Learners' Success and Self-esteem in Foreign language Reading Comprehension

Eva Stranovska[1], Zdenka Gadusova[2]

[1] Constantine the Philosopher University in Nitra, Nitra, Slovakia
Email: estranovsk@ukf.sk
ORCID: https://orcid.org/0000-0002-6766-0850

[2] Constantine the Philosopher University in Nitra, Nitra, Slovakia
Email: zgadusova@ukf.sk
ORCID: https://orcid.org/0000-0002-8954-659X

Abstract
Demands for a high-level development of foreign language reading comprehension skills and competences are now escalating and processing of foreign language text information is a matter of course. Pupils and teachers are faced with the need to work with textual information in more complicated ways, in which self-esteem plays an important role. This paper analyses learners' success of reading comprehension in foreign language and real self-esteem in acquiring those skills. Self-esteem helps to promote language self-confidence, the learner's level of aspiration, and adjustment to perception of foreign language structure. As long as the learner does not really perceive themselves (real "self"), it is difficult to talk about understanding lexical meanings and their real perception of grammatical structures in the text. The research goal was to find differences in self-esteem and success in foreign language reading comprehension skills with respect to categories of comprehension (specifically: I always understand everything; I have a lot of problems with text understanding; specifically: I experience difficulties with understanding unknown words; problem with understanding long sentences; difficulty with understanding the unfamiliar topic of the text; pictures help me in understanding; guiding questions help me in understanding). The research question was whether the self-image of learners in relation to the skill of foreign language reading comprehension is realistic given their real success in this skill. The research was carried out in the Slovak Republic on a sample of 327 respondents and found differences in subjective perception of understanding and success in reading comprehension skills. The research showed a low real self-image of learners especially in categories of global character in respect to the average understanding of foreign language texts.
Keywords: foreign language, reading comprehension, self-esteem, testing, success in reading comprehension, variables.

Успех и самооценка учащихся при чтении на иностранном языке

Ева Страновска[1], Зденка Гадусова[2]

[1] *Университет им. Константина Философа в Нитре, Нитра, Словакия*
E-mail: estranovsk@ukf.sk
ORCID: https://orcid.org/0000-0002-6766-0850

[2] *Университет им. Константина Философа в Нитре, Нитра, Словакия*
Email: zgadusova@ukf.sk
ORCID: https://orcid.org/0000-0002-8954-659X

Аннотация

В настоящее время возрастают требования к высокому уровню развития навыков и ком-петенций чтения на иностранном языке, и обработка иноязычной текстовой информации является обычной практикой. В работе с текстовой информацией учащиеся и учителя ис-пользуют всё более сложные формы, в которых важную роль играет самооценка. В данной статье анализируется реальная успешность понимания учащимися прочитанного текста на иностранном языке и их самооценка при формировании этих навыков. Самооценка способ-ствует развитию у обучающегося языковой уверенности, его адаптации к восприятию струк-туры иностранного языка. Пока обучающийся не начнет воспринимать себя реально (реаль-ное «Я»), трудно говорить о его понимании лексических значений и верном восприятии им грамматических структур в тексте. Цель исследования – поиск расхождений между реальным уровнем развития навыков понимания иноязычного текста (по категориям: я всегда все по-нимаю; у меня много проблем с пониманием текста; я испытываю трудности с пониманием незнакомых слов; у меня есть проблемы с пониманием длинных предложений; у меня есть трудности с пониманием незнакомой темы; картинки помогают мне в понимании; наводя-щие вопросы помогают мне в понимании) и их самооценкой. Исследование ставило перед собой задачу определить, является ли самооценка учащихся по отношению к навыку пони-мания прочитанного текста объективной, с учетом реальных успехов в формировании этого навыка. Исследование было проведено в Словакии с привлечением 327 респондентов. Были выявлены различия между субъективным восприятием понимания и действительными успе-хами в развитии навыков понимания прочитанного текста. Анализ показал низкую реаль-ную самооценку обучающихся, особенно в категориях глобального характера, по отношению к среднему уровню понимания иноязычных текстов.

