150 years, the Berlitz school of languages is renowned worldwide for its lessons delivered using what has come to be known as the „Berlitz method“, named after the surname of the school founder.

Despite the overall improvement in language teaching, it should be taken into account that before this method emerged, languages had been taught exclusively with the Grammar-Translation Method. What this meant in practice, was that the target sentence in Latin or Greek – such as „I live in a big city“ – was repeated constantly with minor adjustments until students memorized the answers by heart. This approach left little space for personal expression of students' own ideas in speaking. Even when they knew the meaning of words, it was difficult to rearrange them into new sentences, because the learned phrases were “encrypted” in their minds like verses. Originally designed for translating manuscripts in dead languages, the GTM was, in its time, a major step forward: it provided students with controlled practice under teacher supervision, enabling correction of what they wanted to say.

The main principles of the method mostly concentrate on the use of various visual aids

(such as pictures, pantomime, and the creation of real-life scenarios), repetition (e.g. through question-answer patterns), and inductive approach (students are not explicitly told the rules but instead engage in a “guided discovery” of meanings and grammatical rules). This method is based on the assumption that each learner can replicate the first language acquisition experience with the subsequent languages – without translating or comparing them to their native tongue (Muthuja, 2009).

In this method, grammar is taught through the presentation of multiple cases and situations. Based on personal experience of conducting lessons with the use of the original Berlitz worksheets and lesson plans, there is no explicit instruction suggesting that students should study, revise or read about grammar in a traditional way.

Instead, learners are placed in the circumstances that prompt them to repeat sentences and eventually produce their own responses. Grammar, as such, is not explained in the original materials; rather, students are expected to infer rules from the examples and apply similar structures in a conversation, while the native-speaking teacher introduces a number of illustrative instances. Examples of several grammar sections are provided below:

1) Level 1/10. Explanation of “present progressive” for the future.

While the student is not left alone in practicing the material during the lesson, in the event of desire to come back to analyse it afterwards, they do not have neither their notes nor definite explanation in the book.

What are you doing next week?

I am	leaving the office	at three o'clock today.
You are	having dinner	at eight o'clock tonight.
Tim is	meeting Mr. Wilson	next week.
Ann is	coming to our office	next month.
We are	going to Brazil	next year.
The Lees are	coming back to the US	in July.

Pic. 1 Grammar section for level 1/10

2) Level 4/10. Explanation of “will” for promises.

In this case, one topic for one function is definitely a positive aspect, however it does not provide a student with a possibility to write down their personal examples.

Alex: You'll be there on time, won't you? Justin: I promise to be there on time. Nicole: I promise I'll be on time. Justin was there on time. → Justin kept his promise .	Alex: You won't be late? Justin: I promise not to be late. Nicole: I promise I won't be late. Nicole wasn't there on time. → Nicole broke her promise .
– Ryan hasn't sent his report yet, has he? – No, but if he promised to send it, he will.	– Don't tell Ann about the party. It's a surprise. – I won't say a word. I promise.

Pic. 2 Grammar section for level 4/10

3) Level 6/10. Explanation of passive voice.

Similarly to the previous segments, the lack of writing practice is complemented with the absence of clear explanation as to how and when these structures should be applied.

How are they made?

After the potatoes **are delivered**, they **must be peeled**.
Following that, the potatoes **are washed** in cold water.
In the next step, potatoes are cut into paper-thin slices and washed again.
The potatoes **are then deep-fried**. As they leave the fryer, salt **is sprinkled** on them.
Once the chips **have been salted**, they **are moved** to a packaging machine.
Bags of chips **are hand-packed** into boxes, which **will be shipped** to stores across the country.

Pic. 3 Grammar section for level 6/10

4) Level 9/10. Explanation of present unreal conditional with and without “were to”.

A complicated grammatical point is supposed to make a student understand and remember the rule only through reading and discussion with a teacher.

Supposing we did that, what would happen?

These sentences sound more likely or possible

What if I accepted the job offer?
Supposing I accept the job offer?
Suppose I accept the job offer?

If I accepted the job offer, we would have to move.

These sentences sound more hypothetical

What if I were to accept the job offer?
Supposing I accepted the job offer?
Suppose I accepted the job offer?

If I were to accept the job offer, we would have to move.

- Supposing we were to share this information with the press. What do you think would happen?
- We'd lose our jobs, for sure. And we would probably never work in the industry again.
- And if we asked to remain anonymous?
- It would only be a matter of time before they figured out who the leak was.

- I've been thinking. What would happen if we sold the house and moved to the country, like we always dreamed of doing?
- We couldn't do that! We would have nothing to live on!
- We could keep our jobs and work remotely, couldn't we?
- I suppose so, but wouldn't we lose all our friends, too?

Pic. 4 Grammar section for level 9/10

Grammar instruction in this method is based on examples, which are intended to serve primarily as guidance rather than explicit rules. As a result, most students receive a series of examples supported by the teacher's explanations, yet are offered little opportunity for written practice or genuine guided discovery. Instances 2 and 4 are reinforced through the contextualised use of structures in the dialogues. However, none of these exercises require students to complete gap-fill tasks in similar dialogues or to produce full written sentences independently.

Consequently, according to the students' interviews and personal observations, while learners may appear to understand the material during the lesson and even confirm this in the practice section, they often return home to review their notes only to encounter a barrier – being unable to recall the precise circumstances or correct formulation of the structure use. The absence of individually-made notes during the lesson results in quick disappearance of progress and relatively low information retention rate.

Evolving over time, the direct method has become more clearly defined and structured. Today, teachers applying to the schools employing it are required to complete compulsory onboarding training. It covers both the use of prescribed coursebooks and the specific practices of the institution. A typical lesson has a set framework:

The lesson begins with a brief greeting and, optionally, a small-talk. The instructor then defines the lesson's goal. Importantly, the teacher does not determine this goal or exercises' design themselves – both are predetermined in the manual. An example of such an introduction statement might be: "Do you like sport? Our goal today is to discuss your favourite sport with a new friend." Whether in a physical classroom or an online setting, the goal will be displayed so that the student can refer to it throughout the lesson.

Secondly, since the 1970s a well-known triad has been formed: Presentation-Practice-Production (Byrne, 1976), commonly abbreviated as PPP. Although heavily criticised for being teacher-centred (Ellis, 1991; Lewis, 1993; Scrivener, 1996) and revised multiple times, it remains in demand due to its simplicity and clarity for both students and teachers (Rixon & Smith, 2012; Ayton & Freebairn, 1975).

Presentation refers to the initial stage of language input – students usually listen to or watch something to grasp the context. As an example, this may involve a piece of sports news or a listening exercise about people's hobbies.

Practice provides a controlled environment where every student's mistake should be corrected as they speak. The main objective is to create as many examples as possible, especially in larger groups, allowing all learners to use the structure or vocabulary. Meaningful and memorable exercises including pictures, diagrams and examples help students feel confident repeated practice (the number of repetitions is flexible and may depend on the students' level and personal characteristics). During this stage, grammatical structures may be introduced, such as "I like playing volleyball" or "I play tennis twice a week". However, the focus is on meaning and

successful completion of the lesson's goal, rather than on explicit grammar instruction.

Production represents the most communicative stage, during which students are encouraged to use as many new items as possible in relation to the lesson's goal. They may speak in a monologue or have a discussion with the teacher or peers. Teachers are not expected to interrupt or correct during the practice. The feedback on accuracy and pronunciation is provided afterwards. Based on the outcomes of this phase, the teacher evaluates the student at the end of the lesson, providing feedback on how comprehensive and correct the student was. Finally, a teacher asks a student whether they feel they have achieved the lesson's goal and are satisfied with the new topic covered in the foreign language.

Various researchers have proposed similar structures (Willis, 1981; Harmer, 1983; Finocciaro & Brumfit, 1983), each with their different names, but sharing a very similar description. These are ESA – Engage, Study, Activate; OHE – Observe, Hypothesize, Experiment; ARC – Authentic use, Restricted use, Clarification. All of these models reflect a common underlying principle. According to Fitts (1964), explanation should precede practice, and practice should precede automatization (EPA).

The PPP was criticised for being not flexible enough, in the event of the need to change a lesson plan, or adjust it to more communicative students. However, Byrne himself wrote in 1986: *“Since our main aim is to get the learners to communicate, we can reverse the sequence outlined above by first setting them tasks which will require them to communicate as best they can with the language at their disposal and then using the outcome as a way of deciding what new language needs to be presented and perhaps further practised.”*

Therefore, PPP may be defined as teacher-centred, however it is very learner-sensitive.

The downside of the method has been recognised by multiple researchers. For example, early 20th-century critics such as Otto Jespersen raised concerns about the method's effectiveness in teaching grammar and reading skills, due to its strong focus on oral communication. Similarly,

educators like Harold E. Palmer and A.S. Hornby in the 1950s, contributed to the development of the Structural Approach as a response to perceived deficiencies of the Direct Method, particularly its lack of systematic grammar instruction and vocabulary limitations.

In the practical part of this research, an exemplar worksheet, along with the results of questionnaires and interviews conducted with the students from different age groups, will be presented. While it is undeniable that this approach has both benefits and drawbacks, the primary focus should be on how students perceive and feel about specific activities and tasks, rather than on the qualitative effects of learned material.

The Pedagogical Translation

Between the complete absence of L1 in teaching, as discussed above in the Direct Method, and the strict use of translation characteristic of the GTM, there is a middle ground allowing for maintaining communicative use of the target language while ensuring accurate understanding of concepts, especially at higher levels involving sophisticated vocabulary. TILT, or *Translation in Language Teaching*, written by Guy Cook in 2010, put a new beginning to the use of translation in language learning classrooms as the author tried to rethink the role of translation in modern classrooms. Other scholars in European applied linguistics referred to this concept as Pedagogical Translation (Leonardi, 2010; Leonardi, 2015; Pintado Gutiérrez, 2015, etc.). It is a method that promotes the use of double translation when necessary – both into student's native language and the target language (Delisle, Lee-Jahnke and Cormier, 1999), or inter- and intralinguistically (Palmer, 1968). Despite the general trend favouring the direct method, the inclinations of several scholars seem to move in the opposite direction (Malmkjær, 1998; Cook, 2010; Guntar et al, 2023). However, while PT is a general practice, TILT is a newer label associated mainly with Cook (2010, 2022), a more specific modernised framework for application of PT. Thus, TILT incorporates PT, but not all PT is TILT.

A few researchers have reported the efficacy of translation even when it comes to implementing several languages at the same time, or the approach called Pedagogical Translanguaging (Prilutskaya, 2021; Cenoz & Gorter, 2020). Being a linguistically inclusive approach, it suggests that both teacher and learner have sufficient competence to communicate in, for instance, French and Spanish, and use them to explain contexts or structures in English. However, in this research, the focus is to compare the Direct Method with Pedagogical Translation, where one common language is used as aid in learning.

The return of translation to teaching practice can be explained by several prerequisites, one of which is the pursuit of a balance between structural and communicative approaches. During the apprenticeship and career development as a teacher, numerous lessons conducted in Polish schools between 2019 and 2023 were observed. These included both state school and private school teachers working with children and adults. Most, if not all, tended to resort to translation when students appeared confused or lost, especially in primary school setting.

The use of glossaries in Macmillan textbooks (such as Brainy) for primary schools demonstrates that translation is neither frowned upon nor discouraged. It is encouraged that children associate certain words with their equivalents in Polish, which aligns closely with the Linguistic Coding Deficit hypothesis, suggesting that apprehension in learning a second language may stem from struggles with the first one (Jeong-Won, 1996).

GLOSSARY	
community work – prace społeczne	
court – sąd	
pay a fine – zapłacić grzywnę	
pick up rubbish – zbierać śmieci	
recycling box – pojemnik do segregacji śmieci	
Present perfect affirmative	
Czasu Present perfect używamy, gdy mówimy o czymś, co wydarzyło się niedawno, co ma związek z teraźniejszością. Zdania twierdzące tworzymy za pomocą <i>have</i> lub <i>has</i> oraz formy <i>past participle</i> . Formę <i>past participle</i> tworzymy poprzez dodanie do czasowników regularnych końcówki <i>-ed</i> . Pozostałe czasowniki mają formy nieregularne.	
Full form	Short form
I <i>have played</i> this game.	I've <i>played</i> this game.

Computer equipment	Other
desktop computer komputer stacjonarny	be overweight mieć nadwagę
game controller kontroler do gier	bread chleb
ink cartridge wkład drukujący, toner	camera aparat fotograficzny
keyboard klawiatura	celebration uroczystość
laptop laptop	cereal płatki śniadaniowe
monitor monitor	chef szef kuchni
mouse mysz komputerowa	cleaner sprzątacze, sprzątaczkę
printer drukarka	close blisko
touchpad panel dotykowy, touchpad	cookbook książka kucharska
touch screen ekran dotykowy	cooker kuchenka
	crazy szalony, zwariowany
	cucumber soup zupa ogórkowa
	dining lady kucharka szkolna, pani pomagająca w stołówce

Pic. 5. Examples of the Polish language use in Brainy 6 by Macmillan

The communicative approach, reportedly the predominant method employed in state schools – used frequently by 73% of teachers (Jaskiernia, 2021) – discourages the use of translation. However, in practice, it neither disrupted lesson plans nor distracted the students. In all observed cases, teachers did not rely exclusively on the target language, but facilitated the understanding with the help of students' background (ibid.).

It should be specified that intralinguistic translation and guided discovery questions serve as primary means of leading a student toward understanding the definition. In contrast to the DM students are encouraged to take notes and practice writing at home. This approach becomes particularly useful at higher proficiency levels (B2-C2), when simpler concepts are replaced by more advanced ones. Example:

“A hush fell over the audience as everyone tried to catch each word of his florid poetry.”

(in the reading assignment)

- *What is “florid”?* [direct student's question]

- *Do you think it is positive or negative?* [guided discovery: what do you feel about it?]

- *I guess it's positive. Yeah, it probably means something like “rich”?* [the guess may not always be right, however in most cases if the context is relevant, students feel it]

- *Yes, you are right!* [praise] *When you speak about poetry, it means “very elaborate”, “using unusual words, metaphors”.* [here, student is advised to take notes on the word using this description] *You know the word “to flourish”, don't you?* [creating a connection to similar meanings or rooted words]

- *Yes, it's connected to flowers, or plants.*

- *Good, so you can remember it as connected together. Even in Polish these words sound similar.* [here, even without direct translation to the Polish words “kwitnąć” and “kwiecisty” a

student most probably already understood the idea. If not – it may be translated to facilitate memorising]

Language pedagogy appears to be exploring potential applications of translation for its own purposes. From this perspective, the roles of native and non-native teachers represent a fundamentally different situation. Despite following the same curriculum and syllabus, students may develop different understanding and levels of language proficiency.

This method, in contrast to the previous one, clearly provides sufficient practice in reading and writing. What remains to be determined through comparison is which method fosters a calmer atmosphere and a stress-free process of learning in the classroom, while maintaining an effective pace of learning and leading to excellent results. In the theoretical section of this thesis, the main focus is on the detailed analysis, whereas the practical one will explore students' experiences and opinions on the matter.

Comparative analysis of the chosen methods

Language learning method comprises a complex set of activities designed to develop receptive and productive skills. As previously stated, productive skills involve the student actively using the language to convey meaning. As a result, productive skills tend to demonstrate linguistic (in)competence better than the receptive ones. The Direct Method tends to advance learners' abilities in certain productive skills (reading aloud, talking) as well as listening within receptive skills, however it relegates writing and silent reading to a minimal role.

An analysis of both approaches and their application in multiple teaching environments reveals fundamental limitations in each method. These shortcomings could be addressed through modern methodology, thus offering an enhanced perspective on the problem of *speaking* the target language. Developing a comparative table will facilitate the analysis. For clarity, the Pedagogical

translation method will be referred to as PT, while the Direct Method as DM.

	Number of students	Suitability for advanced levels	Speaking confidence	Practice of all RS and PS	Center
PT	Up to 15	Bigger	Smaller	No	Teacher
DM	Up to 7	Smaller	Bigger	No	Learner

Table 2. Methods comparison

It is worth noting that this table does not analyse the methods such as TPR, the Natural Approach, the Audio-Lingual Approach, etc., as it takes into account solely the potential of developing competences within major methods, and not a way the new topics are presented. The analysis concentrates on adult learners seeking the active use of target language.

The interpretation of the table breaks down as follows:

1. The number of students in a group is a critical factor for the effectiveness in the majority of language classrooms. The DM, which is believed to foster greater progress in communication, is generally limited to small groups of 5-7 students, working ultimately in small clusters of 2-4 people. In contrast, PT promotes discipline and more controlled practice, therefore teacher's effort could be spread equally up to 15 students (Brown, 2007; Garton, Copland & Burns, 2011). Considering the realities of modern education, the majority of institutions try to accommodate larger groups of students with fewer teachers. This often leads to the few outspoken, confident, talkative students, while more reserved and quiet individuals do not get the same value of the lesson. Therefore, there should exist a solution letting a group of up to 10 students to participate equally, applying broader teaching strategies. The PT method involves students reading in sequences, for example, which, similar to the DM, gives a practice of reading aloud, however definitely makes them write much more than the latter.

2. The suitability of a method for advanced learners can be illustrated more clearly by examining advanced student's position in attempt to remember complex vocabulary items. For instance, an advanced learner may be expected to understand and recall the adjective 'poignant' after hearing a teacher use it in a specific context, such as „*That poignant scene in Titanic made me cry*”, and subsequently apply it to different contexts. In practice, such transfer of knowledge is rarely successful, as learners tend to use the items they had already encountered (“moving”, “touching”, “emotional”), rather than risk to use ‘poignant’ to describe a memory, a photograph or a cry. Therefore, for higher levels (above B1), where even native speakers may struggle to produce precise synonyms or definitions properly, the PT method offers clear advantages. It enables faster clarification, facilitates the revision, and introduces new items with stronger retention potential. It is utterly common that many students reaching intermediate level of language fluency encounter a **linguistic plateau** (Hazenbergh & Hulstijn, 1996). This phenomenon arises because there is a minimal vocabulary which allows students to communicate effortlessly and clearly, while more nuanced or complex words remain in passive storage (as for reading or listening exercises). The brain often disregards synonyms and advanced concepts as unnecessary for achieving communicative goals, which means that repeated exposure and active practice are essential for their integration into productive use (Moras, 2001; Hu & Nation, 2000).
3. Speaking confidence in the DM is greater in terms of spontaneous speech, as it requires learners to produce substantial oral output and receive immediate correction during the lesson. In contrast, the PT method often relies on texts or exercises that represent an impersonal collection of structures which may become applicable in certain contexts. Despite the fact that the Direct Method can appear to be an optimal solution for developing speaking fluency rapidly, it proves effective only for a small portion of learners, specifically those ready to make mistakes and accept continual correction.

Students with a more reserved disposition tend to remain within their comfort zone, relying on familiar formulas and experiencing minimal perceptible development in learning process.

4. Neither DM or PT provide balanced opportunities for practicing all language skills. The PT method offers extensive training when it comes to written communication and reading (productive and receptive skills), but oral practice is often insufficient due to time limitations and large group sizes typical in state schools. In contrast, the Direct Method places strong emphasis on speaking and provides considerable auditory input from native speakers, while writing and reading receive insufficient attention. Writing tasks are frequently assigned as homework, however minimal focus is placed on spelling check. This imbalance highlights the necessity for an instructional approach that integrates all core skills along with grammar, which should be treated as an essential passage. A methodology that combines student's active performance with a relatively restricted grammar and writing practice would equilaterally improve learner's language learning and prevent discrepancies such as learners' self-assessment of their abilities as "B2 in writing, A2 in speaking".
5. Learner-centred methodologies are known for making faster progress in generating spoken output, while teacher-centred approaches, such as lectures, provide total control of the learning environment and are more effective as supplementary instruction. In such settings, complex or unclear topics can be clarified by an expert in a more accessible manner. Although teacher-centred delivery can be beneficial in specific contexts, it is less suited to language acquisition. Many institutions still adopt lecture-based formats not only for the sake of clarity, but also for economic reasons, as they allow larger groups to be taught simultaneously. In such cases, the teacher or expert dictates the pace of information delivery, often faster than it is optimal for data retention. This dynamic can discourage learners from asking questions, forcing them to

rely on the hope that unclear material will be understood later. Excessive coverage of new material is a common drawback of teacher-centred practice. Both the Direct Method and Pedagogical Translation retain a certain level of teacher control, yet they remain adaptable to learners' needs and can be adjusted to balance between guidance and autonomy.

According to *Audio-Visual Methods in Teaching* (Dale, 1954), listening to a lecture produces minimal visible effects when compared with reading, observing or practicing. At the top of Dale's "Cone of Experience" is teaching others, which requires the learner to read, discuss, recall, and produce the material independently. This principle also reflects Jerome Bruner's description of problem-based learning, in which learners actively construct knowledge through engagement and application rather than passive reception.

Retention rate	Learning activity
90%	Teaching someone else.
75%	Practicing what one learned.
50%	Engaging in a group discussion.
30%	Watching a demonstration.
20%	Watching audiovisual materials.
10%	Reading.
5%	Listening to a lecture.

Table 3. Dale's "Cone of Experience"

A clear description of drawbacks in both methods under consideration provides a starting point for a more balanced approach development. The primary objective is to ensure that all skills, including grammar, are addressed within class time, so that learners who are less motivated, reserved, or affected by speaking anxiety receive sufficient language practice. The learner should be positioned as close as possible to the role of a teacher. In this approach, a partial reversal of the

traditional roles of student and educator takes place. Peer correction, already a common feature in school environments during testing, would need to become a more prominent and systematic element of instruction. This aligns closely with widely recognised strategies for coping with language anxiety.

2.2 Coping strategies

In the broader context of anxiety as a psychological phenomenon, numerous strategies have been identified for alleviating fear and frustration. For instance, Kondo and Ying-Ling (2004) conducted a study involving more than 200 university students to determine which methods most effectively reduce the stress associated with language learning. The five most frequently reported strategies were: detailed lesson preparation (approximately 60%), resignation (28.2%), positive thinking (26.2%), relaxation (12%), and peer seeking (11%). As this distribution shows, the majority of coping mechanisms are individual rather than social. This suggests that adult learners are generally less inclined to seek assistance from others, due to factors such as self-consciousness, social status, or age. In contrast, the progress and well-being of younger learners in school settings are monitored by a team of teachers, making it easier to identify when they require support. Adults, however, often decide to manage such challenges independently.

Individual strategies

The variety of individual coping strategies for language anxiety include:

- 1) positive self-talk and humour to counteract negative thoughts
- 2) detailed preparation for a lesson
- 3) use of applications supporting learning (e.g. Quizlet, Duolingo)
- 4) setting realistic language learning objectives
- 5) reflecting on progress rather than perfection

- 6) keeping a journal to track and reflect on language learning experiences
- 7) seeking feedback from teachers or peers in a constructive manner
- 8) dedicating time to hobbies or interests in the target language to build skills in a fun, low-stress context.

In reality, the list may also accumulate negative coping strategies. One of the learner-centred strategies, and second by popularity (ibid.) is resignation from studies. It can be demonstrated as by the open desire to leave the course/classroom, as well as by a lack of communication or not paying attention during the lesson. In order to deal with it properly, the classroom has to be an open environment and a teacher should not be distant from learners.

The most common coping strategy, detailed preparation and careful attention to homework, is often advised to individuals experiencing difficulties in order to avoid the fear of unexpected topics and questions. Many people follow this practice diligently, which enables them to overcome the apprehension in the following lessons. However, this cannot be considered an ultimate coping strategy, as such students tend to struggle with spontaneous communication. Positive thinking and relaxation have also gained popularity over time, with mindfulness practices and breathing techniques becoming widely accessible due to their prevalence on the Internet. Horwitz et al. (1986) observe that language anxiety shares certain features with other types of fear, such as the fear of being ridiculed in class or of underperforming compared with peers.

Group strategies

One of the Polish researchers in the field of xenoglossophobia, Anna Turula, in her work *Language Anxiety and Classroom Dynamics: A Study of Adult Learners*, emphasises that poor classroom management is often a significant source of anxiety. As noted in other studies, classroom dynamics plays a crucial role in learners' perception of their studies (Young, 1991). Factors such as desk

arrangements, opportunities for mutual assistance, and the encouragement of open discussion can significantly influence the overall atmosphere and students' comfort levels.

The only point from the Kondo & Ying Ling research concerning group support is peer seeking. A suitable learning partner is a key aspect to many people even well into adulthood, and a trustworthy sign that the learning process will continue. Some learners take it as a rivalry, while others as a common journey. What matters is that they see that others are struggling, too. That is why, restricting learners' communication or limiting collaborative activities diminishes the chances of quicker development.

Many researchers emphasise the benefits of student collaboration, particularly in helping learners cope with language anxiety. One effective approach is pairing a stronger student with a weaker one, providing the latter with increased practice opportunities and placing the former in a quasi-teaching role (see Table 2 – “The cone of experience”). Group-based coping strategies for language anxiety often involve peer support, group discussions, role-playing exercises, and other collaborative learning activities. According to Davies & Rinvold (1990), anxiety in the classroom may arise from being judged, feeling isolated, or experiencing a lack of control. In this context, the most common source of judgement is the teacher, isolation often stems from the peer group, and loss of control is frequently caused by inappropriate levelling. Understanding how classroom management operates and the direction in which it is applied is therefore essential for teachers to achieve results, which in turn benefits their students.

The influence of group interactions and teacher management

The role of a teacher in learning process cannot be underestimated. The approach to classroom management adopted by the teacher has long-term consequences and directly affects students' performance. In the beginning, it is important to recall the role and types of motivation (as

discussed in Chapter 1) that learners possess before enrolling in a course. Extrinsic motivation, particularly when reinforced by a fixed deadline such as a certificate examination, inevitably influences the teacher's role as well. Under such conditions, there is less scope for extended discussion, critical thinking, and peer communication. Consequently, educators working with this type of course must place greater emphasis on creating a relaxed and supportive classroom atmosphere (Rosén et al., 1990).

The elements of classroom management considered effective for reducing language anxiety in adult groups have evolved over time. Horwitz (1986), for example, proposed techniques such as journal keeping (maintaining detailed lesson notes with reflections on one's progress), behavioural contracts (rewarding adherence to agreed behavioural patterns with game-like activities), and relaxation exercises (e.g., side conversations or stretching). However, these strategies are less applicable to adult learners, who are the primary focus of this study.

Subsequent research began to address not only the teacher's professional competence but also their emotional influence on learners. Young (1990) recommended maintaining a positive and approachable attitude, reducing social distance to encourage students to share their difficulties. Oxford (1990) introduced the concept of "positive self-talk" (making affirming statements to oneself) and examined the potential use of music to enhance the learning process—an idea further developed by Toyama and Yamazaki (2019). Tsiplakides & Keramida (2009) advocated incorporating short-term projects as a form of controlled, low-risk practice.

In more recent contexts, particularly within adult education, further insights can be drawn from practitioners such as Pearson-certified trainer Abhishek Sharma.

- 1) Create realistic expectations. The crucial piece of instruction in the Berlitz method, for example, is informing students what the goal for each lesson and the course is. The goal should be concise, precise and in accordance with the student's ambitions. Adults appreciate transparency and can evaluate their own headway.

- 2) Treat students as equals. Putting down the barrier between two parties of a lesson creates a favourable atmosphere for open dialogue, which leads to improved collaborative potential.
- 3) Act as a facilitator. Specifically with more advanced groups, it is an essential skill to maintain active learner engagement through sustained discussion. The teacher's input should be minimal and aimed at extending students' contributions – for example, by introducing supplementary topics or posing thought-provoking, open questions.
- 4) Provide constructive feedback. Feedback increasingly matters to adult learners and they appreciate if it is given regularly. The Direct Method often postpones correction and feedback until the final stages of a lesson. However, providing immediate correction can significantly reduce the time and effort required from the teacher and minimise the risk of learners forgetting the point that needed to be addressed. Consequently, constructive feedback—accompanied by a summary of the skills practised and necessary language corrections—should be regarded as a critical component of the instructional process.
- 5) Promote self-directed learning. Adults are autonomous individuals and with high degree of probability have a list of subjects of interest outside of any coursebook. Encourage students to watch their hobby-related TV shows, listen to podcasts, read magazines, etc., whenever they have enough free time and feel like practicing. Enhanced listening and reading practice – receptive skills – constitute a fundamental prerequisite for the improvement of productive ones.
- 6) Improve time management. Overloading students with excessive content often leads to frustration and diminished motivation. Establishing realistic time expectations facilitates keeping the time limit and respect learners' position. Adjusting the pace to suit every group might require deviations from the timeline

expectations in teacher's manuals.

- 7) Make full use of technological resources. Supplementary materials offered by most modern coursebooks include video tasks, interactive games, and revision sets. Whenever circumstances permit, integrate projectors, computers, or even students' own smartphones to enhance engagement through educational videos and interactive tasks.

All of the advice and research discussed previously refer to environments in which one teacher works with a certain group. The main stress factors and coping techniques relevant to adult learners have been outlined based on prior teaching practices. However, one additional factor, present in certain educational settings, such as Polish universities, remains largely overlooked in research on language anxiety. This factor concerns the involvement of two or more teachers in the learning process, including the potential presence of one or more native speakers of the target language.

The rationale behind these ideas derives both from personal experience in language learning and teaching, as well as from students' reflections gathered during the research process. A relevant example can be drawn from French language courses at the University of Łódź. The programme consisted of three weekly sessions, each dedicated to a specific area: grammar, vocabulary, and speaking practice. Each component was taught by a different educator, which initially appeared to be a logical arrangement – associating a particular activity with a specific instructor and exposing learners to a greater variety of target-language accents. Combined with the total number of learning hours, this structure was expected to facilitate rapid and natural acquisition and application of language structures.

The results, however, tended towards the opposite extreme. Students were confused, overburdened, and increasingly disengaged. Learners who had never previously exhibited signs of

language anxiety began to display characteristic patterns, such as avoidance behaviours, excessive preparation in advance of classes, and reluctance to collaborate. A retrospective analysis conducted years later confirms that all of the educators involved were qualified professionals, and the difficulties were unrelated to their language proficiency or teaching credentials. The primary contributing factor was the structural division of the course itself, which required students to prepare for three separate subject areas each week for assessment, while also dedicating considerable time to mastering all three in parallel. Furthermore, variations in teaching style and pacing—an inevitable consequence of having three different instructors—added to the cognitive load. Notably, none of the teachers were native French speakers, which meant that the variation in their accents offered limited linguistic benefit.

A similar system has been in place for many years in English language courses, where each group is divided between two instructors. The complexity of this arrangement is further compounded by the fact that both follow the same schedule of quizzes and tests while covering different units of the coursebook. Consequently, for example, students may study vocabulary related to environmental and ecological issues on Monday, and then be introduced to entirely new vocabulary in the context of fashion and consumption on Thursday. In subsequent weeks, learners are required to engage in similar activities across unrelated topics twice a week, in addition to attending other courses within their specialisation or elective modules. This organisational structure fails to manage time effectively, as outlined previously, and results in cognitive overstimulation, leaving students feeling overwhelmed and stressed by the end of the semester.

In such cases, group interactions tend to shift toward academic dishonesty or strategies aimed at fulfilling the requirements of extrinsic, deadline-driven assessment – as is frequently the case in university settings – without engaging with the intended pace or objectives of the lessons. The primary goal, however, should be to foster cooperation both between students and their instructors, and among the students themselves, in order to develop skills, engage in a balanced number of activities, and apply newly acquired structures in practice. A group guided by Sharma's

principles works collaboratively to identify individual strengths and weaknesses, to practise areas that require improvement, and to gain insights from peers' perspectives on specific tasks and situations. Students should understand that their teacher shares the same objective as they do – the successful attainment of the desired language level – and should therefore view themselves as partners in the learning process rather than as opposing sides.

The Variety of Interactions within Adult Groups

There are two main interaction types. The first is communication between struggling individuals and the rest of the group. The second is communication between two or more struggling individuals. In both cases, positive classroom dynamics require the teacher to encourage learner individuality, provide motivation and challenge, and actively involve students in the process in order to build their self-esteem and foster positive attitudes toward failure (Turula, 2006).

Both types of interaction between the students can be fruitful if those aspects are met. In the first case, this refers to the previously discussed practice of peer correction and strategic pairing, which is common in modern teaching approaches. Rogers (1996) recommends that students avoid forming fixed pairs in order to broaden both their personal and linguistic experience, and to reduce the likelihood of the second type of interaction becoming dominant. While interactions between two or more struggling individuals can still function as positive group coping strategies, it is important to prevent such learners from becoming isolated from the rest of the group. As noted earlier, when fixed pairs are avoided and students are encouraged to interact with as many peers as possible, they quickly realise that everyone struggles in different ways and that there is no judgement for being in the process of learning.

Mature students highly estimate the importance of cooperative activities basing on learner diaries (Coare & Thomson, 1996). Except for the obvious benefits in communication, group and

pair work also improve the skills of active listening and negotiating. Metacognitive activities, such as group organisation and responsibilities assignment, problem- and conflict-solving, as well as decision-making, are strongly put to practice and first-hand experiences (Crandall, 1999). It means that developing language and social skills can and should occur simultaneously, leading to the elimination of students' anxiety.

The teacher's role discussed previously is undoubtedly the priority when it comes to classroom management. However, positive behavioural patterns of an instructor are not central to the thesis. What also matters is organisational ability, even as far as seats' arrangement in the classroom is concerned. It is a teacher's role to provide clear instructions and a possibility for their students to follow them.

Multiple intelligences theory in classroom management

Even after creating a supporting environment and providing possibilities for development, problems may still arise due to the unsuitability of tasks. Dating back to 1983, Gardner's multiple intelligences theory helps to understand that the pace of learning and general educational success may be a reflection of what is the dominant type of intelligence in an individual. He identified and described seven types: interpersonal, intrapersonal, linguistic, musical, logical-mathematical, bodily-kinaesthetic and spatial.

Effective classroom dynamics rely heavily on the teacher's engagement and interest in students. This is particularly relevant in language teaching, as tailoring lessons becomes easier and more efficient when students' individual strengths are taken into account. By carefully preparing activities, it is possible to ensure that every student in a group has the opportunity to practice skills in the manner that suits them best.

Linguistic intelligence is best developed through activities such as reading, writing paper diaries, participating in debates, and telling stories. Although this type of intelligence is highly

suited to a language classroom, it should be noted that definitely less than half of students possess this skill set.

Logical-mathematical individuals can also excel in language learning, despite a common misconception. They have a strong understanding of structures and patterns, making grammar exercises particularly suitable for them. Such learners often prefer approaches that allow for logical reasoning and structured practice, rather than the direct method, which provides little opportunity for these cognitive processes.

Musical intelligence also plays an important role in language learning. Individuals with this type of intelligence are particularly adept at remembering tunes and acquiring new vocabulary through songs and poems. They have a strong sense of rhythm and often demonstrate creativity, for example, when composing their own poems.

Spatial intelligence is best developed through visual experiences such as pictures, movies, comic books, videos, and trips. Individuals with this type of intelligence are skilled in storytelling, visualization, and drawing. Numerous modern games enhance language use in imaginative contexts, as well as activities involving puzzles and problem-solving.

Bodily-kinaesthetic learners are highly active, and their preferred modes of learning involve touch or movement. The Total Physical Response (TPR) method, commonly used with children's groups, demonstrates how this intelligence can be applied in practice. Key activities include responding to commands, dancing, gesturing, and role-playing. For adult learners, it is recommended to implement hands-on learning, such as interacting with objects, printed materials, or other tangible items.

Interpersonal intelligence is highly valuable for communication. Such learners excel at organizing groups, participating in group games, and listening to stories. They often serve as effective leaders and provide support to students who may be struggling.

Intrapersonal intelligence is characterized by a strong sense of self-awareness. Learners with this type tend to be quiet and reflective but are proficient in planning and goal-setting. They often excel in individual projects and writing activities.

In conclusion, there is no type of learner who is inherently unable to acquire a language. Each type of intelligence has its strengths and limitations, and abandoning language learning due to the exclusive use of book-based activities is at least discouraging. To prevent such situations, instructors should assess students during the initial weeks through ice-breaking activities and promptly begin implementing a diverse range of teaching methods.

Examples of activities for each group of multiple intelligences include:

- 1) Linguistic and intrapersonal intelligence: Chain story-writing, in which each student contributes only one sentence to a group story. This activity can serve as both vocabulary and grammar practice while engaging intrapersonal skills, as each student works with their own idea.
- 2) Logical-mathematical intelligence: Activities such as collecting grammar puzzles, solving jumbled conversations, or tackling riddles. These tasks can be approached both individually and collaboratively, promoting intra- and interpersonal skills.
- 3) Musical intelligence: Special occasions such as Halloween, Christmas, summer holidays, or sports events provide opportunities to incorporate songs. Activities may include gap-filling exercises, memorizing lyrics, or creating rhymes, all of which are beneficial for learners with musical intelligence.
- 4) Spatial intelligence: Watching excerpts from TV shows or movies, commenting on current events, or creating comic books in groups are examples of activities that engage learners with strong spatial intelligence.

Bodily-kinaesthetic intelligence: While commonly addressed through Total Physical Response (TPR) activities for children, adult learners benefit from class drama, parodies, or hands-

on materials. For instance, learning new vocabulary can be reinforced through tactile interaction with visual materials. One exemplar activity involves providing a printout of an empty room along with separate furniture elements, allowing students to decorate the room and practice the grammatical structure “There is/there are.”

None of these techniques are intended to constitute the main course of lessons. Rather, they serve as supplementary strategies that promote equality in the classroom and enable instructors to engage all students through diverse channels, while ensuring that learners interact with the language in an enjoyable manner. Such activities increase student interest in the lesson and provide sufficient practice for everyone. In addition to classroom arrangement and a supportive attitude, the suitability of the implemented activities plays a crucial role in effective learning.

Chapter 3. Methodology

3.1 Research design

After the analysis of multiple studies presented in this thesis, it can be concluded that quantitative data collection methods (Likert scales, closed questions) are the most commonly employed, particularly in earlier case studies and research (Horwitz, Oxford, Young, etc.). However, this approach generates databases of largely impersonal data, which can only be interpreted and discussed by the researchers themselves.

In contrast, analyses involving qualitative data, such as interviews and observations (Tsiplakides & Keramida, 2009), primarily focus on the emotional and experiential aspects of the data, seeking to explain learners' success or difficulties based on their own perspectives.

The aim of this thesis is to provide a balanced analysis of both qualitative and quantitative data, employing triangulation. Triangulation refers to the use of multiple methods and data sources in a study to enhance the reliability and validity of the findings. Data triangulation is essential for analysing the factors contributing to language anxiety, students' coping strategies, teachers and teaching methods.

The data for this research was collected through student questionnaires, teacher interviews, student interviews, self-reports, and lesson evaluation tables. The questionnaires were designed with reference to the works of Horwitz et al. (1986), McIntyre and Gardner (1994), Turula (2006), and Oxford (1999). All responses were anonymous; the only demographic variables recorded in relation to language anxiety were age, sex, and native language.

The first questionnaire (see Appendix 1) was designed to avoid forcing students to choose between extreme responses of YES or NO. Most questions employ either a Likert scale (1–5) or request open-ended answers. This approach allows for the collection of qualitative data while still obtaining quantitative information.

The information provided by the students included:

- 1) their age (later filtered by three age groups) – question 1
- 2) their gender – question 2
- 3) potential disorder – supplementary data at the right corner of the questionnaire
- 4) native language – question 3
- 5) education level – question 4
- 6) language experience (with specified languages) – questions 5, 6, 8
- 7) levels of stress during practicing receptive and productive skills – questions 9, 10, 11
- 8) social and language skills – question 7, 12, 13, 14, 16, 17
- 9) type of learning and intelligence (described in Chapter 2) – question 12
- 10) types of motivation (categorised by the division in Chapter 1 as “internal” or “external”) – question 15

The data which was introduced by the teachers into the fulfilled questionnaires includes:

- 1) native or non-native speaker (NT/NNT)
- 2) lesson conducted online or on site (OL/OS)
- 3) method applied in the lessons (DM/PT)

A full set of data analysed in the research may be found in Appendix 6.

person_ID	age_group	age	gender	method	disorder	native_language	teacher	education	lang_experience	motivation	lesson_type	lang_anx
1	1	1	22 M	D	none	Polish	Polish	BA	yes: German	in	on site	3
2		1	21 F	D	none	Ukrainian	Polish	BA	no	ex	on site	4
3		1	24 M	D	none	Polish	Polish	BA	yes: German, Latin	in	on site	4
4		1	21 M	D	none	Polish	Polish	BA	yes: German	in	on site	1
5		1	21 M	D	none	Ukrainian	Polish	BA	yes: German, Polish	ex	on site	3
6		1	22 F	D	none	Ukrainian	Polish	BA	no	in	on site	2
7		1	22 F	D	none	Polish	Polish	BA	yes: German	in	on site	2.5
8		1	21 F	D	none	Polish	Polish	BA	yes: German	in	on site	3

Table 4. Extracts from groups' analysis

147	2	36 M	D	none	Ukrainian	Native	BA	no	ex	on site	3
148	2	32 F	D	none	Polish	Native	BA	no	ex	on site	3.5
149	2	28 F	D	none	Polish	Native	MA	yes: German, Russian	in	on site	2
150	2	32 M	D	none	Polish	Native	BA	yes: German	ex	on site	1
151	2	30 M	D	none	Polish	Native	MA	no	ex	on site	3
152	2	33 M	D	none	Polish	Native	MA	yes: German	in	on site	3
153	2	35 F	D	none	Polish	Native	BA	yes: German, French	in	on site	2.5
154	2	36 F	D	none	Ukrainian	Native	MA	yes: German, Polish	in	on site	4
155	2	38 F	D	none	Polish	Native	BA	yes: German	ex	on site	4.5
											2.94444

Table 5. Extracts from groups' analysis

The second resource applied in the study was the Anxiety Trait Actions Chart (see Appendix 2), completed by the teachers involved in instructing the groups under investigation. This chart lists the most common external manifestations of language anxiety and was employed to examine correlations between students' age, gender, proficiency level, language-related difficulties, and coping strategies. It provides quantitative data for the consequent analysis.

The third questionnaire was a self-evaluation form adapted from the original Berlitz self-report for teachers (see Appendix 3). It was modified to meet the needs of instructors working with adolescents and adults, as several items – such as age-appropriate Q&A activities and greeting songs – are not relevant for older learners.

The fourth resource was interviews with the students, in which they were inquired about their motivation, type of learning, impressions of the courses and effects they saw in their language proficiency. Based on the three instruments, along with notes from interviews, it was possible to explore potential relationships between language anxiety, learner profiles, teacher characteristics, and instructional methods. It provides insights about how lesson structure influences language acquisition.

3.2 Data Collection and Analysis

For the purposes of this study, it should be noted that all student groups were taught by accredited teachers with relevant educational backgrounds, including native speakers. 17 groups of learners

were analysed in the subsequent part of the research in terms of their final test results. The course outcomes indicated that students across all groups achieved comparable results in end-of-course examinations and similar rates of progression to the next level (Appendix 5). However, final grades do not reflect the degree of difficulty or stress experienced by students in achieving them.

The 17 groups selected for the analysis of course success rates include 142 people. Not all student groups could be analysed due to the fact that several groups' test results were unavailable due to schools' sensitive data protection policies, and the data collection procedure started on the later stages of the research. However, it represents a significant, statistically-relevant part of the studied learners.

The level or course was considered completed in the following cases:

- 1) a student passed a certification exam (IELTS, TGLS),
- 2) a student passed an internal language school end-of-course test,
- 3) a student passed an end-of-semester exam in the public institution (university / school / technical school).