Ключевые слова: иностранный язык, понимание прочитанного текста, самооценка, тестиро-вание, успех в развитии навыков понимания текста, переменные

Introduction

Success in reading comprehension is closely related to the overall success of the student in the educational process, because comprehension supports the expansion of cognitive knowledge, deepening the emotional or social perception of the world around them. Understanding serves not only as the basis for the perception of the world, but also as a tool for learning the curriculum and developing the student's personality. In a broader context, there are some parallel to understanding of different forms of communication in the field of technology (Hašková, Manduľáková & Van Merode, 2017). Above all, it is about the development of self-esteem, self-reflection of the social environment through texts, that provide the student with the opportunity to think and reason, create values and relationships, knowledge and views about the world. Earlier researchers (Clarke, Truelove, Hulme, & Snowling, 2014; Horton, Beattie, & Bingle, 2015) have found that individuals with a poor comprehension profile are less successful at engaging in

reading processes. They believe that the reasons for poor reading comprehension lie in metacognitive processes, or in the processes of developing self-esteem and self-reflection that contribute to understanding. Self-esteem reflects what we know about our own knowledge and includes the ability to think about our understanding of the text (Clarke, Truelove, Hulme & Snowling, 2014; Khonamri & Ahmadi, 2015). The ability of real self-esteem and self-reflection shows the readiness of the individual for a successful reading comprehension. Foreign language reading comprehension has a specific position, as it is directly dependent not only on the level of foreign language proficiency of the learner, but also on cognitive, social and intrapersonal variables. Newer approaches focus on student success and failure, because success is a source of high self-esteem and failure of low self-esteem (Kirchner, 2004).

Recent research (Riemer, 2019; Dörnyei, 2014; Khonamri & Roostaee 2014) examines self-perception in a foreign language learning situation and considers self-image as a predictor for developing foreign language comprehension. In this regard, we believe that there is a correlation between real self-image, or self-esteem in reading comprehension and success in reading comprehension. The research goal is to determine the differences in the self-esteem of reading comprehension and success in reading comprehension skills in a foreign language with respect to specific categories of comprehension: I always understand everything; I have a lot of problems with understanding the text; specifically: a problem with understanding unfamiliar words; problem with understanding long sentences; problem with understanding an unfamiliar text topic; pictures help in understanding; subsidiary questions help with comprehension.

Self-esteem and reading comprehension

Self-esteem in terms of a realistic estimate of the level of comprehension of the read text supports performance in setting the aspiration level as well as mental setting for the perception of the foreign language structure. Until the learner really perceives themselves (the real self), it is difficult to talk about the estimation of lexical meanings and the real perception of grammatical structures in the text. Texts can evoke new ways of thinking (Clarke, Truelove, Hulme, & Snowling, 2014). Learners notice characteristic stylistic reversals, similarities or differences in relation to their mother tongue and characteristic grammatical formulations in a foreign language (Stranovská, Hvozdíková, & Munková, 2019). In this regard, self-esteem is a strongly affective variable. Subordinate to it are mental states, processes and characteristics, which include the entire content of the individual's psyche, their experience and behaviour. The cognitive and emotional components are involved in self-esteem. The emotional components those that the individual retains to themselves, for example, a sense of self-confidence and self-assurance. At the cognitive level, there is a constant discrepancy between the ideal and the real self (what the individual would like to achieve, and what they expect to achieve in conflict with what they usually achieve). This acts as one of the most important motivating factors of personality. Ruisel (2000) considers self- esteem to be a regulator of cognitive performance and decision-making processes that significantly influence human behaviour. Brown (2008) identified three levels of self-esteem. The first, universal or global self-esteem is a constant quality of an individual; the individual person creates one value. The second, situational or specific self-esteem, is the individual's assessment of their abilities in a particular situation, such as learning. The last level points to the role of self-esteem in specific activities and situations. Research shows that individuals with a high level of self-esteem achieve success in education, adopt higher quality of learning strategies, and exhibit creativity and language self-confidence.