In age group 1, five groups were analysed as follows:

1. 8 out of 8 people passed a course, DM NNT OS – giving a 100% of a course success
2. 10 out of 11 people completed IELTS preparation course successfully, DM NT OS – leading to a 91% success rate in this group (1 learner resigned in the process of learning)
3. 11 out of 11 students succeeded, PT NNT OS – which is a 100% success rate
4. 6 out of 7 people passed a course, PT NNT OL – 85% (1 student did not pass the end-of semester test)
5. 8 out of 8 people passed a course, DM NNT OS – 100% of course success

In age group 2, four groups' results were available for the analysis:

1. 5 out of 5 students completed the course, DM NNT OL – a 100% success rate
2. 6 out of 7 learners passed a course, PT NNT OL - 85% (1 person resigned and did not take a

final test)

3. 5 out of 5 students were successful in passing the course, PT NNT OS – 100%

4. 4 out of 4 people passed a final test, PT NNT OS – 100%

In age group 3, eight groups' test outcomes were analysed:

1. 12 out of 12 students passed TGLS exam, PT NNT OS – 100%

2. 11 out of 12 succeeded, PT NNT OS – 91% (1 person did not pass TGLS)

3. 12 out of 12 students finished the course PT NNT OS – 100% passing rate

4. 10 out of 10 people passed the course, PT NNT OS – 100%

5. 10 out of 12 students passed, PT NNT OS – 83% (1 person resigned, 1 did not take a TGLS exam)

6. 6 out of 8 people finished the course, DM NNT OS – 83% (2 people did not pass TGLS)

7. 4 out of 4 learners completed the course, DM NNT OS – 100% success rate

8. 5 out of 6 students passed the course, DM NNT OS – 85% (1 person resigned)

The results indicate that 133 out of 142 students passed their English courses (which is nearly 93.5%), among which the successful Direct Method represents 46 out of 50 (92%), Pedagogical Translation stands for 87 out of 92 learners (94.5%). Despite a minor difference of 2.5% in the analysed segment success rate, it may be stated that course outcomes of both teaching methods are similar.

Carrying out *Chi-square test of independence* is needed to ensure that methods have statistically similar success rate. This test makes it possible to determine whether two variables are independent or related. 2.5% of difference between the tested groups success outcomes may demonstrate a significant difference on the big scale, not visible in the numbers of the groups taken for the research. Chi-square (χ^2) checks whether the data is a random variation or it is a subject to statistically significant occurrence and p-value shows a probability of observing similar counts of passing or failing the course if all groups had the same rate (null hypothesis, H_0).

Group no	Passed	Didn't pass	Total	Expected	frequencies	chi-square	p-value
1	8	0	8	7.492958	0.507042254	0.03431113	0.507042
2	10	1	11	10.30282	0.697183099	0.008900292	0.131527
3	11	0	11	10.30282	0.697183099	0.047177804	0.697183
4	6	1	7	6.556338	0.443661972	0.04720806	0.69763
5	8	0	8	7.492958	0.507042254	0.03431113	0.507042
6	5	0	5	4.683099	0.316901408	0.021444456	0.316901
7	6	1	7	6.556338	0.443661972	0.04720806	0.69763
8	5	0	5	4.683099	0.316901408	0.021444456	0.316901
9	4	0	4	3.746479	0.253521127	0.017155565	0.253521
10	12	0	12	11.23944	0.76056338	0.051466695	0.760563
11	11	1	12	11.23944	0.76056338	0.00510078	0.075378
12	12	0	12	11.23944	0.76056338	0.051466695	0.760563
13	10	0	10	9.366197	0.633802817	0.042888912	0.633803
14	10	2	12	11.23944	0.76056338	0.136679727	2.019823
15	6	2	8	7.492958	0.507042254	0.297469025	4.395931
16	4	0	4	3.746479	0.253521127	0.017155565	0.253521
17	5	1	6	5.619718	0.38028169	0.068339864	1.009911
	133	9	142			14.98460075	0.525767

Table 6. Chi-square and p-value for tested groups in Excel

In order to define these indicators, the analysis was performed with the help of Excel functions counting CHISQ (or, a Chi-square), degrees of freedom as well as p-value. Expected frequencies were calculated under the null hypothesis: $E = \frac{(\text{group size}) \times (\text{total passed})}{N_{\text{total}}}$. Degrees of freedom are possible to calculate using the formula $df = (r-1) \times (c-1)$, in this research $df = (17-1) \times (2-1) = 16$. Basing p-value on the previous results, it is $p = P(\chi^2_{df} \geq \text{observed } \chi^2)$, which in Excel corresponds to `=CHISQ.DIST.RT(chi_squared_value, df)`. All calculations, including row totals, column totals, expected frequencies, degrees of freedom and p-value, were performed directly in Excel.

The results (chi-square 14.98, df 16, p-value 0.52) indicate that the minor difference in groups passing or failing the courses is not statistically significant. This suggests that the observed differences could occur at random.

The aim of the present research is to determine whether the level of language anxiety differs when adult learners are taught the same language using different instructional methods (the Direct

Method or the Pedagogical Translation method). If no significant difference is observed, both previously described methods may be considered equally effective in language teaching. Conversely, if one method results in lower anxiety levels while producing comparable academic outcomes, it would indicate which approach provokes more positive emotional responses among learners while keeping the positive outcomes.

Before conducting this analysis, the gathered data must first be addressed. A total of 497 individuals participated in the four-year-long study, providing sufficient data to observe student behaviour and identify consistent patterns in their learning and coping strategies.

The gender distribution in the sample comprised 240 men and 257 women, providing a balanced representation and thereby supporting the reliability of the findings.

The age groups (described previously in Chapter 1) look as follows:

- The youngest, group I: 146 people (18-25 years old)
- Middle-aged, group II: 223 people (25-50 years old)
- The oldest, group III: 128 people (50 and more years old)

On the scale of 497 people, the lessons were delivered by a Polish teacher for 414 of them. Other 83 people's analysis relies on the observation and questionnaires of cooperating native teachers' groups. There were two major reasons to incorporate third parties into this study. One of them – identifying how lessons can be improved when judging from the learners' perspective is more student-oriented and practical. It leads to overall improvement of delivered lessons' quality. Secondly – native teachers have different experience basing on the fact that they are English native speakers and they could only use the direct method in their lessons.

The learners' level of education indicates that the majority of them possessed university-level qualifications, such as BA or MA degrees, while only 26% had completed or were enrolled in high or technical schools. It is noteworthy that, in a large city within a developed country (the

location of this research), most adults seeking to improve their foreign language skills tend to be highly educated or in the process of obtaining a degree. Only 11 participants in the study came from smaller towns around Poland. Consequently, education levels may differ significantly in rural areas or capitals. Additionally, the inclusion of business language learning groups influenced the overall level of education, because participants of courses such as bank managers, IT professionals, and HR officers typically have specific degrees required for their positions.

- 129 people – school or technical school (completed or in progress)
- 195 people – BA (completed or in progress)
- 173 people – MA (completed or in progress)

The majority of learners (408 people, 82%) had had previous experience of studying German, French, Latin or Russian. The other 18% had English classes as the first foreign language learning experience.

Statistically, a higher percent of women reported being intrinsically motivated to learn languages. Specifically, 218 out of 257 women (84.8%) stated in questionnaires that they were interested in language learning for purposes such as travelling, watching films, reading, browsing the Internet, and communicating with foreigners. By contrast, men tended to demonstrate a more pragmatic orientation, with 205 out of 240 men (85.4%) indicating that their primary motivation was related to career advancement, such as obtaining a promotion or salary increase, applying to the university, or communicating with clients.

Methods application varied throughout the years and students' development. As a result, the direct method was applied with 203 learners, while the pedagogical translation with 294 of them. Seldom, the method applied in the beginning was shifted from the DM to PT in order to check if it would suit students better (on the levels as Beginner, or Elementary adult students frequently struggle with the Direct Method).

Regarding the regular completion of assigned homework, students from age group 3 demonstrated greater discipline and compliance. Contributing factors included: (1) stress about forgetting newly acquired knowledge, (2) habits formed during previous schooling, (3) availability of sufficient free time, and (4) confidence in the effectiveness of repetition. These factors collectively resulted in a significantly higher homework completion rate in this age group.

- Group I – 35 people completed it regularly (24%)
- Group II – 33 people completed it regularly (14.8%)
- Group III – 121 people completed it regularly (94.5%)

The way of conducting lessons, which was included into the list of independent variables, may also have played its role in how students felt about studying. Lessons in a classical, face-to-face way were delivered to 421 students, which constitutes the majority of the study (85%). Lessons conducted by means of Zoom or Teams applications were delivered to 76 people (15%)

Slightly more than an even half of learners, 253 people, identified their main motivation to learn English as intrinsic (50.9%). Reasons described by such students are moving to a different country, travelling, communicating with foreigners, reading the originals of their favourite books, or watching films. The other substantial part of the learners described their reasons to learn a language as a way to communicate with clients, to deliver presentations, to find new better work opportunities, to pass international or university-based exams, to understand international colleagues or to promote - 244 people (49.1%).

Students' origins were straightforward to determine, as the majority of lessons were attended by Polish students (399 participants). The remaining 98 students came from Ukraine (95), Belarus (2), and France (1). The French student was a part of a small group of Polish learners, where, despite big cultural background differences, the students worked out how to cooperate and learn better.

The situation with Ukrainian students was different: following the recent increase in their numbers since 2022, some groups consisted entirely of Ukrainian students, allowing for pedagogical translation between English and Ukrainian. Other groups were mixed, comprising both Polish and Ukrainian students, making pedagogical translation feasible only with the use of Polish.

For the needs of the research, it had been essential to find out whether any of the students had officially diagnosed neurodivergence. This knowledge could help understand their struggles with languages and not include their symptoms into general classification of manifestations of LA. Their troubles with spelling, speaking, or receptive skills practice resulted from their brain perceiving and processing the information differently. In 11 cases, students disclosed a medically diagnosed condition: ADHD (Attention Deficit Hyperactivity Disorder), dyslexia, or ASD (Autism Spectrum Disorder). This allowed for correlation analysis to examine whether language anxiety differs in individuals with specific conditions. The analysis indicated a potential increase in anxiety among individuals with dyslexia, while results for the other categories were consistent with those of participants without diagnosed psychological conditions.

- ADHD – 6 people (4 people from group I, 2 people from group II)
- ASD – 1 person (II group)
- Dyslexia – 4 people (I group)

In the beginning of the courses, many students reported statements such as “last time was a disaster”, or “I feel my mind goes blank when I’m asked questions”, or “the lessons do not work for me”, “I am impossible to teach”, “I am too slow”. Based on these descriptions and completed teachers’ observations, it can be inferred that those people stated that they had felt language anxiety before in their life – 189 people (38%). From these cases:

- Some students exhibited physical manifestations of language anxiety (heavy breathing, sweaty palms, facial or neck redness, shaking voice) – 112 people

(group I – 77 people, group II – 1 person, group III – 34 people. Women – 93 people. Men – 19 people)

- Some people demonstrated behavioural manifestations (fidgeting, avoidance behaviours, e.g. “glued” to the phone) – 3 people. (all of them in group I; 2 men, 1 woman)
- Some reported psychological manifestations in the interviews (self-consciousness, fear of social evaluation, fear of failure, perfectionism) – 158 people (group I – 14 people, group II – 25 people, group III – 119 people. Women – 95, men – 25)

The low incidence of behavioural manifestations can be attributed to the fact that such reactions are more common during childhood, before students complete their schooling. Conversely, the prevalence of psychological manifestations may be explained by the respondents’ age, as the majority of them were over 25 years old.

Except for the instances of anxiety manifestations mentioned by learners in the interviews, some of them were confirmed by the teachers’ Anxiety Trait Action Chart. The charts as well indicated no significant difference between people of different ages or genders in feeling LA.

Regression analysis

Regression analysis is a statistical method used to examine relationships between variables. In this study, it will be employed to identify which factors have a statistically significant influence on the level of xenoglossophobia in the English language classroom. The following section outlines the different types of variables considered in the analysis.

1. **Independent variables** – variables whose values are determined outside the statistical model. *"Independent variables are defined as those the values of which influence other*

variables" (Mishra, 2021). For example, in context of schools, such variables could include *school funding* or *parental education level*. In the context of this research, the independent variables are:

- **Demographic and socio-cultural data:** students' age, sex, native language, level of education, and potential neurodivergence (e.g. dyslexia).
- **Aspects of learning:** previous experience in learning languages, use of the direct method, use of the pedagogical translation method, completion of homework, type of a lesson (online or on-site), type of motivation (intrinsic or extrinsic), and whether the teacher is a native speaker or a Polish teacher.

2. **Dependent variables** – variables which can be observed and measured to determine how they are influenced by independent variables. For example, in the context of schools, it could be *student grades*. In the context of this research, dependent variable is **the level of language anxiety**.

Operationalisation of variables is the process of defining them more precisely, transforming abstract concepts into observable and measurable indicators. In this study, this process will be carried out through the analysis of questionnaires and interviews.

Language anxiety, manifested through *physical, behavioural, and psychological indicators* (see Chapter 1), can be examined through students' questionnaires (Appendix 1), the teachers' observation questionnaire (Appendix 2), and interviews.

For the needs of regression analysis with the help of Excel, the variables had to be coded with numbers. It is essential to convert categorical variables into numerical data because regression models operate on mathematical equations, where the relationships between variables are expressed through numerical coefficients. If variables are not represented numerically, the model cannot calculate correlations, slopes, or statistical significance. For example, variables such as gender, type of motivation, or learning method need to be encoded as numbers in order to be

processed by the algorithm. This manipulation does not change the meaning of the data but enables the model to quantify the impact of each independent variable on the dependent variable, ensuring that the analysis produces reliable and interpretable results.

The dependent variable, which stands for the level of language anxiety in this research, was given values measuring from 1 up to 5, basing on the previously mentioned student questionnaires. The students identified their stress levels during certain activities on the Likert scale from 1 to 5. Later, the average value was quantified and maximized by a hundred to avoid confusion with the variables such as gender or native language. The analysis required all the independent variables with the exception of student number and age group.

SUMMARY OUTPUT

Regression Statistics	
Multiple R	0.47
R Square	0.22
Adjusted R Square	0.20
Standard Error	0.93
Observations	497

ANOVA

	df	SS	MS	F	Significance F
Regression	10	121.84	12.18	13.83	1.42826E-21
Residual	488	428.09	0.88		
Total	496	549.94			

Table 7. The results of regression analysis in Excel

The results of performed analysis provided statistically significant insights into the studied phenomenon, allowing for a more precise understanding of the relationships between language

anxiety level and independent variables.

Multiple R = 0.47

It represents the multiple correlation coefficient. This measure reflects the overall strength of the linear association between the predicted scores generated by the regression model and the actual observed values of the dependent variable. A coefficient of 0.454 represents a *moderate level of correlation*, suggesting that the model captures a meaningful portion of the relationship, while substantial variability remains outside of tested variables.

R Square = 0.22

Coefficient of determination signifies that the model accounts for 22% of the variance in language anxiety scores. The outcomes demonstrate that, though moderate, a meaningful variability rate in anxiety can be prescribed to the independent variables investigated, especially gender, teacher and method. The remaining 78% of the variance is influenced by other factors not captured by the current model, highlighting both the explanatory value of the included predictors and the complexity of the phenomenon under study.

Adjusted R Square = 0.20

Adjusted coefficient of determination indicates that approximately 20% of the variance in the dependent variable can be explained by the independent variables included in the model. A value suggests that the majority of variance remains unexplained, yet the model does not appear to include a large number of unnecessary predictors, implying that most variables contribute meaningfully to the observed outcomes.

Standard Error = 0.93

Average standard deviation of prediction errors represents the average standard deviation of the prediction errors produced by the studied regression model. This metric provides a measure

of how the predicted values align with the observed values. Lower values of the standard error mean higher precision in the model's predictions. In the present analysis, a standard error of 0.93 indicates a moderate level of predictive accuracy. While the model possesses a portion of the variance, there remains some discrepancy between the observed and predicted outcomes.

ANOVA (Analysis of Variance of the Model)

Regression df equals to 10. It is a number of predictors, or independent variables: age, gender, method, potential disorders, native language, type of a teacher, language experience, level of education, motivation and type of a lesson.

F = 13.83, Significance F = 1.42826E-21

The F-test in regression analysis evaluates whether the set of independent variables, altogether taken into account, is able to explain a statistically significant proportion of the variance in the dependent variable. This is achieved by comparing the explanatory power of the full regression model against the null hypothesis, in which none of the predictors contribute to the outcome (as if all regression coefficients were assumed to be zero). The low significance value indicates that the likelihood of capturing a similar F-statistic by chance is effectively negligible, confirming that the model as a whole is highly significant and that the independent variables jointly provide meaningful explanatory power.

The associated **p-value** provides evidence of whether this difference is statistically meaningful. When the p-value decreases below conventional thresholds ($p < 0.05$), the null hypothesis can be rejected, indicating that the independent variables, taken together, contribute significantly to the prediction of the dependent variable.

It should be mentioned that the F-test does not specify which individual predictors are statistically significant. Instead, it assesses the joint explanatory power of the entire set of independent variables. Hence, a significant result confirms that the regression model as a whole

has predictive validity, even if certain predictors are individually non-significant. Since $p < 0.001$, the model as a whole is statistically significant. Thus, even though R square is modest, the model demonstrates meaningful predictive strength.

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0.83	0.54	1.53	0.12	-0.23	1.89	-0.23	1.89
age	0.003	0.003	1.03	0.3	-0.003	0.009	-0.003	0.009
gender	0.57	0.11	4.84	1.66	0.34	0.81	0.34	0.81
method	-0.48	0.1	-4.57	6.1	-0.68	-0.27	-0.68	-0.27
disorder	0.33	0.33	1.94	0.05	-0.004	0.67	-0.004	0.67
native_lang	0.06	0.06	0.66	0.5	-0.13	0.26	-0.13	0.26
teacher	0.47	0.13	3.4	0.0007	0.2	0.74	0.2	0.74
education	-0.001	0.05	-0.02	0.98	-0.1	0.09	-0.1	0.09
lang_exp	0.28	0.11	2.4	0.01	0.05	0.51	0.05	0.51
motivation	-0.04	0.11	-0.37	0.7	-0.27	0.18	-0.27	0.18
lesson_type	-0.13	0.12	-1.09	0.27	-0.36	0.1	-0.36	0.1

Table 8. The results of regression analysis in Excel

Regression Coefficients

When it comes to considering each variable separately, the coefficients described below indicate the influence of each separate predictor:

Intercept (0.83, p = 0.13)

It is a constant term which stands for baseline level of the dependent variable – language anxiety – when all independent variables are equal to zero. This provides a reference point for interpretation of the effects of the predictors included in the model. The associated p-value of 0.13

indicates that the intercept is ***not statistically important*** at the conventional level of 0.05. It means that the value cannot be distinguished reliably from zero within this sample. Although the intercept sets the starting point of the regression line, its lack of significance does not affect the interpretation of the coefficients of the independent variables.

Age (0.003, $p = 0.3$)

The values show that this predictor is ***not statistically significant***. This suggests that age does not have a meaningful effect on the level of language anxiety within the sample. In other words, different students' ages are not systematically tied to the changes in their reported anxiety, and age does not contribute explanatory power to the regression model in this context.

Gender (0.58, $p < 0.001$)

These values make gender variable a ***statistically significant*** predictor of language anxiety. The individuals classified as "1" (female) report, on average, anxiety levels approximately 0.6 points higher than those classified as "0" (male). This represents a substantial effect within the model, suggesting that language anxiety may be gender-dependent.

Method (-0.48, $p < 0.001$)

This variable is a ***statistically significant*** predictor of language anxiety. The negative sign of the coefficient suggests that the use of the Pedagogical Translation is associated with a reduction in anxiety levels by approximately 0.48 points. Although the effect size is modest, it demonstrates that instructional approach can have a measurable impact on learners' language anxiety, highlighting the potential benefits of employing pedagogical translation in classroom settings.

When it comes to the percentile difference in the experienced anxiety, the relative reduction formula shows the difference in anxiety levels between the two methods. Average LA in the groups taught by DM ≈ 2.54 , while the mean in PT groups is ≈ 1.89 on the scale from 1 to 5. In the

analysis, the DM group was treated as a baseline group, meaning that the percentage values demonstrate how much lower the mean LA scores in the PT groups were. The result can be obtained by dividing the difference in mean scores by the mean of baseline group and multiplying by 100. In this research $\frac{2.54-1.89}{2.54} \times 100\% = 25.59\%$. It means that the students in PT groups felt a quarter less stress and LA than the students in DM groups.

Native language (0.07, p = 0.51)

The numbers indicate that this predictor is *not statistically significant*. This suggests that the students' linguistic and cultural background does not have a discernible effect on language anxiety levels and does not appear to improve or hinder their learning process in any measurable way. Consequently, variations in native language do not contribute meaningfully to the explanatory power of the regression model. It may be a result of the fact that the majority of the students in this study were related to similar cultural background – Slavic countries – as well as location – Poland.

Teacher (-0.48, p < 0.001)

This variable's analysis has shown that it is a *highly significant predictor* of language anxiety. The negative coefficient suggests that having a Polish teacher, as opposed to a non-Polish teacher, is associated with a reduction in anxiety levels by approximately 0.48 points. This represents a substantial effect within the model, highlighting the teacher's role as a key factor influencing students' language anxiety. The finding underscores the importance of instructor characteristics in creating a supportive learning environment and mitigating stress during language lessons.

Education (-0.001, p = 0.98)

Similar to the age, this variable is *not statistically significant*. This suggests that the level of education attained by students does not meaningfully predict their language anxiety level.

Variations in educational background do not contribute significantly to the model's explanatory power, implying that they are irrelevant to the experience of anxiety during language learning.

Language Experience (0,28, $p = 0.016$)

The model analysis as well indicated previous language learning experience as *statistically significant*. More prior experience appears to predict higher levels of anxiety.

Motivation (-0.04, $p = 0.71$)

The model data suggest that this variable is *not statistically significant*. This means that whether students are motivated intrinsically or extrinsically does not exert a measurable effect on their language anxiety. Consequently, motivational orientation does not contribute to explaining the variance in dependant variable, making other factors stand out as more influential in shaping students' responses in the language learning context.

Lesson type (-0.13, $p = 0.27$)

The data indicate that this predictor is *not statistically significant*. Whether the students are taught online or offline does not have any impact on their language anxiety levels in this study. Therefore, possible variations in lesson delivery do not have the explanatory power of the regression model, implying that other factors influenced the dependant variable more noticeably.

Multiple Linear Regression Analysis in R Studio

Additional analysis of the same quantitative data was performed with the help of R Studio in order to support the obtained outcomes. R Studio is an integrated development environment for the R programming language, which is a credible statistic software. It will be used to present information with the help of visualizations as well as to ensure trustworthy conclusions. The whole script for calculations in R Studio is adjusted as Appendix 8.

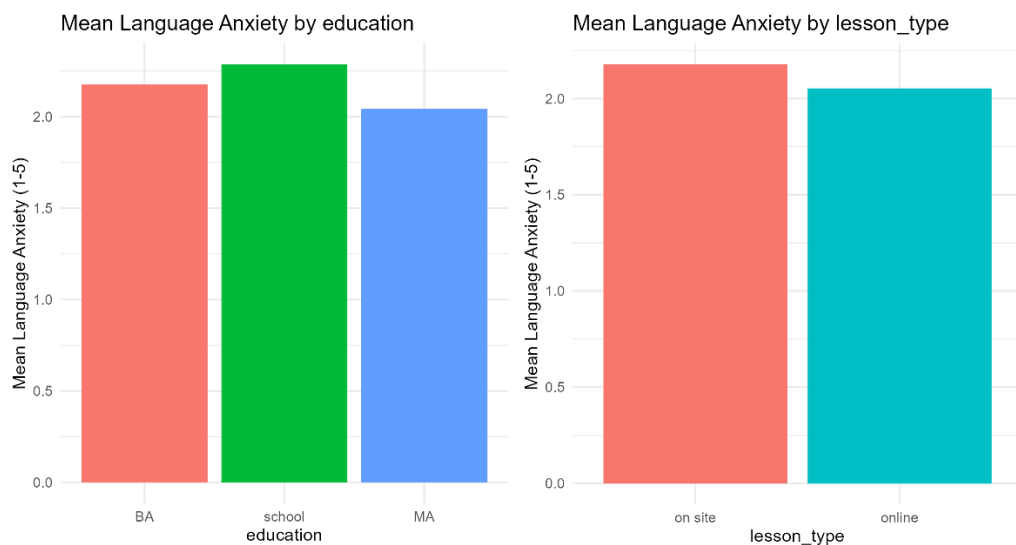
Coefficients:

	Estimate	Std. Error	t value	Pr(> t)	
(Intercept)	0.831151	0.542627	1.532	0.126243	
age	0.003390	0.003277	1.034	0.301446	
gender	0.578632	0.119315	4.850	1.67e-06	***
method	-0.480436	0.105052	-4.573	6.10e-06	***
disorder	0.333999	0.172092	1.941	0.052859	.
native_lang	0.067500	0.102249	0.660	0.509468	
teacher	0.475490	0.139651	3.405	0.000717	***
education	-0.001168	0.051318	-0.023	0.981845	
lang_exp	0.281449	0.116749	2.411	0.016291	*
motivation	-0.044699	0.119358	-0.374	0.708199	
lesson_type	-0.131639	0.120370	-1.094	0.274664	

signif. codes: 0 '***' 0.001 '**' 0.01 '*' 0.05 '.' 0.1 ' ' 1

Pic. 6. Results of regression analysis in R Studio

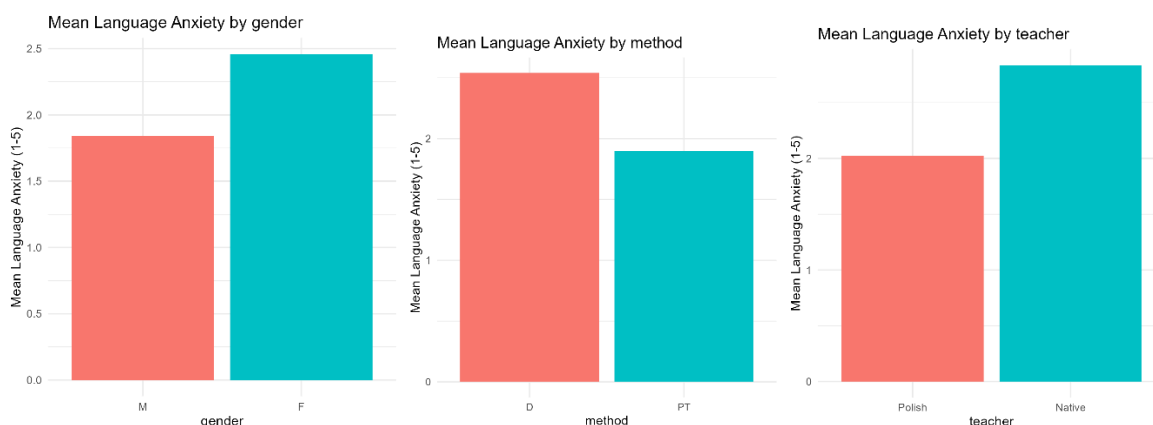
This shows that despite using two separate statistical environments, the obtained results matched and proved to be accurate and precise. R Studio images related to the analysis of separate parts of research are presented by plots. Visual presentation simplifies the understanding of data. For instance, it is evident that the type of lesson or level of students' education had little to no effect on their declared level of language anxiety, basing on the bar charts below.



Pic. 7. Bar charts representing the lack of influence of lesson type or education level

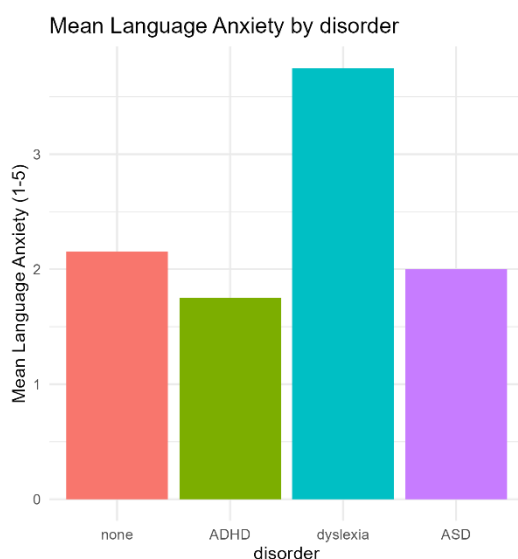
While most of the predictors evidently had little effect on what students had felt, gender, method,

and teacher clearly changed students' perception of difficulties.



Pic. 8. Bar charts showing mean language anxiety by gender, method and teacher

It is worth mentioning that among the analysed neurodivergence cases, only dyslexia cases have shown a significant increase in the levels of language anxiety. Students who had ASD or ADHD and learners who did not have any documented disorders showed similarly low anxiety rates.



Pic. 9. Bar charts showing mean language anxiety by disorder types

3.3 Key Findings Compilation

The model is statistically significant ($p < 0.001$) and explains approximately 20% of the variance in language anxiety level. This means that one fifth of the differences in anxiety levels

can be explained by the factors included in the model (gender, teaching method, teacher type, experience), while the remaining 80% of the variance is attributed to other factors not captured by the model or to random error. Given the complexity of human behaviour and the multitude of external influences that may affect psychological constructs such as anxiety, 20% of the variance is a considerable number.

Significant predictors in order of influence:

1. **Gender ***** (differences exist between men and women in anxiety levels). This means that language anxiety may be called a gender-dependent anxiety, because women statistically showed more stress patterns during the completion of similar tasks. However, it is a subject for a deeper psychological analysis.
2. **Method ***** (choice of teaching method reduces anxiety). The study has shown that the choice of Pedagogical Translation when it is possible provoked less stress, while keeping the outcomes of tests and exams similar to the groups conducted by the Direct Method. The students in DM groups experienced 25% more stress and LA than the students in PT groups.
3. **Teacher ***** (type of teacher had a strong influence on students in this study). This means that students in this research were mostly affected by the teacher's attitude to the tasks, accent or pronunciation, approach to teaching and communication.
4. **Language Experience *** (whether or not a student had prior experience of learning other FL). The study has indicated that, to a certain degree, prior experiences may predict an increase in language anxiety. This may be explained by the fact that learners with more experience may have higher expectations of themselves as well as by the fact that previous language learning experience does not necessarily supply students with accurate similarities and calques.

The regression analysis performed in both Excel and R Studio identified several predictors as non-significant: age, education level, motivation, native language, and lesson type. These variables did not demonstrate a statistically meaningful effect on students' language anxiety. As a result, their engagement in the model does not substantially enhance its explanatory power, empowering other predictors to play a more critical role in influencing language anxiety.

Whether or not a specific gender is attributed to a higher level of language anxiety cannot be stated basing exclusively on this model. The differences in self-perception between genders are not a new subject in psychological research. For instance, even when evaluated as equals in terms of competence and skills, women understate their knowledge and abilities and tend to have a broad confidence gap with men (Herbst, 2000). More pessimistic self-evaluation and beliefs in their own capabilities frequently result in worse outcomes for women themselves (Coffman et al., 2021). It was documented with the help of qualitative research analysing questionnaires comprising 17 questions connected to self-esteem and beliefs about the quality of performance. Erkal et al (2021) also identified a relatively frequent phenomenon of women explaining a significant part of achievements and accomplishments workwise by the factor of luck.

While not providing any qualitative data, Sheryl Sandberg popularized the saying “men apply for jobs when they meet 60% of qualifications, while women apply only if they meet 100%” in her book “Lean In” (2013). Later studies signalised that this discrepancy is linked to gender confidence gap rather than inherent differences in application behaviour (Ong, 2022). Therefore, the gap in self-esteem may be described as expectable, however it is rarely accounted for.

In the present research it is essential to address this phenomenon as well so that further statistical analyses do not imply that women tend to have higher anxiety levels than men – there is a possibility that women understated their knowledge and skills, or men understated their negative feelings or anxiety.

Chapter 4. Practical Application

To properly implement the knowledge retrieved from the analysis of the groups, teachers additionally have to realise the significance and impact of the selected materials. The aim of the present chapter is to introduce and analyse the variety of coursebooks by the most popular publishers on the Polish market. Namely, the publishers are: *Pearson*, *Oxford University Press*, *Cambridge University Press*, and *National Geographic Learning*. The coursebooks discussed in this chapter are oriented towards the adult segment of learners; thus, they are applicable to university students, as well as to adult students in private schools, and in state high schools offering extended learning of English. Personal experience with all of these materials has played crucial role in the following evaluation. Naturally, the description is both factual and interpretative.

4.1 Coursebook analysis

Throughout the analysis of coursebooks, several factors have been identified as influencing overall student success in finding application to the knowledge acquired from the books (based on Budnikova, 2021). Those are:

1. **Cognitive component** – knowledge delivered: language, culture, and the pluricentricity of English. “*A pluricentric language is a language with several interacting centres, each providing a national variety with its own norms that are accepted as standard.*” (Clyne, 1992)
2. **Operative component** – skills and abilities: communicating meaning, negotiating, and comprehending various forms of language.
3. **Axiological component** – values and relationships: empathy, appreciation of linguistic diversity, motivation engage with “native” content
4. **World Englishes** – diversity of accents: exposure to and understanding of various Englishes in the outer circle (e.g. India, Philippines, Kenya).
5. **Additional resources** – materials such as videos, exercises, and supplementary

vocabulary practice available online.

- 6. Applicative component** – the extent to which learners are capable of applying their skills spontaneously, without preparation.

Cognitive, operative and applicative components can be assessed basing only on the basis of students' test outcomes and classroom behaviour; therefore, it is impossible to claim that they are measured universally and objectively. The other components can be more reliably estimated by examining the structure and content of each coursebook, which provides more objective data. It is necessary to analyse the coursebooks frequently used by educational institutions in order to identify the lesson stages that produce stronger learning outcomes, as well as to determine which books allow teachers to follow the chosen methodological guidelines and contribute to students' development.

FCE Result and CAE Result, Oxford University Press, 2015 ed.

To begin with, every unit starts with vocabulary introduction presented through listening, discussion, or a simple list of required words. The latter option, often not appreciated by students, usually introduces more than 10 new lexical items, which are not immediately necessary for listening or reading activities. This practice frequently frustrates learners, because they cannot apply the vocabulary and therefore do not perceive it as a long-term necessity. The most engaging way of vocabulary introduction proved to be completion of questionnaires. Learners feel motivated to find out more about themselves and are more likely to remember words that are personally relevant. This coursebook provides three such questionnaires across twelve units in total. The examples of such surveys are demonstrated below:



Pic. 10. Examples of FCE and CAE Result surveys introducing new vocabulary

The effectiveness of these sections largely depends on the amount of effort an educator invests in developing the topic and supplementing it with related materials. Listening activities or discussion tasks incorporating the new vocabulary are far more likely to remain in students' long-term memory. In a group of fourteen adolescents examined in the study, ten reported that it was easier to remember vocabulary after both seeing the words and listening to recordings in which they were used. Most learners are primarily visual in their learning preferences, which is a well-documented fact; however, any additional stimulus increases the likelihood of retention. This finding also connects to the previously described concept of *priming*, where new vocabulary items are introduced to students before they are required to perform a listening task based on them.

Cognitive component: The coursebook predominantly presents elements of widely recognized British and American culture, such as Rowan Atkinson's role as Mr. Bean, vacations in Florida, or a camp in the state of Utah. At the same time, some tasks connect to other English-speaking or international contexts, with countries such as Uganda, Spain, Romania, and Germany being referenced. Overall, the coursebook provides sufficient linguistic and geographical coverage to enable discussion on a variety of topics and to relate to diverse issues.

Operative component: The start page of each unit serves as a key determinant of students'

impressions of the topics that follow. It must be engaging, intriguing, and sufficiently complex to encourage repetition and consolidation of newly acquired structures. Based on the coursebook analysed, most units provide adequate visual and auditory content to stimulate interest and support memorisation. Regarding the development of negotiation and communication skills, the beginning and end of each unit offer numerous questions and discussion prompts. However, the sections on reading, grammar, listening, and use of English focus primarily on writing, relying heavily on teacher initiative, which is difficult to standardise or guarantee. The reduction in speaking time could be mitigated by providing shorter texts on more debatable topics. According to the table of contents, the majority of listening tasks (9 out of 12) involve multiple-choice questions. Considering that the target student level is B2, learners are already capable of selecting the correct option from four choices. More sentence-completion exercises accompanied by follow-up questions would be preferable, as these would create additional opportunities for discussion.

Axiological component: The wide range of topics covered in the coursebook makes it almost impossible for students to remain disconnected from human issues, such as the choices to make and the dilemmas to face. Examples include a study on identical twins (whether it is good or not to have one), a hypothesis about an “immortality pill” and whether people would take it, and the ethics of raising wild animals in zoos. These topics require students to read, listen, and reflect critically. Consequently, learners are not only exposed to elements of native culture but are also encouraged to consider and discuss broader ethical and societal issues in English.

World Englishes: The coursebooks provide limited exposure to the varieties of Outer Circle English and international accents. Only one unit (Unit 7) includes listening material in which learners describe their motivation for taking an English course. The accents represented in this unit are Italian and Spanish.

Additional resources: The supplementary packages available on the Oxford website allow students to download wordlists and practice exercises, however there are no additional materials

provided for teachers, such as educational videos.

Applicative component: Students showed considerable interest in the topics offered by the coursebook. However, they struggled to retain and apply the target vocabulary after completing each unit. Consequently, additional vocabulary practice was regularly incorporated into the learning process, which is highly-dependent on teachers. In terms of grammar, the book effectively addressed gaps in students' understanding of tenses and structures. A variety of exercises, including gap-filling, multiple-choice, speaking, and listening activities, required students to repeatedly engage with the target language throughout the unit. Learners using this book were already sufficiently advanced to comprehend the more complex grammatical structures.

Overall analysis: The materials analysed revealed certain limitations in perspective. For teachers, there was a lack of supplementary practice materials and videos; for students, exposure to varieties of English, sufficient priming, and additional vocabulary practice. Nonetheless, the coursebook offered strong receptive skills practice, particularly in reading, with texts that were both engaging and informative while rich in vocabulary. The unit structure was clear, but the book provided limited opportunities for students to apply newly acquired knowledge, as it continuously introduced new structures without integrated practice. Therefore, effective use of the coursebook requires supplementary exercises between sections. Workbook exercises alone were generally insufficient to fully support learners' progress. These facts make the Result series applicable for Pedagogical Translation rather than the Direct Method.

Speak-Out Upper Intermediate and Advanced 2nd edition, Pearson

The sequence and structure of the units are transparent, which facilitates learners' adaptation to the pace of instruction and clarifies teachers' expectations. Each section begins with an introductory reading activity, through which students are exposed to new lexical items or grammatical structures. The book constitutes an appropriate resource for the implementation of

guided discovery, as it enables learners to formulate hypotheses and anticipate subsequent stages of instruction. Each unit concludes with a systematically designed revision section, which requires students to revisit all previously encountered language components. Furthermore, the inclusion of video-based tasks in every unit constitutes an advantage within the coursebook market.

Cognitive component: These materials extend beyond the acquisition of linguistic forms, engaging learners in critical thinking skills such as analysis and problem-solving. Thematic content is organised around social, economic, and cultural issues, thereby fostering intellectual engagement while simultaneously introducing new grammatical structures and lexical items. In addition, references to canonical works in English-language literature, film, and music improve cultural literacy and broaden learners' awareness of anglophone traditions. The materials also present authentic contexts in which the acquired skills may be applied, including travel, professional communication, and leisure activities, thus linking classroom learning with real-world usage.

Operative component: a strong emphasis is placed on the development of productive skills, particularly speaking and writing. Task design improves learner engagement in discussions, negotiation, group-based opinion structuring, and hypothesis formulation. Written assignments are presented with clear guidance regarding the essential elements of essays, reports, and both formal and informal letters, ensuring that learners recognise and use the structural and stylistic features required. Receptive skills are also addressed, though at this proficiency level learners generally possess a longer attention span and benefit from exposure to extended texts. Such engagement with longer reading passages contributes significantly to the enhancement of overall language comprehension.



Pic. 11. Comparison of average amount of reading comprehension texts in Speak-Out and FCE

Result

Axiological component: the coursebook emphasises the development of critical reflection and moral reasoning, encouraging learners to consider dilemmas of right and wrong while engaging with medical, cultural, political, and economic issues. The coursebook provides sufficient resources that facilitate contemplation of such matters, guiding learners toward a deeper understanding of values and perspectives. Many of the activities are designed to promote self-reflection in relation to specific contexts, for example through tasks that require interpretation of diagrams representing daily routines, assessment of lifestyle balance, and subsequent comparison by similar patterns. This approach fosters both linguistic competence and awareness of individual and societal choices.

World Englishes: the representation of accent diversity in the coursebook is limited. The majority of listening materials employ accents of British origin, which may result in difficulties in comprehension or even neglect of input when learners encounter recordings with outer-circle accents, such as those present in online resources (e.g., YouTube or TED Talks). Since the

beginning of the twentieth century, World Englishes have become the norm, as English serves as the primary language in business, science, and entertainment, regardless of variation shaped by native phonological systems. In professional and academic contexts, mastering grammar and vocabulary often outweighs an exclusive focus on phonetics, as effective communication is prioritised over perfect accent acquisition. As highlighted in a previous section of this paper, an emphasis on content rather than form represents a particularly effective pedagogical approach for adult learners, enabling both successful comprehension and communicative adequacy.

Additional resources: materials offered by this textbook and workbook encompass a wide range of listening and watching tasks, as well as multiple collaborative activities available in the teacher's book. The effectiveness of these resources largely depends on the group proficiency level. Video lessons placed at the end of each unit serve as an opportunity for learners to consolidate and apply previously acquired knowledge in an engaging and dynamic format. Each unit concludes with a round-up section, which can function as a homework task for more advanced groups, or alternatively as an additional in-class revision activity for groups requiring further reinforcement of more challenging material.

Applicative component: based on students' performance in the tests provided by the textbook, grammar tasks were completed with an average success rate of approximately 80%, vocabulary tasks with an average of 75%, and communication tasks were almost invariably performed with high accuracy. These results indicate that learners are capable of applying newly acquired knowledge effectively. In oral communication, however, students demonstrated limited willingness to incorporate new vocabulary. This outcome should not be attributed to the structure of the coursebook but rather to the phenomenon of the *linguistic plateau*, which has been addressed in the theoretical section of the study.

Overall, the coursebook provides a comprehensive outlook on English-speaking cultures, offering learners a balanced range of receptive and productive skills exercises while also

encouraging active engagement in discussions and debates. The unit structure and lesson design are both transparent and practical, which facilitates learner involvement and supports the development of communicative competence. Nonetheless, certain areas could be enhanced. In particular, the inclusion of a greater number of recordings and video materials representing the diversity of World Englishes would strengthen learners' exposure to authentic language use. Furthermore, the expansion of reading tasks would provide opportunities for deeper engagement with extended texts, thereby encouraging critical thinking and the usage of advanced comprehension skills.

Gold Advanced, Pearson, 2015 ed.

This coursebook, designed for advanced English learners, aims to expand students' vocabulary and promote greater oral production. Although published by the same company as the previously discussed *Speakout*, the lesson layout differs significantly. As it is designed with the focus on exam preparation, the coursebook provides insight into expectations for listening, speaking, and writing tasks. While such information is typically available only in the Teacher's Book, in this case it is openly presented to students. This approach facilitates the attainment of learning objectives and ensures transparency regarding the criteria used for assessment.

Speaking

(approximately 15 minutes)

Part 1 (Interview)

What is being tested?

Part 1 focuses on your general interaction and your social language skills.

What do you have to do?

- The examiner will ask you and the other candidate for some personal information.
- You will be asked different questions about things such as what you do in your spare time, your work/studies and your future plans.
- This will take around two minutes.

Listening

(approximately 40 minutes)

Part 1 (Multiple choice)

What is being tested?

In Part 1 the focus of the questions may test the main idea, the purpose, the attitude or opinion of the speakers.

What do you have to do?

- Listen twice to three short dialogues, each on a different topic, involving two speakers.
- Answer two multiple-choice questions about each of the three dialogues.
- Write the correct letter (A, B or C) on your answer sheet. (You are given five minutes at the end of the test to transfer your answers from the question paper to the answer sheet.)