McIntyre & Charos (1998) point to two components of the construct of language self-confidence in a foreign language:

1. Assessment of foreign language skills: represents the cognitive component of the construct, the individual's judgment of the level of the target language knowledge. This is a specific self-esteem, which has an assessing and evaluating characteristic. Evaluation contributes to the promotion of performance, aspiration level and helps create a sense of duty. The individual learns to assess the level of language skills acquired according to the standards and criteria they take from a parent, teacher, classmates or the wider social environment.

2. Linguistic anxiety: is an affective component of the construct, a feeling of discomfort which is perceived in foreign language situations. Linguistic anxiety can be understood as a "specific type of anxiety" (Horwitz, 1986). Some individuals have greater predispositions and tendencies to anxiety (not just language) than others. Language anxiety is more dependent on a particular situation, and can be experienced by individuals who do not feel anxiety in other situations. Language anxiety was initially associated mainly with speaking in a foreign language, but over the years, linguists have begun to address language anxiety associated with all language skills: speaking, writing, reading and listening.

From the point of view of personal development, language self-confidence is associated with the perception of self-efficacy, i.e. with perceiving success in learning a foreign language or in understanding a foreign language text. Success depends on the perception of one's own success or failure, which according to Kirchner (2004) depends on whether an individual seeks the reason for their success or failure in themselves or in someone else, or whether the individual considers these reasons stable or modifiable, or whether the individual takes personal responsibility for these changes or delegates it to another person. A student who sees the reasons for their success primarily in the internal factors related to their person will be more willing to approach the educational process independently. Recent research has focused on self-perception in the classroom environment (Riemer, 2019), and on the experience of education and real self-perception in the educational environment (Dörnyei, 2014). It can be said that research is moving from the personality level to a multidimensional level. These theories try to grasp the complexity of the student's motivational structure in connection with their self-image, or perceiving themselves in a foreign language learning situation. Dörnyei (2014) assumes the existence of possible selves that play an important role in developing comprehension of a foreign language text, because the possible selves are vivid ideas about the level of understanding the student would like to be in the future, what level of foreign language text comprehension he would like to achieve. According to Dörnyei (2014), the ideal role is played by the ideal selves and the desirable, out of self. The ideal self includes the student's stated goals, and the desired self reflects the individual's ideas about the expectations and responsibilities he should achieve. Dörnyei's model drew attention to the purposefulness of learning and encourages teachers to support students in their creation of systematic, long-term and positive self-presentations in connection with working with reading comprehension in a foreign language, or working with a general understanding of a foreign language (for more, see Stranovská, Ficzere, Hvozdíková & Hockicková, 2019; Khonamri, Azizi, & Kralik, 2020). Although Dörnyei applied the theory to learning a foreign language, it can also be applied to learning other subjects. Within reading comprehension, it is essential that students become active participants in reading, thoughtful and receptive readers, reading for joy and self-realization, to try to arrive at a more complex reflection on the text they read.

Methodology

Research design and methodological background

The research used a mix of qualitative and quantitative research methods. Quantitative methods were used to determine the success of reading comprehension and qualitative methods were used to determine self-esteem of comprehension. The research was divided into two parts, qualitative and quantitative. The qualitative part tests the students' performance in English texts comprehension (the average success of students and the success of average students), and subjective self-esteem of English texts comprehension as well as self-esteem of comprehension problems. The quantitative part explored the differences between real success in reading comprehension performance and the subjective self-esteem of students' understanding (global and detailed categories of comprehension). The quantitative part identified success in understanding with respect to (1) problems with understanding (words, sentences, text, understanding), (2) help with understanding (pictures, questions), and (3) positive self-esteem of understanding. The success in reading comprehension of foreign language texts was operationalized as reading comprehension (extensive and intensive reading, information and literary types of texts). The self-esteem of understanding (text comprehension) was operationalized in the following categories:

A. Reading is easy for me. I always understand everything.

B. I have difficulties with understanding if there are difficult or unfamiliar words in the text.

C. I have troubles with understanding if there are long sentences in the text.

D. I have a problem with understanding if I don't know what the text is about (the topic of the text is unfamiliar to me).