Pic. 12 Explanation of tasks with a step-by-step instruction in Gold Advanced

Strategy

- 1 Avoid giving one-word answers. Add detail but not too much.
- 2 Try to sound interesting. Don't speak in a monotone.
- 3 Speak clearly. Try to speak confidently and look relaxed.
- 4 If you don't know a word, say it in another way. Don't leave long pauses.
- 5 Listen carefully both to the examiner and to your partner.
- 6 If you don't understand the question, ask for it to be repeated.
- 7 Give relevant, personal answers but don't speak for too long.

Strategy

- 1 Read the questions and options and highlight the key words before you listen. (You are given some time to do this.)
- 2 The first time you listen, mark the answer you think is best.
- 3 Check your answers the second time you listen and make sure the options you have chosen answer the questions correctly. If you aren't sure, choose the answer you think is most likely – you may be right.
- 4 Transfer your answers to the answer sheet.

Pic. 13. Examples of recommendations and strategies for students in Gold Advanced

Cognitive component: the knowledge provided by *Gold Advanced* is practical, because vocabulary and grammar sections are consistently reinforced throughout each unit. While the coursebook emphasizes listening and speaking practice, it also incorporates extensive reading exercises featuring vocabulary-rich texts. Writing sections systematically teach students the forms and structures necessary for successful performance in future examinations.

Operative component: at the C1 level, students' skills and abilities are already highly developed, making further improvement challenging, particularly in topics related to daily or work-related life. The coursebook aims not only to enable students to express opinions and convey knowledge but also to foster collaboration and debate within the group. Multiple activities, including those based on spidergrams, are designed to develop:

- (a) rapid identification of relevant information for focused speaking,
- (b) cooperative strategies,
- (c) negotiation strategies, and
- (d) the capacity for sustained oral production.

Furthermore, speaking activities are consistently paired with listening tasks, providing opportunities for reflection on areas for improvement, techniques to incorporate into one's own speech, and strategies to discard.



Pic. 14. The application of spidergram in Gold Advanced

Axiological component: human values and interpersonal relationships are well represented in the coursebook. Topics such as personality types, social media, and strategies for building strong relationships require substantial engagement. Learners are further motivated by the fact that many events described occur in Britain or the United States, which are widely recognized target contexts. Critical thinking is consistently required to complete both speaking and writing tasks, as students are guided by sequences of structured questions.

World Englishes: the majority of activities focus not on specific nationalities or countries, but on universally relevant topics such as the housing market, family history investigations, and the use of social networking sites. The accents represented in the recordings include Indian,

French, Slavic, Italian, and Spanish. All recordings containing accented speech are incorporated into the speaking sections rather than the listening sections. This approach familiarizes students with global pronunciation varieties without compromising listening comprehension. Pronunciation practice is facilitated by comparing Received Pronunciation (RP) with the accented forms. Considering that the coursebook is designed in order to prepare students for advanced examinations, the inclusion of a wide range of inner- and outer-circle English accents (40 recordings from inner-circle varieties and 20 from outer-circle) effectively supports this objective.

Additional resources: the coursebook does not provide students with video materials related to the lessons; however, this limitation is largely offset by the extensive listening practice included. Visual input generally facilitates memory retention more effectively than auditory input alone, so supplementary viewing activities could further enhance learning efficiency. The coursebook contains a substantial number of grammar and vocabulary exercises, which are typically sufficient for a standard lesson. The *Exam Maximizer* workbook serves as a useful supplementary resource for independent practice, particularly for learners requiring additional time to consolidate newly acquired knowledge.

Applicative component: *Gold Advanced* has been implemented for instance at the University of Łódź BA-level studies in Poland. Based on the high pass rate of final examinations, the materials can be considered sufficient to elevate learners' skills to the advanced level. Students actively participating in lessons progress rapidly and are able to transition to proficiency-level materials.

In conclusion, the Pearson *Gold Advanced* coursebook excels in promoting oral production. Other levels in the series exhibit similar focus and characteristics. The book presents a balanced variety of World Englishes, introduces relevant and applicable content, and supports both successful examination outcomes and the practical use of English beyond the classroom.

Pathways 4, National Geographic Learning, 2nd edition

Another example of a coursebook series designed for advanced adults is Pathways, which comprises 1) *Reading, Writing and Critical Thinking* and 2) *Listening, Speaking and Critical Thinking*. The authors recommend using both books simultaneously; however, universities predominantly select the first volume due to its emphasis on written output. The division of the series into two separate books creates challenges for both students and instructors. Students would need to invest twice the usual amount of time, while teachers must balance instruction between the two volumes if they choose this mode. Considering the typical division of responsibilities in high schools, it would be particularly challenging for two instructors to complete both books within a single academic year. Consequently, the common practice is to use only one volume, which limits both the teachers' perspective and the opportunities for students to practice the language comprehensively.

Cognitive component: the central focus of each unit is the reading activity. Texts typically range from six to seven pages long and provide essential information on topics that are not part of students' everyday discussions, such as economy and trade. Based on observations of BA students at the university of Łódź, learners are generally familiar with most of the vocabulary used in these texts; however, the materials serve primarily as a source of information to support speaking and writing practice.

Operative component: the division of the series into two volumes results in an unequal focus on skills and abilities. Considerably more time is allocated to activities that students can complete independently, such as reading. A potential solution would be to use the second volume as the primary basis for classroom lessons, while the first volume could serve as homework assignments. However, this approach would require students to make an additional financial investment, which may not always be feasible.

Axiological component: the contents of the book make students critically analyse the

information they get to know, especially in the topic of relationships: a human and animals, a human and the world, businesses and the market, prices and economy. Students get to know a lot of facts critical for their development as adults, so the perfect age gap of 18-25 is definitely suitable. The coursebook encourages students to critically analyse the information presented, particularly on topics such as relationships of humans and animals, human interactions with the environment, business practices, and economic issues. The materials provide learners with knowledge that is important for their development as adults, making the target age range of 18–25 particularly appropriate for this coursebook.

World Englishes: due to the coursebook's division, it is possible to implement the discourse on the varieties of English only for additional video-based activities. The language that learners are exposed to in supplementary National Geographic videos presents the varieties of English from Africa among other more standard accents.

Additional resources: apart from the videos mentioned, few supplementary materials are available to enhance the learning experience. Significant teacher input is required to support speaking activities, particularly in cooperative tasks, as well as to reinforce grammar practice.

Applicative component: Learners demonstrate confidence with these materials, as the primary focus is on retaining information from discussions and reading to enhance speaking skills. However, with regard to grammar, aside from occasional writing tasks, there is no systematic method to assess student progress. Vocabulary practice serves as the primary form of additional work for less advanced learners, providing the only structured opportunity for skill reinforcement.

Pathways 4: Reading, Writing and Critical thinking serves as a supplement for group lessons conducted using the second volume of the series. However, when used as the sole basis for instruction, the materials tend to produce a rigid and monotonous lesson structure for both students and instructors. Video-based sections help to enhance classroom dynamics, but substantial additional work by teachers is required to ensure effective learning outcomes.

English File, Oxford University Press, 4th edition.

The layout and structure of the coursebook are transparent and easily comprehensible for both instructors and learners. The materials provide a clear overview of lesson content and the time required for each activity. Units dedicate substantial introductory time to eliciting, priming, and consolidating vocabulary for listening and reading tasks. Additionally, the coursebook offers support for phonetic and pronunciation issues.

How are ea and ear pronounced in these words?
Put them in the correct column.

dream mean really already beach break
breakfast clean clear dear earn easy great
hear idea jeans learn meat near speak
sweater theatre wear weather

 ea	 ear	 ea	 ear	 ea	 ear
tree	egg	train	chair	ear	bird

 **7.17** Listen to questions 1 and 2, and 3 and 7 again. In which questions are *at* and *for* a) stressed and b) unstressed?

Look at the animal words below.
Can you remember which syllable is stressed? Underline it.

camel crocodile dolphin elephant
giraffe kangaroo lion mosquito

Pic. 15. Examples of phonetical tasks from EF Intermediate:

Cognitive component: the coursebook offers not only standard skill practice but also an extensive in-depth pronunciation training. Each unit section is reinforced with sufficient priming for listening activities designed to support learners in hearing and repeating new vocabulary, identifying differences and similarities in transcription, and recognizing new sounds while distinguishing exceptions. This feature benefits both students and instructors, as learners become aware of homonyms and exceptions, reducing the likelihood of early errors. Grammar sections provide precise and comprehensive knowledge, with logically divided segments and a natural flow. Additionally, the coursebook frequently references customs and traditions from various countries, broadening learners' vocabulary and cultural perspective.

Operative component: each unit includes a dedicated section at the end, titled *Practical English*, which presents realistic scenarios such as going out for a drink, shopping for clothing, or starting a new job. The complexity of these situations increases with the learners' level, simulating circumstances they may encounter in English-speaking environments. These sections are richly

illustrated with photographs, providing effective priming activities in which students can infer identities, note distinctive features, and predict scenarios. Subsequent listening/watching and speaking exercises create a balanced approach, encouraging even reluctant students to participate actively in tasks such as ordering, making complaints, sharing news, and engaging in debates.

Axiological component: the coursebook addresses topics such as family life, psychology, friendship, relationships across time, optimism and pessimism, honesty, and decision-making, thereby enhancing learners' vocabulary and comprehension in these essential and frequently discussed areas of life. Students are regularly prompted to reflect on social phenomena, including friendship, politeness, and social hierarchy, both within their own country and in international contexts.

World Englishes: the coursebook predominantly features British and American accents. The main character in most of the series' books, Jenny Zelinsky, is an American woman working in the UK. The differences in vocabulary and pronunciation between these two primary English-speaking regions are often highlighted. However, neither listening nor speaking preparation activities include accents from the Outer Circle. Given the strong emphasis on pronunciation practice using transcription, the inclusion of additional accents could complicate comprehension and hinder the effectiveness of these exercises.

Additional resources: in addition to grammar and vocabulary banks at the back of the book, the latest editions include educational videos accessible both in the classroom and individually via a key. The workbook and Teacher's Book serve as supplementary materials for motivated learners. The Teacher's Book contains a variety of creative activities and games designed to support communicative practice. The book can be well-implemented with the help of both the Direct Method or PT.

Applicative component: every two units in the coursebook conclude with a *Revision* section, which requires students to consolidate the content encountered across the previous 16–20

pages. The section encompasses grammar, vocabulary, reading, and listening, allowing learners to assess their own confidence with the material. In tested groups, the majority of students achieved scores above 80% on the revision exercises and successfully engaged in follow-up speaking tasks on randomly selected topics related to the review.

Upon completion of the course, some students reported that, although initially perceived as challenging or unnecessary, the phonetics sections had a significant impact on their overall understanding of English pronunciation, including stress patterns and irregular vowel and consonant combinations. This component effectively enhanced learners' perception of English as a systematic rather than illogical language.

Objective Proficiency, Cambridge University Press, 2013

As a textbook designed for advanced exam preparation, *Objective Proficiency* does not require the extensive priming typical of lower-level materials; therefore, its structure is evaluated from a different perspective. Learners preparing for high-level language examinations must consider figurative language use, and the coursebook provides essential idioms and expressions while addressing topics of current relevance. Each unit includes sections, such as *Corpus Spot*, that facilitate guided discovery without direct teacher explanation. These sections present relevant examples of grammatical structures or vocabulary, enabling learners to reflect independently on language usage.

Cognitive component: the topics addressed in this coursebook, such as technology and travel, do not stand out for exceptional informational content; however, they present familiar subjects in a more complex manner. This approach encourages learners to revise prior knowledge and replace simpler structures with more advanced language forms.

Operative component: similar to *Gold Advanced*, *Objective Proficiency* clearly

communicates examiners' expectations for speaking and writing tasks. The coursebook offers tips and suggestions for performing actual exam activities, making skills practice more direct and comprehensive. Listening exercises are well-structured, and vocabulary sections are intensive. Without frequent practice and periodic review after unit completion, retention of target structures is limited. Supplementary workbook exercises are necessary to maximize learning outcomes.

Axiological component: topics related to values, relationships, and empathy constitute a relatively small portion of the coursebook (4 out of 20 units); however, other topics are consistently contextualized with human impact and emotional considerations. One example of a less frequently addressed theme is *All animals have feelings*, which is integrated into exercises practicing advanced modal verb constructions.

World Englishes: texts and listening activities primarily focus on traditionally recognized English-speaking regions, including England, the United States, Wales, and Australia. Occasional references are made to Outer Circle countries, such as South Africa (Cape Town), Mexico, Jamaica, and Cameroon, as well as to Creole-speaking communities.

Additional resources: the coursebook is comprehensively resourced and unusually contains 20 units, compared to the 10–12 units typical of standard textbooks. This structure allows learners to prepare more broadly for Proficiency-level examinations. The workbook is essential due to the accelerated pace of learning and the large volume of potentially new vocabulary. Sample examinations provide realistic insight into the level of knowledge required to succeed. Although video materials are not included, the extensive listening exercises compensate for this absence.

Applicative component: this level of proficiency is known for a previously described “linguistic plateau”, making further advancement challenging due to established language patterns that have been reinforced over time. Many of the new vocabulary items are abstract and require extended exposure to assimilate (e.g., *florid*, *fatuous*, *glaring*). The coursebook illustrates the limitations of the direct method for discussing complex subjects such as poetry, politics, or abstract

sensations, demonstrating that pedagogical translation can segment content into manageable units and provide translations when necessary to support comprehension.

English in Mind series, 2nd ed. Cambridge University Press, 2010

A textbook *English in Mind* is primarily aimed at young adult learners, as reflected in the topics and their relevance to youth experiences. The introduction includes four *Welcome* sections designed to review foundational materials necessary for continuing language study at the B2 level. Activities in reading, listening, crosswords, and grammar enable learners to identify which topics require revision and to reinforce prior knowledge. In contrast with the previous addition, it already supplies teachers and students with a supplementary DVD.

Cognitive component: similar to previously discussed coursebooks, *English in Mind* covers a range of topics, including sport, technology, health and fitness, ecology, and leisure activities. Illustrations predominantly depict high school students, their typical environment, and everyday conversations, providing learners with insight into contemporary discourse and realistic contexts for language use. Additionally, designated sections highlight differences between British and American English vocabulary, supporting learners in understanding regional variations.

Operative component: in addition to a standard set of skills, this textbook, similarly to English File provides learners with phonetical transcription and supplementary exercises at the back of the book. Similar to the *English File* series, students feel much better when they see more instances of phonetics in use and understand the differences. This allows them to feel more confident while speaking. Grammar presentation here is possible with the “guided discovery”, making students look for the patterns and analyse. Speaking activities are present and fit for mono- and dialogues, however more chances could be used to make students speak and apply their knowledge actively.

Axiological component: the central focus of this textbook is the sphere of relationships and emotions relevant to young adults. The materials frequently address making new friends, adapting to new circumstances, moving to different places, growing up, and experiencing shifts in personal preferences.

World Englishes: the textbook makes references to Papua New Guinea or Canada, highlighting their traditions and cultural distinctions in comparison with British and European culture. Listening tracks are much more monolithic, relying mostly on standard varieties of inner-circle accents.

Additional resources: as it has been mentioned, the first edition of the coursebook did not have any supplementary materials, however this edition already included updates such as DVD-ROM featuring games and videos with the photostories characters. The range and quality of tasks provided in the Student's Book, Workbook, and Teacher's Book form a comprehensive package that demands considerable effort from learners.

Applicative component: at this level, language use extends beyond everyday communication and personal viewpoints, moving towards analytical discourse, idiomatic expressions, and more specialized subject matter. Consequently, it is essential that learners are periodically encouraged to review newly acquired vocabulary, gradually replacing familiar but less sophisticated choices with more advanced alternatives. While students demonstrate a strong ability to retain knowledge, the inclusion of additional speaking activities would enhance the practical application of acquired skills and foster greater communicative competence.

Overall, a coursebook is largely applicable to lessons conducted with both methods analysed in the research, due to its tendency to apply guided discovery and writing tasks. The Direct Method in this case could support students with additional speaking practice.

4.2 Recommendations for Reducing Language Anxiety in the Classroom

Based on the textbooks analysis, theoretical considerations from Chapters 1 and 2, as well as qualitative and quantitative data analyses, the following recommendations can be made so that the organization of language lessons stays effective and pragmatic, while reducing the foreign language anxiety:

1. Method Suggestion:

- As it has been demonstrated in Chapter 3, in which the students' data were analysed, the DM and application of intra- and interlinguistic translation in lessons have yielded similar results when it comes to language testing, but incomparably different results when it comes to apprehension and anxiety levels. Thus, the suggestions which can improve not only student comprehension, but also classroom dynamics, are to apply a broader range of techniques when it comes to explaining the material. Not only imagery, but also providing specific examples from real life, or even linking a similarity of use to a student's native language. Scaffolding, or gradual development of structures does not only come in use when explaining complex phenomena, but also when it comes to the word families (e.g: fame – famed – famous – famously – infame – infamous).

2. Lesson Duration:

- For beginner levels (A1–A2), lessons should last approximately 60 minutes due to the fact that these students experience higher cognitive load caused by the large amount of unfamiliar material. In case the lesson has to take longer time, the student should be encouraged to use language in other situations or with a different partner, so that the due practice is performed while students are not discouraged. One of coping strategies was described in Chapter 1 as “avoidance behaviours”, and on

these levels the students who are exposed to inadequate amount of information are likely to resign from the course.

- For intermediate (B1) and higher levels, 80 minutes is recommended, as learners are better prepared to process extended input and engage in more complex tasks. This includes three significant steps of a lesson, described in the following recommendation point.

3. Lesson Structure (PPP Framework):

- Lessons should follow the Presentation–Practice–Production (PPP) model, which was described in Chapter 1. Presentation activities introduce new functional language, later the students have controlled practice with corrections and comments, and the end of the lesson is signalled by uncontrolled practice, where teacher only gives feedback after the task. Not only does it help with material organisation, but also creates a clear and smooth structure of a lesson which reduces language anxiety thanks to its expectedness.
- Each lesson must be treated as a complete unit, providing full P-P-P; unfinished topic activities should not extend into subsequent sessions, and new material should not be introduced prematurely.
- Priming activities should be included where necessary to ensure readiness for new input. These may include pictures, songs, games, or even an introductory dialogue – anything that amasses potentially vocabulary

4. Planning and Time Management

- Teachers are advised to consult the Teacher’s Book before each lesson to ensure consistency with the syllabus, use of supplementary materials and proper estimated time for the activities given.
- A buffer of five minutes per every forty minutes of instruction should be allocated for additional activities such as short games, discussions, or quizzes. These

activities counteract fatigue and maintain concentration levels. It may be used as a discussion time where students reflect on their opinions in the subject, or teachers may turn to the usage of supplementary activities.

5. Supplementary Activities

- Effective short activities include hangman, guessing games, associations, thematic discussions, riddles, quizzes, charades, or trivia. Teachers are not limited to using these tasks only on site. Modern technology allows students to take part in similar activities online. Teachers should not hesitate to apply these activities with adult learners – they not only instil new words in students' memory, but also improve the atmosphere. Such tasks shift students' focus while still reinforcing the lesson's topic, thus maintaining engagement and improving retention. The instances of resources are:

- www.gamestolearnenglish.com (Hangman, Anagrams, Word Search, etc.)

- kahoot.it / kahoot.com (Quizzes and Trivia)

- eslgames.com

- More than a third of the students interviewed mentioned that working with the application Quizlet in their free time helped retain vocabulary throughout the course. The other globally-used application mentioned was Duolingo, however the level of student satisfaction with results was nowhere near its opponent due to the amount of initial effort required by Quizlet and its structure. Students create the majority of materials themselves for further study contrary to Duolingo.
- Break down more information and lexis which are not necessarily a part of the lesson. The students frequently accept the words they do not know or understand completely and show no sign of hesitance to continue learning. Especially, vocabulary lacks explanation when the topic of the lesson is grammar-focused.

However, it is worth clarifying the words a teacher suspects are new for their students. If the student knows it, they will give a definition. If they don't, they will write it down and remember.

- In case syllabus leaves a possibility of extending the target language use beyond strict thematic division, teachers are strongly encouraged to develop miscellaneous topics rather than concentrate on the old ones. Occasions such as holidays are useful and highly-applicative, hence the space in syllabus may be completed with watching a complete episode of relevant series, listening to a podcast, or playing a board game in the target language.

6. Variation of Instructional Modes

- Although the overall lesson structure should remain consistent, activities should vary in form to avoid monotony. New vocabulary, for instance, may be introduced through images in one lesson, a song in another, and a table or chart in the following session. This supports learners with different learning intelligences (visual, musical, logical-mathematical, etc. – Chapter 2) and increases the likelihood of long-term retention for bigger part of the group. Moreover, this mode encourages student cooperation and soft skill development.

7. Teacher Profile

- The study indicated that lessons with native speakers occasionally increased student anxiety, particularly when the accent differed from the one presented in the textbook. Some students remarked that they felt guilty for making mistakes on the lesson, others justified their stress with inability to pronounce something exactly as a native speaker. This does not suggest that native speakers tend to possess lower level of professional qualification, but it emphasizes the need of stronger students' analysis and application of various activities suggested previously to increase learners' self-esteem and retention in this particular case. This may arise from the

fact that students sense an impassable barrier in proficiency level, while with a non-native speaker they view this person rather as an example of successful language acquisition.

8. Learning Environment

- Although no significant statistical differences were found between online and offline instruction in terms of test outcomes, in-person lessons were perceived as easier to manage by teachers due to fewer technical issues and more natural classroom dynamics. These lessons provide opportunity to implement tangible materials and make sure that students are optimally paired or grouped.
- Online platforms, especially Zoom, were appreciated by learners for interactive tools such as shared writing and drawing functions, which enhanced lesson variety.

9. Motivation and Learning Outcomes

- Motivation (intrinsic or extrinsic) was not a significant predictor of performance; however, it influenced homework completion and general engagement.
- The primary objectives for most learners were passing exams and using knowledge in practice, regardless of initial motivation.
- Students motivated extrinsically appreciated when teachers conducted more grammar-based explanatory lessons, thus it is recommended to focus on formal writing and proper structures with these students. When the whole group is based in business context, they are bound to require language in communication with foreign office departments or clients, thus such groups frequently progress with the same pace as intrinsically motivated students.

10. Writing Practice

- Direct Method students reported more difficulties with spelling due to limited exposure to written practice during lessons. To mitigate stress and improve accuracy, learners should be encouraged to write down all unfamiliar words, not

only to pronounce and use them orally. Pedagogical translation often encourages students to write the data down, resulting in quicker memorising due to both visual and kinaesthetic aspect involved in this process.

- Indulging more lesson time, especially in Practice section, to writing. This clarifies comprehension of spelling as well as supports longer memory retention. Make sure to pronounce the new words correctly before writing them down, it will help students avoid mispronouncing them in reading.

11. Collaborative Writing, not only Speaking

- An effective practice for integrating multiple skills is the creation of short functional dialogues in pairs, or brain-storming sessions in groups.
- The procedure should involve individual writing, peer exchange and correction, oral practice, and presentation to the teacher. This combines writing, reading, speaking, and listening in a single task, thereby reducing anxiety through structured peer support and time devoted to preparation.

12. Pair Rotation

- Learners have a tendency to remain in their comfort zone not only in terms of using familiar vocabulary, but also staying with the same practice partner, which can hinder communicative flexibility. Teachers should implement regular rotation to practice adaptability, ensure exposure to different speaking styles, and prevent stagnation in communicative practice.

Conclusion: Results and Analysis

Summary of key findings

The research conducted on 497 adult English learners of Slavic origin has come to well-supported practical and mathematical conclusions. The main areas of interest were the influence of extraneous factors on the level of language anxiety, the impact of language anxiety on students' test scores, and techniques for adjusting coursebooks to suit the majority of adult groups. The analysis of learners' adapted FLCAS questionnaires has drawn a clear line between significant and non-significant factors influencing language anxiety. Taken together, the findings suggest that the strongest predictors of language anxiety according to the regression analysis are Gender, Method, and Teacher. Despite the fact that Age was expected to influence learners' perception of learning difficulties, the findings indicate its insignificance. Students from the three described age groups experienced LA similarly. However, Gender remains a subject for further research, as this result could be a consequence of more complex societal phenomena. Moreover, based on teachers' notes in the Anxiety Traits Actions Chart, men and women both exhibited signs of anxiety equally, which leads to the need of confirmatory analysis of gender differences, or lack thereof, in experiencing LA. However, the predictors Method and Teacher have shown considerable differences in levels of xenoglossophobia. The DM use in classroom induced 25% more anxiety than PT, while maintaining the learning outcomes at the same level, confirmed by Chi-square test of independence. This demonstrated that in the analysed cases students have reached their goals regardless the level of stress they experienced, and a method is the element that improves classroom dynamics and student satisfaction.

The analysis of the first and second chapters concludes that LA is not a cognitive issue but a psychological one. It may have various embodiments depending on a student's age, gender, or previous experience. Essentially, educators have to bear in mind that students below 25 years old have not yet developed their full cognitive potential, connected with the prefrontal cortex

development, thus they are more prone to demonstrate physical reactions to stress or become avoidant. Their struggles with learning a language may therefore stem not from a lack of practice, but from a lack of social adaptability, fully-developed critical thinking, or planning and structuring ability.

How coursebooks and teaching methods alleviate or diminish anxiety

Among the coursebooks by the most commonly chosen publishers in Poland, several instances withstood the check by six aspects, or components, confirming their credibility and linguistic efficacy along with suitability for the chosen method's application. Despite providing limited encounters with World Englishes, Oxford University Press and Pearson implemented a multitude of attractive and non-conventional topics and lesson plans, including student surveys as a technique for learning new vocabulary and multimedia segments bringing foreign realia into the classroom.

Most of the coursebooks, with the exception of the Pathways series, provided a complete set of materials required for both the Direct Method and Pedagogical Translation. Lack of activities inducing student motivation in the NGL coursebook significantly decreased student and teacher satisfaction in this research which may as well lead to increased levels of language anxiety. As a result, a teacher has to manipulate the materials and develop the lesson beyond the book, which requires time and effort and destroys clear structuring. Objective Proficiency and Gold Advanced both included suggestions for writing and speaking tasks, which are essential for students who learn specifically to pass international or internal university language tests. The choice of coursebook should encompass students' motivation and age, except for their level of proficiency. For instance, if the group consists of young adults (18-21) interested in applying for university or moving abroad, English in Mind by CUP would not only provide them with lexico-grammatical essentials, but also familiarize them with the youth realia in foreign countries. Disproportion in

skills application and activities selection led to the highest indications of student language anxiety. Imbalance between the amount of speaking, reading, listening and writing practice caused avoidance behaviours, especially in the youngest age group. Balanced practice supported by multimedia along with the application of PT provided ultimate minimization of language anxiety levels.

The choice of coursebook remains teachers' and educating institutions' most crucial task, as it provides the base for further lessons planning. If the structure is clear (e.g. The English File or Speak Out series), priming is suggested (e.g. FCE/CAE Result), and additional materials are provided, such coursebook will facilitate teachers' preparation time and support student understanding and decrease stress.

Practical recommendations for reducing LA and improving classroom dynamics

The ability to stay predictable and varied simultaneously has proven to build student confidence, improve classroom dynamics, and decrease LA. This means that when PT method along with PPP lesson structure was applied, students reported the lowest levels of anxiety, discomfort and stress, while maintaining the efficiency of studies when compared to the DM.

Predictability refers to the initial and finalizing parts of the lesson, which are based on the same patterns, creating a safe environment with foreseen activities: a welcome with a small talk, a group of questions or pictures leading a student into a topic, practice part, and production with the following corrections and suggestions. Regardless of the lesson length, the structure should encompass all elements and not start a different topic if it will not be covered completely. For instance, an educator has to realize a PPP-structured instruction in a 90-minute lesson, the most commonly applied and chosen by adult learners. The welcome, small-talk, and introduction into a topic should take 10 minutes, followed by the Presentation part. In the best-case scenario, it will be supported with priming, preliminary vocabulary suggestions and associations, taking 5 more

minutes. Presentation itself may take the form of listening, reading, extract from a newspaper or magazine, questionnaire, or a video – anything that does not force a student to actively use the language, but to absorb it instead. This should consume 10-15 minutes for students to repeat the new words and for a teacher to ensure their understanding of everything analysed.

Practice stage should be smoothly connected with the Presentation and show the need to use this language. Unmotivated repetition and building of sentences do not lead to retention. Only when necessity arises are students mobilized to proceed. It is strongly recommended not to answer student questions directly, when it comes to grammar – instead, guided discovery makes it possible for students to answer their own questions and feel confident, because the information will be confirmed and summed up. On this stage, if PT method is applied, it is suggested not to avoid implementing the words students associate with the topic, but do not know or remember in translation. Personally relevant vocabulary should not be in restricted use due to a student's inability to describe a concept. A teacher can translate a word that a student needs and they could apply it in various contexts to ensure retention, while the other members of the group benefit from enriched word list and potentially keep this knowledge as well. It is highly recommended to apply supplementary coursebook or teacher-made activities: word games, puzzles, crosswords or group work, because at this time students have to actively use the language and make mistakes. The step may take as long as 30 minutes, focusing on the main grammatical or vocabulary exercises in which students understand their need and importance. Translation should not be restricted when it comes to grammar either, as clarification of structures and finding similarities between languages supports student confidence. However, students should not be allowed to talk to each other exclusively in their mother tongue or use their digital devices to look for the words themselves – this decreases memory retention, and students may find the wrong context and remember it.

Production in DM is always connected with preparation of speech or dialogue and teachers' further reflection on mistakes. While this is definitely what the students have to do during the lessons, it should not remain the only solution. Production should also take the form of writing, or

even combine with speaking: students may prepare an outline of their speech in writing and peer check for spelling or grammar. With the average size of group (6-10 people) these activities take 20-25 minutes. The students should have time to refresh the words used at the beginning of the lesson, try to incorporate them into their speech or writing, and receive constructive feedback. Thus, writing should not be neglected or always left as a homework assignment. Writing supports memorization and ensures the most important language details are spelled correctly. When every student has had a chance to present their work and the comments and suggestions for improvement were given, it is essential to sum up what the lesson objective was and what students can do now. They should remember what and why they learned, to increase their satisfaction and motivation.

These guidelines were implemented in the groups which later demonstrated the lowest levels of LA, and positive group dynamics. Lessons incorporated priming, PPP structure, guided discovery, and the PT method along with the learner-centred approach.

Suggestions for future research

First and foremost, the thorough analysis of 497 people of different backgrounds guided the conclusions toward the fact that language learning provoked more language anxiety in women. This fact remains intriguing for further studies, as if this information is confirmed on a broader scale, it may suggest that LA is a gender-dependent type of anxiety. Otherwise, it may indicate either that the women overstated their anxiety values, or that the men understated theirs. Potential outcomes may indicate a societal pressure not to show signs of stress in men's cases, underestimation of personal cognitive abilities in women's cases, or a different, yet undiscovered phenomenon.

Secondly, the fact that students' individual success rates could not be studied is connected to the anonymous nature of the study selected in the beginning of the research. As a result, by the end of the research, students' success rate in passing a course could only be measured at the group

level, not the personal one. Due to the policy of sensitive data protection RODO in Poland, in most of the studied groups the results were available to the teachers only in the way presented in the research. The groups' passage or failure rates presented here suggest that the choice of method between the Direct Method and Pedagogical Translation is insignificant. This means that regardless of the method, students passed their tests and exams with similar rates. However, if a similar study is conducted with respondents who agree to share their data and be analysed due to their grade in the end of the course, it might reveal a correlation between the level of language anxiety and passing or failing the course, or succeeding on the grading scale. This can provide the necessary information related to students' feelings and their connection to test outcomes.

Moreover, similar research performed with Pedagogical Translanguaging could prove or disprove its similarity to Pedagogical Translation when it comes to LA, student satisfaction, test outcomes, etc. Further studies can rely on the FLCAS, or its adapted version with open questions. The analysis of coursebooks applied in the study may serve as grounding for the development of materials fit for mixed groups of adult language learners, diminishing their apprehension in the classroom and developing speaking confidence.

Appendices

Appendix 1. The questionnaire on xenoglossophobia conducted with the group of adult learners (in the Polish language)

1. Płeć K M
2. Wiek
3. Język ojczysty:
4. Edukacja:
5. Czy uczyłeś się poprzednio języków obcych? Tak Nie
Jeżeli tak, to których?
6. Jeżeli odpowiedź na pytanie 3 – TAK: Czy uczenie się angielskiego było dla Ciebie trudniejsze od poprzednich języków?
7. Czy wiesz jakie są twoje silne i słabe strony w nauce języków?
8. Czy uważasz, że nauka innych języków sprzyja łatwiejszemu przyswajaniu każdego następnego języka? TAK NIE
Uzasadnij swoją odpowiedź:
9. Czy kiedykolwiek czułeś dyskomfort, lęk, lub wstyd podczas którejś z tych czynności?
Mówienie - TAK NIE
Pisanie - TAK NIE
Słuchanie - TAK NIE
Czytanie - TAK NIE
Co mogło powodować te uczucia?
10. Zaznacz które z tych sytuacji wywołują u Ciebie najwięcej stresu (1 – wcale nie, 5 – najwięcej)
Udzielenie odpowiedzi na pytania podczas lekcji. _____

Rozmowa z nauczycielem po lekcji lub podczas przerwy. _____

Praca w grupach lub parach w języku angielskim. _____

Czytanie na głos po angielsku. _____

Ustna prezentacja swojej pracy domowej (listu, eseju itd). _____

Odgrywanie ról w dialogu przed klasą. _____

Prośba o pomoc. _____

Rozmowa ze współuczestnikami zajęć poza klasą. _____

Słuchanie czyjejś wypowiedzi w języku angielskim. _____

Czytanie tekstów w języku angielskim. _____

Odpowiedź na pytanie do którego byłem przygotowany. _____

Odpowiedź na pytanie do którego nie byłem przygotowany. _____

11. Co zwykle robisz jeżeli czujesz się zestresowany podczas lekcji?

Zwracam się z prośbą o pomoc do kolegi/koleżanki obok.

Zwracam się z prośbą o pomoc do nauczyciela.

Próbuję samodzielnie poradzić sobie z tym, czego nie rozumiem.

Inne:

12. W jaki sposób najlepiej się uczysz? (Zaznacz **X** te, które Ci pasują)

Samodzielne obejrzenie podcastów, filmów, programów w jęz. angielskim.

Dokładne tłumaczenie tekstów i materiałów na język polski.

Uczenie się struktur i zasad gramatycznych.

Uczenie się z tekstów ulubionych piosenek.

Konwersacje w języku angielskim na dowolne tematy.

Posługiwanie się słownikiem/e-tłumaczem.

Inne:

13. Jak oceniłbyś swoje umiejętności pracy w grupie?

___ **Bardzo dobrze:** potrafię wykonywać zadania z różnymi ludźmi, w zespole i w parach, nie

wstydzę się prosić o pomoc, jeżeli jej potrzebuję. Potrafię zorganizować pracę.

___ **Dobrze:** Potrafię komunikować się z prawie każdym współuczestnikiem zajęć, lubię pracę w zespole i w parach.

___ **Przeciętnie:** Ani lubię, ani nie lubię pracy zespołowej.

___ **Źle:** Najczęściej jest to dla mnie wyzwaniem, wolę pracę samodzielną.

___ **Bardzo źle:** Nie znoszę pracy zespołowej/w parach, to rozprasza uwagę i denerwuje.

14. Czy zgadzasz się z poniższymi stwierdzeniami? (T – tak, N – nie)

Im więcej się uczę, tym więcej rozumiem.

Uczenie się języka obcego jest znacznie łatwiejsze jeżeli to nie jest pierwszy język.

Lepiej uczyć się języka w grupie niż indywidualnie.

Lepiej uczyć się języka metodą komunikatywną.

Jeżeli podejmę naukę innego języka, angielski na pewno pomoże w przyswajaniu nowego materiału.

15. Jaka była twoja motywacja do uczenia się angielskiego?

16. Jaki twoim zdaniem jest idealny nauczyciel?

17. Jaka twoim zdaniem jest idealna grupa i klasa?

Appendix 2. Anxiety Trait Actions Chart (based on McIntyre and Gardner 1994 and Oxford 1999) for teachers' completion

Student name	Concentrati on span issues	Frequent asking for repetition	Reading takes longer	Heavy reliance on a teacher	Hesitant speech	Reluctant in group discussion

Appendix 3. The original Berlitz teacher self-evaluation form

		BERLITZ KIDS - LESSON SELF-EVALUATION FORM Instructor support	
	Name of instructor:		Language Center:
	Name of group / student:		Language: English
	Materials:		Lesson observed by:
	Date and time of observation:		Date and time of follow-up:
	Lesson topic:		

1	Opening	Did you greet the students in a natural manner?	☒	N
		Did you use the relevant Berlitz Hello song?	Y	☒
		Did you use age appropriate Q & A?	☒	N
2	Homework check	Did you check the students' homework?	☒	N
		Did you check the homework interactively with the students?	☒	N
3	Review	Did you conduct a review?	☒	N
		Did you review language relevant to the lesson?	☒	N
4	Teach letters and sounds	Did you present the letters and sounds for the lesson?	Y	N
		Did you put the letters and sounds in context?	Y	N
		Did you use sufficient repetition?	Y	N
5	Application of letters and sounds	Did you have the students apply the new sounds or letters?	Y	N
		Did the students demonstrate understanding?	Y	N
		Did you use an age and level appropriate activity?	Y	N
		Did you clearly set up the activity?	Y	N
		Did you make the activity interactive?	Y	N
		Did you create variety in the activities used?	Y	N
		Did you use the appropriate materials?	Y	N
6	Teach new vocabulary and phrases	Did you present the vocabulary and phrases for the lesson?	Y	N
		Did you put the language in context?	Y	N
		Did you use sufficient repetition?	Y	N
7	Application of vocabulary and phrases	Did you have the students apply the new language?	Y	N
		Did the students demonstrate understanding?	Y	N
		Did you use an age and level appropriate activity?	Y	N
		Did you clearly set up the activity?	Y	N
		Did you make the activity interactive?	Y	N
		Did you create variety in the activities used?	Y	N
		Did you use the appropriate materials?	Y	N
8	Classroom management (appropriate and challenging)	Did you create an engaging and lively atmosphere?	Y	N
		Did you have control of the class?	Y	N
		Did you adapt the lesson to meet the needs of the students?	Y	N
		Did you challenge the students appropriately?	Y	N
		Did you use consistent and appropriate techniques to manage the class?	Y	N
		Did you attempt to maximize the students' talking time?	Y	N
		Did you use the target language throughout the lesson?	Y	N

NB: n/a can be used for songs, homework and sounds depending on the lesson.

LESSON OBSERVATION FORM 00.02.29.12 KIDS E = exceeds expectations M = meets expectations N = needs development U = unacceptable

Appendix 4. The adjusted teacher's self-evaluation form.

Stage of a lesson	Self-evaluation question	Y	N	Comments
OPENING	Did you make students feel welcome?			
	Did you have a relevant small-talk?			
H/W CHECK	Did you check the homework?			
	Did you do it interactively?			
REVIEW	Did you conduct a brief review of the last lesson?			
	Did you handle potential problems with understanding?			
PRESENTATION	Did you present the vocabulary and grammar needed for the lesson?			
	Did you write the goal on the board/screen?			
	Did you put the language in relevant context?			
	Did you use a lot of examples?			
	Did you use sufficient repetition?			
PRACTICE	Did you conduct controlled practice?			
	Did the students demonstrate understanding?			
	Did you practice different skills?			
	Did you make activities interactive?			
	Did you handle the issues on spot?			

	Did you apply immediate correction?			
PRODUCTION	Did students feel confident with new language?			
	Did you encourage them for personal examples?			
	Did you praise the students for correct answers?			
	Did you make sure that everyone was equally aware of the topic?			
	Did you create realistic practice scenarios?			
	Did you apply delayed correction?			
CLASSROOM MANAGEMENT	Were students open and communicative?			
	Did you create an engaging and lively atmosphere?			
	Did you have control of the class?			
	Did you use consistent techniques?			
	Did you manage the time correctly?			
	Did you maximize the students' talking time?			
	Did you challenge the students?			
	Did you assign appropriate homework?			
LANGUAGE	Did you use the target language only?			

Appendix 5. A compilation of groups' success rate

GROUP I (18-25y):

1. 8/8 osób DM NNT OS – 100% (excel group nr 1)
2. 10/11osób DM NT OS – 91% (1 resigned) (excel nr 11)
3. 11/11 osób PT NNT OS – 100% (excel nr 4)
4. 6/7 osób PT NNT OL – 85% (1 didn't pass end-of semester test) (excel nr 2)
5. 8/8 osób DM NNT OS – 100% (excel nr 7)

GROUP II(25-50y):

1. 5/5 DM NNT OL - 100% (excel nr 28)
2. 6/7 PT NNT OL - 85% (1 resigned) (excel nr 35)
3. 5/5 PT NNT OS – 100% (excel nr 42)
4. 4/4 PT NNT OS – 100% (excel nr 48)

GRUPA III(50+ y):

1. 12/12 PT NNT OS– 100% (excel nr 51)
2. 11/12 PT NNT OS – 91% (1 didn't pass TGLS) (excel nr 52)
3. 12/12 PT NNT OS – 100% (excel nr 53)
4. 10/10 PT NNT OS – 100% (excel nr 54)
5. 10/12 PT NNT OS – 83% (1 resigned, 1 didn't pass TGLS) (excel nr 61)
6. 6/8 DM NNT OS – 83% (2 didn't pass TGLS) (excel nr 62)
7. 4/4 DM NNT OS– 100% (excel nr 66)
8. 5/6 DM NNT OS– 85% (1 resigned) (excel nr 63)

142 people took up the course

133 passed it (93.5%), among which 46/50 (92%) with DM, and 87/92 (94.5%) with PT.

Appendix 6. Full Excel table along with regression analysis results

person_ID	age_group	age	gender	method	disorder	native_lang	teacher	education	lang_exp	motivation	lesson_type	lang_anx
1	1	22	M	D	none	Polish	Polish	BA	yes	in	on site	3
2	1	21	F	D	none	Ukrainian	Polish	BA	no	ex	on site	4
3	1	24	M	D	none	Polish	Polish	BA	yes	in	on site	4
4	1	21	M	D	none	Polish	Polish	BA	yes	in	on site	1
5	1	21	M	D	none	Ukrainian	Polish	BA	yes	ex	on site	3
6	1	22	F	D	none	Ukrainian	Polish	BA	no	in	on site	2
7	1	22	F	D	none	Polish	Polish	BA	yes	in	on site	2.5
8	1	21	F	D	none	Polish	Polish	BA	yes	in	on site	3
												2.8125
9	1	18	F	PT	none	Ukrainian	Polish	school	no	in	on site	2
10	1	19	F	PT	none	Polish	Polish	school	yes	in	on site	3
11	1	18	M	PT	ADHD	Ukrainian	Polish	school	no	ex	on site	2
12	1	20	M	PT	none	Polish	Polish	school	yes	in	on site	3
13	1	19	M	PT	none	Russian	Polish	school	yes	ex	on site	1
14	1	19	M	PT	dyslexia	Polish	Polish	school	yes	ex	on site	2
15	1	19	F	PT	none	Polish	Polish	school	yes	ex	on site	1
												2
16	1	18	F	D	none	Polish	Native	school	yes	in	on site	4.5
17	1	18	F	D	none	Ukrainian	Native	school	yes	ex	on site	5
18	1	18	F	D	dyslexia	Polish	Native	school	yes	in	on site	4
19	1	19	M	D	none	Polish	Native	school	yes	in	on site	1
20	1	18	M	D	none	Ukrainian	Native	school	no	ex	on site	1
21	1	19	M	D	none	Ukrainian	Native	school	yes	ex	on site	3
22	1	19	F	D	none	Polish	Native	school	yes	ex	on site	2
23	1	19	M	D	none	Polish	Native	school	no	ex	on site	5
24	1	19	F	D	none	Ukrainian	Native	school	no	in	on site	5
												3.388888889
25	1	20	M	PT	ADHD	Polish	Polish	school	no	ex	on site	1
26	1	21	M	PT	none	Ukrainian	Polish	school	yes	ex	on site	1
27	1	19	M	PT	none	Polish	Polish	school	yes	ex	on site	3.5
28	1	19	F	PT	none	Russian	Polish	school	yes	ex	on site	2
29	1	19	F	PT	none	Polish	Polish	school	yes	ex	on site	1
30	1	19	F	PT	none	Polish	Polish	school	no	in	on site	2
31	1	19	M	PT	ADHD	Polish	Polish	school	yes	in	on site	2
32	1	20	M	PT	none	Ukrainian	Polish	school	yes	ex	on site	2
33	1	21	F	PT	none	Polish	Polish	school	yes	in	on site	1
34	1	19	F	PT	none	Polish	Polish	school	yes	in	on site	2.5
35	1	19	F	PT	none	Ukrainian	Polish	school	yes	in	on site	1
												1.727272727
36	1	19	F	D	none	Ukrainian	Native	school	yes	in	on site	3
37	1	19	F	D	none	Ukrainian	Native	school	no	ex	on site	4
38	1	20	M	D	none	Polish	Native	school	yes	in	on site	2
39	1	20	M	D	none	Polish	Native	school	yes	ex	on site	2
40	1	20	M	D	none	Polish	Native	school	yes	in	on site	2
41	1	20	M	D	none	Polish	Native	school	yes	in	on site	1
42	1	20	F	D	none	Polish	Native	school	yes	in	on site	5
43	1	20	F	D	none	Polish	Native	school	no	in	on site	4.5
44	1	19	M	D	dyslexia	Ukrainian	Native	school	yes	in	on site	4
												3.055555556
45	1	23	M	PT	none	Polish	Polish	BA	yes	ex	on site	2
46	1	23	M	PT	none	Polish	Polish	BA	yes	ex	on site	2
47	1	23	M	PT	none	Ukrainian	Polish	BA	yes	ex	on site	2.5
48	1	22	F	PT	none	Polish	Polish	BA	yes	in	on site	1
49	1	22	F	PT	none	Polish	Polish	BA	yes	in	on site	1
50	1	21	M	PT	none	Ukrainian	Polish	BA	yes	ex	on site	4
51	1	22	F	PT	none	Polish	Polish	BA	yes	ex	on site	1
52	1	23	M	PT	none	Polish	Polish	BA	no	in	on site	2
53	1	22	F	PT	none	Polish	Polish	BA	yes	in	on site	2
54	1	21	M	PT	none	Polish	Polish	BA	no	ex	on site	3
55	1	22	M	PT	none	Polish	Polish	BA	no	ex	on site	3.5
56	1	22	F	PT	none	Ukrainian	Polish	BA	yes	ex	on site	2
57	1	22	F	PT	none	Ukrainian	Polish	BA	no	ex	on site	2
												2.153846154

person_ID	age_group	age	gender	method	disorder	native_lang	teacher	education	lang_exp	motivation	lesson_type	lang_anx
58	1	24	F	D	none	Polish	Polish	BA	yes	ex	on site	3
59	1	24	M	D	none	Polish	Polish	MA	yes	ex	on site	2
60	1	25	M	D	none	French	Polish	MA	yes	in	on site	1
61	1	24	F	D	none	Polish	Polish	BA	yes	in	on site	2
62	1	23	F	D	none	Polish	Polish	BA	no	in	on site	1
63	1	24	M	D	none	Polish	Polish	BA	yes	ex	on site	1
64	1	25	M	D	none	Ukrainian	Polish	MA	yes	in	on site	3
65	1	23	F	D	none	Polish	Polish	BA	yes	in	on site	3
												2
66	1	20	M	PT	none	Polish	Polish	school	yes	ex	on site	2
67	1	19	F	PT	none	Polish	Polish	school	yes	in	on site	2.5
68	1	19	F	PT	none	Ukrainian	Polish	school	yes	ex	on site	1
69	1	19	M	PT	none	Polish	Polish	school	yes	in	on site	1
70	1	19	F	PT	none	Polish	Polish	school	yes	in	on site	3
71	1	21	M	PT	none	Polish	Polish	school	yes	ex	on site	1
72	1	18	F	PT	none	Polish	Polish	school	no	in	on site	2
73	1	19	F	PT	none	Polish	Polish	school	yes	in	on site	3.5
74	1	20	F	PT	none	Ukrainian	Polish	school	yes	ex	on site	1
75	1	20	M	PT	none	Ukrainian	Polish	school	yes	ex	on site	2
76	1	20	M	PT	none	Ukrainian	Polish	school	yes	ex	on site	1
												1.818181818
77	1	22	M	D	none	Polish	Polish	BA	yes	ex	on site	1
78	1	22	M	D	none	Polish	Polish	BA	yes	in	on site	4
79	1	21	F	D	none	Ukrainian	Polish	BA	yes	in	on site	3
80	1	22	F	D	none	Polish	Polish	BA	no	in	on site	2.5
81	1	23	M	D	none	Polish	Polish	BA	no	in	on site	2.5
82	1	22	M	D	none	Polish	Polish	BA	yes	in	on site	1
83	1	22	F	D	none	Polish	Polish	BA	yes	in	on site	4
84	1	21	F	D	none	Ukrainian	Polish	BA	yes	in	on site	1
85	1	21	F	D	none	Ukrainian	Polish	BA	yes	ex	on site	2
												2.333333333
86	1	18	F	PT	ADHD	Ukrainian	Polish	school	no	ex	on site	2
87	1	18	F	PT	none	Ukrainian	Polish	school	no	ex	on site	2.5
88	1	18	M	PT	none	Ukrainian	Polish	school	no	ex	on site	1
89	1	18	M	PT	none	Ukrainian	Polish	school	yes	in	on site	1
90	1	19	M	PT	none	Ukrainian	Polish	school	yes	in	on site	3
91	1	19	M	PT	none	Ukrainian	Polish	school	yes	ex	on site	1
92	1	18	M	PT	none	Ukrainian	Polish	school	yes	ex	on site	2
93	1	18	M	PT	none	Ukrainian	Polish	school	yes	in	on site	2
94	1	18	M	PT	none	Ukrainian	Polish	school	yes	in	on site	1
95	1	18	M	PT	none	Ukrainian	Polish	school	no	ex	on site	1
												1.65
96	1	19	F	D	none	Polish	Native	school	yes	ex	on site	3
97	1	19	M	D	none	Polish	Native	school	yes	in	on site	1.5
98	1	19	F	D	none	Polish	Native	school	yes	in	on site	3
99	1	20	F	D	none	Polish	Native	school	yes	in	on site	3
100	1	20	M	D	none	Ukrainian	Native	school	yes	in	on site	4
101	1	19	M	D	none	Polish	Native	school	no	ex	on site	2
102	1	19	F	D	none	Ukrainian	Native	school	yes	ex	on site	1
103	1	20	F	D	dyslexia	Polish	Native	school	no	ex	on site	5
104	1	19	M	D	none	Polish	Native	school	no	ex	on site	4
105	1	19	F	D	none	Polish	Native	school	yes	in	on site	1
106	1	19	F	D	none	Polish	Native	school	yes	in	on site	3.5
												2.818181818
107	1	21	M	D	none	Ukrainian	Native	school	yes	ex	on site	2
108	1	21	M	D	none	Polish	Native	school	yes	ex	on site	2.5
109	1	20	F	D	none	Polish	Native	school	yes	ex	on site	2
110	1	22	M	D	none	Polish	Native	school	yes	ex	on site	4
111	1	21	M	D	none	Polish	Native	school	no	in	on site	4
112	1	22	F	D	none	Ukrainian	Native	school	yes	ex	on site	3.5
113	1	22	M	D	none	Polish	Native	school	yes	ex	on site	1.5
												2.785714286
114	1	21	M	D	none	Polish	Polish	BA	yes	in	on site	1
115	1	22	F	D	none	Polish	Polish	BA	yes	in	on site	1
116	1	22	F	D	none	Polish	Polish	BA	yes	in	on site	3
117	1	22	M	D	none	Polish	Polish	BA	yes	in	on site	3
118	1	22	F	D	none	Polish	Polish	BA	yes	in	on site	3
119	1	22	M	D	none	Ukrainian	Polish	BA	yes	in	on site	1
120	1	22	F	D	none	Ukrainian	Polish	BA	no	in	on site	2.5
												2.071428571

person_ID	age_group	age	gender	method	disorder	native_lang	teacher	education	lang_exp	motivation	lesson_type	lang_anx
121	1	20	F	PT	none	Polish	Polish	school	no	in	on site	2
122	1	22	F	PT	none	Polish	Polish	school	yes	ex	on site	1
123	1	20	F	PT	none	Polish	Polish	school	yes	in	on site	2
124	1	20	M	PT	none	Polish	Polish	school	yes	ex	on site	1
125	1	21	M	PT	none	Polish	Polish	school	yes	in	on site	2
126	1	21	F	PT	none	Ukrainian	Polish	school	no	in	on site	2
127	1	21	F	PT	none	Ukrainian	Polish	school	yes	in	on site	4
128	1	22	M	PT	none	Ukrainian	Polish	school	yes	ex	on site	2
129	1	20	M	PT	none	Polish	Polish	school	yes	ex	on site	1
												1.88888889
130	1	23	M	D	none	Polish	Polish	BA	yes	ex	online	2
131	1	25	M	D	none	Polish	Polish	MA	yes	ex	online	1
132	1	25	M	D	none	Polish	Polish	BA	no	ex	online	1
												1.33333333
133	1	22	M	PT	none	Ukrainian	Polish	BA	yes	in	on site	2
134	1	22	F	PT	none	Polish	Polish	school	yes	in	on site	1
135	1	23	F	PT	none	Polish	Polish	BA	no	ex	on site	3.5
136	1	24	M	PT	none	Polish	Polish	BA	yes	ex	on site	1.5
												2
137	1	19	M	D	none	Polish	Native	school	yes	ex	on site	2
138	1	19	F	D	none	Polish	Native	school	no	in	on site	4
139	1	19	F	D	none	Ukrainian	Native	school	yes	ex	on site	4.5
140	1	20	M	D	none	Polish	Native	school	yes	in	on site	1
141	1	20	F	D	none	Polish	Native	school	yes	in	on site	2
142	1	19	F	D	none	Ukrainian	Native	school	yes	ex	on site	2.5
143	1	22	M	D	none	Ukrainian	Native	school	yes	ex	on site	1
144	1	19	M	D	none	Polish	Native	school	no	ex	on site	3.5
145	1	20	F	D	none	Polish	Native	school	yes	in	on site	4
146	1	20	M	D	none	Ukrainian	Native	school	yes	in	on site	2
												2.65
147	2	36	M	D	none	Ukrainian	Native	BA	no	ex	on site	3
148	2	32	F	D	none	Polish	Native	BA	no	ex	on site	3.5
149	2	28	F	D	none	Polish	Native	MA	yes	in	on site	2
150	2	32	M	D	none	Polish	Native	BA	yes	ex	on site	1
151	2	30	M	D	none	Polish	Native	MA	no	ex	on site	3
152	2	33	M	D	none	Polish	Native	MA	yes	in	on site	3
153	2	35	F	D	none	Polish	Native	BA	yes	in	on site	2.5
154	2	36	F	D	none	Ukrainian	Native	MA	yes	in	on site	4
155	2	38	F	D	none	Polish	Native	BA	yes	ex	on site	4.5
												2.94444444
156	2	40	M	PT	none	Ukrainian	Polish	MA	yes	ex	on site	2
157	2	42	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
158	2	36	M	PT	none	Polish	Polish	BA	no	ex	on site	1
159	2	31	F	PT	none	Polish	Polish	BA	yes	in	on site	3
160	2	33	F	PT	none	Polish	Polish	MA	yes	in	on site	2
161	2	33	M	PT	none	Polish	Polish	MA	no	ex	on site	2.5
162	2	33	F	PT	none	Ukrainian	Polish	BA	no	in	on site	3
163	2	34	F	PT	none	Polish	Polish	MA	yes	ex	on site	1
164	3	55	F	PT	none	Polish	Polish	MA	yes	in	on site	2
165	2	47	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
166	2	44	M	PT	none	Polish	Polish	MA	yes	ex	on site	1.5
167	2	43	F	PT	none	Polish	Polish	MA	yes	in	on site	2
												1.83333333
168	2	40	M	PT	none	Polish	Polish	BA	yes	ex	on site	3
169	2	33	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
170	2	33	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
171	2	35	F	PT	none	Ukrainian	Polish	MA	yes	ex	on site	2
172	2	38	F	PT	none	Ukrainian	Polish	BA	yes	in	on site	2.5
173	2	45	M	PT	none	Polish	Polish	MA	yes	ex	on site	2
174	2	33	F	PT	none	Polish	Polish	BA	yes	in	on site	1
175	2	38	F	PT	none	Polish	Polish	MA	yes	in	on site	3
176	2	43	M	PT	none	Polish	Polish	MA	yes	ex	on site	2
177	2	42	F	PT	none	Polish	Polish	MA	yes	in	on site	2.5
178	2	40	F	PT	none	Polish	Polish	MA	yes	in	on site	2
179	2	38	M	PT	none	Ukrainian	Polish	BA	no	ex	on site	4
												2.16666667

person_ID	age_group	age	gender	method	disorder	native_lang	teacher	education	lang_exp	motivation	lesson_type	lang_anx
180	2	28	M	PT	none	Polish	Polish	BA	yes	ex	on site	2
181	2	32	M	PT	none	Polish	Polish	MA	yes	ex	on site	3.5
182	2	31	M	PT	none	Polish	Polish	MA	yes	ex	on site	4
183	2	33	M	PT	none	Ukrainian	Polish	BA	yes	ex	on site	2
184	2	33	F	PT	none	Polish	Polish	BA	yes	in	on site	1
185	2	37	F	PT	none	Polish	Polish	MA	yes	in	on site	2
186	2	29	F	PT	none	Polish	Polish	BA	yes	in	on site	1
187	2	27	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
188	2	30	F	PT	none	Polish	Polish	MA	yes	in	on site	3
189	2	32	F	PT	none	Ukrainian	Polish	MA	yes	in	on site	1
190	2	32	F	PT	none	Ukrainian	Polish	MA	yes	in	on site	2
191	2	34	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
192	2	30	F	PT	none	Polish	Polish	MA	yes	in	on site	2
												1.961538462
193	2	44	M	PT	none	Polish	Polish	BA	yes	ex	on site	2
194	2	32	M	PT	none	Polish	Polish	BA	yes	ex	on site	3
195	2	35	F	PT	none	Polish	Polish	MA	yes	ex	on site	3.5
196	2	33	F	PT	none	Polish	Polish	MA	yes	in	on site	4
197	2	35	F	PT	none	Polish	Polish	MA	yes	in	on site	1
198	2	44	F	PT	none	Polish	Polish	BA	yes	ex	on site	2
199	2	33	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
200	2	31	F	PT	none	Polish	Polish	BA	no	in	on site	1
201	2	34	M	PT	none	Polish	Polish	MA	yes	ex	on site	2
202	2	33	M	PT	none	Polish	Polish	BA	no	ex	on site	1
203	2	33	M	PT	none	Polish	Polish	MA	yes	ex	on site	2.5
204	2	35	F	PT	none	Polish	Polish	BA	yes	in	on site	1
												2
205	2	44	F	PT	none	Polish	Polish	MA	yes	in	on site	2
206	2	47	F	PT	none	Polish	Polish	BA	yes	in	on site	3.5
207	2	48	M	PT	ASD	Polish	Polish	BA	yes	ex	on site	2
208	2	33	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
209	2	39	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
210	2	45	F	PT	none	Polish	Polish	BA	yes	in	on site	1
211	2	40	F	PT	none	Polish	Polish	BA	yes	ex	on site	2
212	2	46	F	PT	none	Ukrainian	Polish	MA	yes	in	on site	2
213	2	40	F	PT	none	Ukrainian	Polish	BA	no	in	on site	4
214	2	47	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
												1.95
215	2	33	M	D	none	Polish	Native	MA	yes	ex	on site	1
216	2	38	F	D	none	Polish	Native	MA	yes	in	on site	3.5
217	2	40	M	D	none	Polish	Native	MA	yes	ex	on site	1.5
218	2	34	F	D	none	Ukrainian	Native	BA	yes	in	on site	4
219	2	34	M	D	none	Ukrainian	Native	MA	yes	ex	on site	1
220	2	45	M	D	none	Polish	Native	BA	yes	ex	on site	2
221	2	32	F	D	none	Polish	Native	BA	yes	in	on site	3.5
222	2	30	F	D	none	Polish	Native	BA	no	in	on site	5
223	2	30	F	D	none	Polish	Native	MA	yes	in	on site	4
224	2	35	M	D	none	Polish	Native	BA	no	ex	on site	1
												2.65
225	2	31	F	D	none	Polish	Polish	MA	yes	in	online	3.5
226	2	29	M	D	none	Polish	Polish	MA	yes	ex	online	1
227	2	27	F	D	none	Polish	Polish	MA	yes	in	online	3.5
228	2	28	F	D	none	Polish	Polish	BA	no	in	online	3
229	2	31	M	D	none	Polish	Polish	BA	yes	ex	online	1
230	2	30	M	D	none	Polish	Polish	MA	yes	ex	online	2
												2.333333333
231	2	44	F	D	none	Polish	Polish	MA	yes	in	on site	4
232	2	40	M	D	none	Polish	Polish	MA	yes	ex	on site	2
233	2	49	F	D	none	Polish	Polish	MA	yes	in	on site	2
												2.666666667
234	2	39	F	PT	none	Polish	Polish	BA	no	ex	online	4
235	2	32	M	PT	none	Polish	Polish	MA	yes	ex	online	1
236	2	39	M	PT	none	Polish	Polish	BA	no	ex	online	2
237	2	35	F	PT	none	Polish	Polish	MA	yes	in	online	1
238	2	38	F	PT	none	Polish	Polish	MA	yes	in	online	1
												1.8

	age_group	age	gender	method	disorder	native_lang	teacher	education	lang_exp	motivation	lesson_type	lang_anx
239	2	27	M	D	none	Polish	Polish	MA	yes	ex	on site	1.5
240	2	29	F	D	none	Polish	Polish	MA	yes	in	on site	4
241	2	31	F	D	none	Polish	Polish	BA	yes	in	on site	1
242	2	31	M	D	none	Polish	Polish	BA	yes	ex	on site	1
243	2	32	F	D	none	Polish	Polish	MA	yes	in	on site	4
												2.3
244	2	34	F	PT	none	Ukrainian	Polish	BA	no	in	online	3.5
245	2	29	M	PT	none	Polish	Polish	MA	yes	ex	online	1
246	2	31	F	PT	none	Polish	Polish	MA	yes	in	online	3
247	2	30	M	PT	none	Polish	Polish	BA	yes	ex	online	1
248	2	32	M	PT	none	Polish	Polish	BA	yes	ex	online	2
249	2	30	M	PT	none	Polish	Polish	MA	yes	ex	online	2
												2.083333333
250	2	48	M	D	none	Polish	Native	BA	yes	ex	online	2
251	3	51	F	D	none	Ukrainian	Native	MA	yes	in	online	2
252	2	44	M	D	none	Polish	Native	BA	yes	ex	online	2.5
253	2	45	M	D	none	Polish	Native	MA	yes	ex	online	1.5
254	2	49	F	D	none	Polish	Native	MA	yes	in	online	3.5
255	3	50	F	D	none	Polish	Native	BA	no	in	online	4
256	2	41	M	D	none	Ukrainian	Native	BA	yes	ex	online	3
257	2	43	F	D	none	Polish	Native	MA	yes	in	online	4
												2.8125
258	2	32	M	D	none	Polish	Polish	MA	yes	ex	online	2
259	2	29	F	D	none	Polish	Polish	BA	yes	in	online	2.5
260	2	30	M	D	none	Polish	Polish	MA	yes	ex	online	1
261	3	50	M	D	none	Polish	Polish	MA	yes	ex	online	3
262	2	44	F	D	none	Polish	Polish	BA	yes	in	online	1
263	2	45	F	D	none	Ukrainian	Polish	BA	yes	in	online	3.5
												2.166666667
264	2	28	M	D	none	Polish	Polish	MA	yes	ex	on site	2
265	2	28	M	D	none	Polish	Polish	MA	yes	ex	on site	2.5
266	2	30	M	D	none	Polish	Polish	MA	yes	ex	on site	1
												1.833333333
267	2	44	F	D	none	Ukrainian	Polish	BA	no	in	on site	2
268	2	42	F	D	none	Ukrainian	Polish	BA	no	in	on site	3
												2.5
269	2	35	M	D	none	Polish	Polish	MA	yes	ex	on site	1
270	2	39	M	D	none	Polish	Polish	MA	yes	ex	on site	2.5
												1.75
271	2	32	F	PT	none	Polish	Polish	BA	yes	in	on site	1.5
272	2	35	F	PT	none	Polish	Polish	MA	yes	in	on site	1
273	2	33	M	PT	ADHD	Polish	Polish	MA	yes	ex	on site	1
274	2	33	M	PT	none	Polish	Polish	MA	yes	ex	on site	3
275	2	29	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
276	2	31	F	PT	none	Polish	Polish	MA	yes	in	on site	3
277	2	32	M	PT	none	Polish	Polish	MA	yes	ex	on site	1.5
												1.714285714
278	2	27	F	PT	none	Polish	Polish	BA	no	in	online	2
279	2	28	M	PT	none	Polish	Polish	BA	no	ex	online	1
280	2	27	F	PT	none	Polish	Polish	MA	yes	in	online	1.5
281	2	30	F	PT	none	Polish	Polish	MA	yes	in	online	1
												1.375
282	2	33	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
283	2	31	M	PT	none	Polish	Polish	MA	yes	ex	on site	2
284	2	29	F	PT	none	Polish	Polish	BA	yes	in	on site	3
285	2	32	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
286	2	28	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
287	2	33	F	PT	none	Polish	Polish	MA	yes	in	on site	2
												1.666666667
288	2	48	F	PT	none	Polish	Polish	BA	yes	in	on site	1.5
289	3	50	M	PT	none	Polish	Polish	BA	no	ex	on site	1
290	2	44	M	PT	none	Ukrainian	Polish	MA	yes	ex	on site	2
291	2	44	F	PT	none	Polish	Polish	MA	yes	in	on site	2
292	2	44	F	PT	none	Polish	Polish	BA	yes	in	on site	2.5
293	3	56	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
294	3	55	F	PT	none	Polish	Polish	MA	yes	in	on site	2
295	2	46	F	PT	none	Polish	Polish	MA	yes	in	on site	3
296	2	47	M	PT	none	Polish	Polish	BA	no	ex	on site	1
297	2	44	F	PT	none	Ukrainian	Polish	MA	yes	in	on site	1
												1.7
298	2	36	F	PT	none	Polish	Polish	MA	yes	ex	on site	2
299	2	38	F	PT	none	Polish	Polish	MA	yes	in	on site	1
300	2	39	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
												1.333333333

	age_group	age	gender	method	disorder	native_lang	teacher	education	lang_exp	motivation	lesson_type	lang_anx
301		2	30 M	D	none	Ukrainian	Native	BA	yes	ex	on site	2
302		2	29 M	D	none	Polish	Native	MA	yes	ex	on site	3.5
303		2	27 F	D	none	Polish	Native	MA	yes	in	on site	2.5
304		2	26 F	D	none	Ukrainian	Native	BA	yes	in	on site	4
305		2	27 M	D	none	Polish	Native	BA	no	ex	on site	3
306		2	29 F	D	none	Polish	Native	MA	yes	in	on site	1
307		2	30 F	D	none	Polish	Native	BA	yes	in	on site	1.5
308		2	29 F	D	none	Ukrainian	Native	BA	yes	ex	on site	4
309		2	27 M	D	none	Ukrainian	Native	MA	yes	ex	on site	1
310		2	32 M	D	none	Polish	Native	MA	yes	ex	on site	2.5
												2.5
311		2	28 F	D	none	Polish	Polish	BA	yes	in	on site	2
312		2	29 M	D	none	Polish	Polish	MA	yes	ex	on site	1
313		2	30 F	D	none	Polish	Polish	BA	yes	in	on site	2.5
314		2	29 F	D	none	Polish	Polish	MA	yes	in	on site	1
315		2	30 M	D	none	Polish	Polish	MA	yes	ex	on site	1.5
316		2	26 M	D	none	Polish	Polish	BA	no	ex	on site	4
317		2	37 F	D	none	Ukrainian	Polish	MA	yes	ex	on site	4.5
318		2	38 M	D	none	Ukrainian	Polish	BA	yes	ex	on site	2
												2.3125
319		2	27 M	PT	none	Polish	Polish	MA	yes	ex	online	1
320		2	28 M	PT	none	Polish	Polish	MA	yes	ex	online	2
321		2	33 M	PT	none	Polish	Polish	BA	yes	ex	online	1
322		2	32 F	PT	none	Polish	Polish	MA	yes	in	online	2
323		2	30 F	PT	none	Polish	Polish	BA	yes	in	online	3
												1.8
324		2	40 M	D	none	Polish	Polish	MA	no	ex	on site	2
325		2	43 F	D	none	Polish	Polish	MA	yes	in	on site	3
326		2	44 F	D	none	Polish	Polish	MA	yes	in	on site	3.5
												2.833333333
327		2	43 M	PT	none	Polish	Polish	MA	yes	ex	on site	1
328		2	29 M	PT	none	Polish	Polish	MA	yes	ex	on site	1.5
329		2	30 F	PT	none	Polish	Polish	BA	yes	in	on site	2.5
330		2	33 F	PT	none	Polish	Polish	BA	yes	in	on site	1
331		2	34 F	PT	none	Polish	Polish	MA	yes	in	on site	3
332		2	33 M	PT	none	Polish	Polish	MA	yes	ex	on site	1
												1.666666667
333		2	44 M	D	none	Ukrainian	Polish	BA	yes	ex	on site	1
334		2	43 F	D	none	Ukrainian	Polish	MA	yes	in	on site	3
335		3	52 F	D	none	Polish	Polish	BA	no	in	on site	2.5
336		3	50 M	D	none	Polish	Polish	BA	yes	ex	on site	2
337		2	47 F	D	none	Ukrainian	Polish	MA	yes	in	on site	4
338		2	47 F	D	none	Polish	Polish	MA	yes	ex	on site	2.5
												2.5
339		2	28 M	D	none	Polish	Polish	MA	yes	ex	online	1.5
340		2	28 M	D	none	Polish	Polish	MA	yes	ex	online	2
341		2	31 M	D	none	Polish	Polish	MA	yes	ex	online	1
												1.5
342		2	45 M	PT	none	Ukrainian	Polish	BA	yes	ex	online	1
343		2	39 F	PT	none	Ukrainian	Polish	MA	yes	in	online	1.5
344		2	39 M	PT	none	Polish	Polish	MA	yes	ex	online	2
345		2	38 F	PT	none	Polish	Polish	BA	yes	in	online	3
346		2	42 M	PT	none	Polish	Polish	MA	yes	ex	online	1
347		2	40 F	PT	none	Polish	Polish	BA	yes	in	online	1.5
												1.666666667
348		2	29 F	D	none	Polish	Polish	BA	no	in	online	1
349		2	32 F	D	none	Polish	Polish	MA	yes	ex	online	2
350		2	31 M	D	none	Polish	Polish	BA	yes	ex	online	1.5
351		2	29 F	D	none	Ukrainian	Polish	MA	yes	in	online	4
												2.125
352		2	27 M	PT	none	Polish	Polish	MA	yes	ex	on site	2
353		2	28 F	PT	ADHD	Polish	Polish	MA	yes	in	on site	2.5
354		2	26 F	PT	none	Polish	Polish	BA	yes	in	on site	1
355		2	28 F	PT	none	Polish	Polish	MA	yes	in	on site	2
356		2	27 M	PT	none	Polish	Polish	BA	no	ex	on site	2
357		2	27 M	PT	none	Polish	Polish	BA	yes	ex	on site	2.5
358		2	28 M	PT	none	Polish	Polish	MA	yes	ex	on site	1
359		2	29 M	PT	none	Polish	Polish	MA	yes	ex	on site	1
360		2	26 F	PT	none	Polish	Polish	BA	yes	in	on site	3
361		2	26 F	PT	none	Polish	Polish	BA	no	in	on site	1
												1.8

	age_group	age	gender	method	disorder	native_lang	teacher	education	lang_exp	motivation	lesson_type	lang_anx
362	3	52	M	D	none	Polish	Polish	BA	no	ex	on site	2
363	2	48	F	D	none	Polish	Polish	BA	no	ex	on site	3
364	2	40	F	D	none	Polish	Polish	MA	yes	in	on site	3.5
365	2	38	M	D	none	Ukrainian	Polish	MA	yes	ex	on site	2
366	2	44	M	D	none	Polish	Polish	BA	yes	ex	on site	3
367	2	43	M	D	none	Polish	Polish	MA	yes	ex	on site	1.5
368	2	49	F	D	none	Polish	Polish	BA	yes	in	on site	2.5
369	2	38	M	D	none	Ukrainian	Polish	MA	yes	ex	on site	4
												2.6875
370	3	56	M	PT	none	Polish	Polish	MA	yes	ex	on site	2
371	3	52	F	PT	none	Polish	Polish	BA	yes	in	on site	3.5
372	3	55	M	PT	none	Polish	Polish	school	no	ex	on site	1
373	3	52	M	PT	none	Polish	Polish	BA	yes	ex	on site	1.5
374	3	50	F	PT	none	Polish	Polish	BA	yes	in	on site	1
375	3	52	M	PT	none	Polish	Polish	MA	yes	ex	on site	2
376	3	53	F	PT	none	Polish	Polish	BA	yes	in	on site	3
377	3	59	F	PT	none	Polish	Polish	school	yes	in	on site	3.5
378	3	63	F	PT	none	Polish	Polish	MA	yes	in	on site	1
379	3	64	F	PT	none	Polish	Polish	BA	yes	in	on site	1
380	3	50	M	PT	none	Polish	Polish	BA	no	ex	on site	1
381	3	55	M	PT	none	Polish	Polish	school	no	ex	on site	2.5
												1.916666667
382	3	55	F	PT	none	Polish	Polish	MA	yes	in	on site	2
383	3	58	M	PT	none	Polish	Polish	MA	yes	ex	on site	2
384	3	54	F	PT	none	Polish	Polish	school	no	in	on site	2.5
385	3	62	F	PT	none	Polish	Polish	MA	yes	in	on site	1.5
386	3	52	F	PT	none	Polish	Polish	school	yes	in	on site	3.5
387	3	56	M	PT	none	Polish	Polish	BA	yes	ex	on site	2
388	3	55	F	PT	none	Polish	Polish	MA	yes	in	on site	1
389	3	65	F	PT	none	Polish	Polish	school	no	in	on site	2
390	3	51	M	PT	none	Polish	Polish	BA	yes	ex	on site	3
391	3	50	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
392	3	53	F	PT	none	Polish	Polish	school	yes	in	on site	3.5
393	2	47	F	PT	none	Polish	Polish	BA	yes	in	on site	4
												2.333333333
394	3	56	F	PT	none	Polish	Polish	school	yes	in	on site	2
395	3	68	F	PT	none	Polish	Polish	school	yes	in	on site	3
396	3	52	M	PT	none	Polish	Polish	MA	yes	ex	on site	2.5
397	3	73	F	PT	none	Polish	Polish	MA	yes	in	on site	2
398	3	55	F	PT	none	Polish	Polish	BA	yes	in	on site	4
399	3	56	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
400	3	52	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
401	2	47	F	PT	none	Polish	Polish	school	yes	in	on site	1
402	3	61	F	PT	none	Polish	Polish	MA	yes	in	on site	1.5
403	3	74	F	PT	none	Polish	Polish	MA	yes	in	on site	3
404	3	56	M	PT	none	Polish	Polish	BA	yes	ex	on site	3.5
405	3	55	F	PT	none	Polish	Polish	school	yes	in	on site	4
												2.375
406	2	49	F	PT	none	Polish	Polish	MA	yes	in	on site	1.5
407	3	55	F	PT	none	Polish	Polish	BA	no	in	on site	2
408	2	48	M	PT	none	Ukrainian	Polish	school	yes	ex	on site	1
409	3	57	M	PT	none	Polish	Polish	BA	yes	ex	on site	2.5
410	3	54	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
411	3	53	M	PT	none	Polish	Polish	school	yes	ex	on site	3
412	3	55	M	PT	none	Polish	Polish	school	no	ex	on site	1
413	3	51	F	PT	none	Polish	Polish	BA	yes	in	on site	3.5
414	3	67	F	PT	none	Polish	Polish	BA	yes	in	on site	3
415	3	50	F	PT	none	Polish	Polish	MA	yes	in	on site	1
												1.95
416	3	50	M	PT	none	Polish	Polish	MA	yes	ex	on site	2
417	3	55	F	PT	none	Polish	Polish	MA	yes	in	on site	2
418	3	51	F	PT	none	Polish	Polish	BA	yes	in	on site	2.5
419	3	52	M	PT	none	Polish	Polish	school	yes	ex	on site	1
420	3	60	F	PT	none	Polish	Polish	BA	yes	in	on site	1
421	3	52	M	PT	none	Polish	Polish	school	yes	ex	on site	2
422	3	73	F	PT	none	Polish	Polish	MA	yes	in	on site	1
423	3	69	F	PT	none	Polish	Polish	school	no	in	on site	3
												1.8125

	age_group	age	gender	method	disorder	native_lang	teacher	education	lang_exp	motivation	lesson_type	lang_anx
424	3	51	M	PT	none	Polish	Polish	MA	yes	ex	online	3
425	3	68	F	PT	none	Polish	Polish	school	yes	in	online	2
426	3	52	M	PT	none	Polish	Polish	BA	yes	ex	online	1
427	2	60	M	PT	none	Polish	Polish	MA	yes	in	online	1.5
428	2	53	F	PT	none	Ukrainian	Polish	BA	no	in	online	1
429	2	55	F	PT	none	Ukrainian	Polish	MA	yes	in	online	2
430	2	50	M	PT	none	Polish	Polish	school	yes	ex	online	3.5
431	3	56	M	PT	none	Polish	Polish	BA	yes	in	online	1
												1.875
432	3	60	F	D	none	Polish	Polish	school	yes	in	on site	3
433	3	52	M	D	none	Polish	Polish	MA	yes	ex	on site	2.5
434	3	59	F	D	none	Polish	Polish	BA	yes	in	on site	2
435	3	70	F	D	none	Polish	Polish	BA	yes	in	on site	3.5
436	3	65	F	D	none	Polish	Polish	MA	yes	in	on site	4
437	3	50	M	D	none	Polish	Polish	MA	yes	ex	on site	1.5
												2.75
438	3	53	M	D	none	Polish	Polish	BA	yes	ex	online	2.5
439	3	51	F	D	none	Polish	Polish	BA	yes	in	online	3
												2.75
440	3	54	F	PT	none	Polish	Polish	BA	no	in	on site	3
441	2	48	M	PT	none	Polish	Polish	BA	yes	ex	on site	2
442	3	56	F	PT	none	Polish	Polish	school	yes	in	on site	1
443	3	59	F	PT	none	Polish	Polish	BA	yes	in	on site	1
444	3	50	F	PT	none	Polish	Polish	BA	yes	in	on site	1.5
445	3	56	F	PT	none	Polish	Polish	BA	no	in	on site	1
446	3	51	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
												1.5
447	3	55	M	PT	none	Polish	Polish	BA	yes	ex	on site	4
448	3	54	F	PT	none	Polish	Polish	BA	yes	in	on site	1
449	3	65	F	PT	none	Polish	Polish	school	yes	in	on site	2
450	3	64	F	PT	none	Polish	Polish	MA	yes	in	on site	2.5
451	3	59	F	PT	none	Polish	Polish	MA	yes	in	on site	3.5
452	3	60	M	PT	none	Polish	Polish	MA	yes	in	on site	1
453	3	51	M	PT	none	Polish	Polish	school	yes	ex	on site	1
												2.142857143
454	3	65	F	PT	none	Polish	Polish	school	no	in	on site	2
455	3	58	F	PT	none	Polish	Polish	school	no	in	on site	2.5
456	3	53	M	PT	none	Ukrainian	Polish	BA	yes	ex	on site	1
457	3	52	M	PT	none	Polish	Polish	MA	yes	ex	on site	2
458	3	50	F	PT	none	Polish	Polish	BA	no	in	on site	1
459	3	51	F	PT	none	Polish	Polish	BA	yes	in	on site	3
460	3	50	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
461	3	51	M	PT	none	Polish	Polish	school	yes	ex	on site	3
462	3	56	F	PT	none	Polish	Polish	MA	yes	in	on site	3
463	3	62	F	PT	none	Polish	Polish	BA	yes	in	on site	1
464	3	66	F	PT	none	Polish	Polish	school	no	in	on site	2
465	3	53	M	PT	none	Polish	Polish	school	yes	ex	on site	1
												1.875
466	3	56	F	D	none	Polish	Polish	BA	no	in	on site	4
467	3	52	M	D	none	Polish	Polish	MA	yes	ex	on site	2
468	3	60	F	D	none	Polish	Polish	school	yes	in	on site	1
469	3	53	M	D	none	Polish	Polish	BA	yes	ex	on site	1
470	3	62	F	D	none	Polish	Polish	BA	yes	in	on site	4.5
471	2	47	F	D	none	Polish	Polish	BA	yes	in	on site	3
472	3	50	M	D	none	Polish	Polish	MA	yes	ex	on site	2
473	3	53	F	D	none	Polish	Polish	school	yes	in	on site	2.5
												2.5
474	3	51	F	PT	none	Polish	Polish	BA	no	in	on site	3
475	3	51	M	PT	none	Polish	Polish	BA	no	ex	on site	2
476	3	50	F	PT	none	Polish	Polish	MA	yes	in	on site	3.5
477	3	56	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
478	3	50	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
479	3	51	M	PT	none	Polish	Polish	MA	yes	ex	on site	1
480	3	57	F	PT	none	Polish	Polish	BA	yes	in	on site	1.5
												1.857142857

	age_group	age	gender	method	disorder	native_lang	teacher	education	lang_exp	motivation	lesson_type	lang_anx
481	3	63	F	PT	none	Polish	Polish	MA	yes	in	on site	2
482	3	52	M	PT	none	Polish	Polish	school	yes	ex	on site	1
483	3	62	F	PT	none	Polish	Polish	MA	yes	in	on site	2
484	3	78	F	PT	none	Polish	Polish	school	yes	in	on site	2.5
485	3	54	F	PT	none	Polish	Polish	BA	yes	in	on site	2
486	3	50	M	PT	none	Polish	Polish	BA	yes	ex	on site	1
487	3	55	M	PT	none	Polish	Polish	school	yes	ex	on site	1
												1.642857143
488	3	51	F	D	none	Polish	Polish	BA	yes	in	online	2
489	3	54	F	D	none	Polish	Polish	MA	yes	in	online	2
490	3	50	M	D	none	Polish	Polish	BA	yes	ex	online	1
491	3	50	F	D	none	Polish	Polish	MA	yes	in	online	3
492	3	52	F	D	none	Polish	Polish	BA	yes	in	online	4
493	3	50	F	D	none	Polish	Polish	BA	yes	in	online	3
												2.5
494	3	50	M	D	none	Ukrainian	Polish	school	no	ex	online	2
495	3	53	M	D	none	Ukrainian	Polish	BA	yes	ex	online	1
496	3	50	F	D	none	Ukrainian	Polish	MA	yes	in	online	2.5
497	3	52	M	D	none	Ukrainian	Polish	BA	no	ex	online	2.5
												2

Appendix 7. Excel Regression Analysis Full Results

Regression Statistics	
Multiple R	0.470703367
R Square	0.221561659
Adjusted R Square	0.205544409
Standard Error	0.938539765
Observations	497

ANOVA					Significance F
	df	SS	MS	F	
Regression	10	121.8462074	12.18462074	13.8326905	1.42826E-21
Residual	486	428.0964486	0.88085489		
Total	496	549.9426559			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0.83115086	0.542627051	1.531716596	0.126243032	0.235033794	1.897335515	0.235033794	1.897335515
age	0.003390128	0.003277263	1.034438839	0.301445504	0.003049226	0.009829483	0.003049226	0.009829483
gender	0.578632399	0.119315439	4.849602071	1.6681E-06	0.344194603	0.813070195	0.344194603	0.813070195
method	0.480436242	0.105052487	4.57329718	6.1001E-06	0.686849375	0.27402311	0.686849375	0.27402311
disorder	0.333998532	0.172091919	1.940814731	0.0528586	0.00413751	0.672134574	0.00413751	0.672134574
native_language	0.06750021	0.102249186	0.660154009	0.509467746	0.133404836	0.268405256	0.133404836	0.268405256
teacher	0.475489525	0.139650706	3.404848696	0.000716817	0.201095833	0.749883217	0.201095833	0.749883217
education	0.001168388	0.051318101	0.022767554	0.981845034	0.102001126	0.099664351	0.102001126	0.099664351
lang_exp	0.281448585	0.116748569	2.410724069	0.016291064	0.052054322	0.510842849	0.052054322	0.510842849
motivation	0.04469912	0.119358419	0.374494906	0.708199492	0.279221365	0.189823125	0.279221365	0.189823125
lesson_type	0.131638838	0.120369963	1.093618665	0.274664009	0.368148623	0.104870947	0.368148623	0.104870947

Appendix 8. R script

```
# install.packages(c("tidyverse", "readxl", "car", "psych"))

library(tidyverse)

library(readxl)

library(car)

library(psych)


file <- file.choose()

r_data <- read_excel(file, sheet = "RegressionData")

mapping <- read_excel(file, sheet = "EnumMapping")


str(r_data)

summary(r_data)

model <- lm(lang_anx ~ age + gender + method + disorder + native_lang + teacher + education +
            lang_exp + motivation + lesson_type,
            data = r_data)

summary(model)

r_data_plot <- r_data


for(var in unique(mapping$variable)) {
  map_sub <- mapping %>% filter(variable == var)
  if(var %in% names(r_data_plot)) {
    r_data_plot[[var]] <- factor(r_data_plot[[var]],
                                levels = map_sub$code,
                                labels = map_sub$label)
  }
}
```

```

}

folder_path <- choose.dir()

plot_names <- c(
  "Residuals_vs_Fitted",
  "Normal_QQ",
  "Scale_Location",
  "Cooks_Distance"
)

for(i in 1:4) {
  file_name <- file.path(folder_path, paste0("lm_plot_", plot_names[i], ".png"))

  png(filename = file_name)

  plot(model, which = i)

  dev.off()
}

predictors <- c("age", "gender", "method", "disorder", "native_lang", "teacher", "education",
"lang_exp", "motivation", "lesson_type")

for (var in predictors) {
  if(is.numeric(r_data_plot[[var]])) {
    p <- ggplot(r_data_plot, aes_string(x = var, y = "lang_anx")) +
      geom_point(alpha = 0.6) +
      geom_smooth(method = "lm", se = TRUE, color = "blue") +
      labs(title = paste("Language Anxiety vs", var),
           x = var, y = "Language Anxiety (1-5)") +
      theme_minimal()
  }
}

```

```

} else {

  p <- r_data_plot %>%

    group_by(.data[[var]]) %>%

    summarise(mean_anxiety = mean(lang_anx, na.rm = TRUE)) %>%

    ggplot(aes_string(x = var, y = "mean_anxiety", fill = var)) +

    geom_col() +

    labs(title = paste("Mean Language Anxiety by", var),

         x = var, y = "Mean Language Anxiety (1-5)") +

    theme_minimal() +

    theme(legend.position = "none")

  }

  print(p)

  ggsave(

    filename = file.path(folder_path, paste0("plot_", var, ".png")),

    plot = p,

  )

}

```

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