E. Pictures to the text help me to understand the text.

Subsidiary questions help me understand the text.

F. I have a lot of problems with reading the text, I can't do it

G. We established two hypotheses:

H1   There is a difference between students' success in reading comprehension in English and subjective self- esteem of reading comprehension in global categories.

H2   There is a difference between students' success in reading comprehension in English in detailed categories.

Research Sample

The research was carried out at upper-secondary grammar and vocational schools throughout Slovakia on a sample of 327 students. They were full-time students in the 3rd year of upper-secondary vocational schools (hotel academies, business academies, school of commerce, polytechnic school, veterinary school, and electro-technical school) and grammar schools who are obliged to study English as the first foreign language. Their level of proficiency according to CEFR is B1. The students had learned English on average for 10 years.

Instruments

The reading comprehension test for English was developed by a team of experts (Gadušová, Hvozdíková, Klimková, Hricková, Ďurková) within the project APVV-17-0071 *Support of Reading Literacy in Mother Tongue and Foreign Language*. It was partially inspired by some items from previous national testing (Butašová & Lalinská, 2014). Its creation was based on Slovak language policy documents, the State Educational Program and the Common European Framework of Reference (CEFR). The quantitative didactic

test measured performance in reading comprehension at language proficiency level B1. The test contains four texts - two of them ranging up to 250 words and the other two up to 320 words which is the appropriate text extent for B1 students. There are 21 items in total (5 items per a text with the exception of the task number three where there are six items designed for the information transfer task. The topics addressed are related to studies - giving instructions how to do things, environmental issues and treating animals. Different testing techniques are used for each of the four tasks to satisfy different preferences of students when writing a test.

The sociological questionnaire was prepared by a team of experts (Štrbová, Selická, Šarvajcová) within the project APVV-17-0071 *Support of Reading Literacy in Mother Tongue and Foreign Language*. The questionnaire is aimed at eliciting data about the subjective self-esteem of reading comprehension, preferred reading genres, reading motives and characteristics of the family background which can influence students' reading habits (family educational and professional status, emotional-communicative environment, cultural capital). For the purposes of this research, the factor of the subjective self-esteem of reading comprehension, reading problems and kinds of help in the process of reading comprehension (pictures, helpful questions, and others) were used. The questionnaire consists of 28 items, which were closed on a 4-point Lickert scale, with choices (reading genres, motifs) and open items identifying the education and status of parents.

Data Collection Procedure

The research was carried out at over ten upper-secondary schools in the Slovak Republic in 2019 and 2020. Data were collected using the Reading Comprehension Test and Sociological Questionnaire. The test and questionnaire were designed by the research team and subsequently its reliability was piloted and tested. Pilot testing led to proofreading and editing of the test and questionnaire. Prior to carrying out the research the data from testing the students were evaluated using descriptive statistics and classical test theory. Reliability of different tools or the degree of reliability, and the accuracy of the measurement tool for a certain population was verified by the Kuder-Richardson coefficient and the Cronbach alpha. A descriptive analysis of reading comprehension success was used to determine the statistical indicators of the data. The analysis focused on basic statistical indicators: percentage average, minimum and maximum value, standard deviation, interval estimate of success, interval estimate of success of the average student. To determine comprehension self-esteem a percentage expression of averages was used.

To test the hypotheses, to determine differences between success and self-esteem in reading comprehension, the Mann-Whitney U test was used to compare the medians of two independent samples. The test answers the question as to whether the difference between the medians (more precisely, the order averages) of the two groups is statistically significant or only random (Rimarčík, 2007). The data were recorded and processed by the SPSS statistical program.

Results

The data collected from research methods aimed at determining the success of reading comprehension in English at the B1 proficiency level were evaluated using descriptive statistics and classical test theory. The basic psychometric parameters are listed in Table 1.

Table 1: Descriptive statistics of reading comprehension success - English language

	English language
Number of students tested	**327**
Basic test parameters	%
Maximum success	96,15
Minimal success	0,00
Average	**55,53**
Standard deviation	22,66
Interval estimation of success - lower limit	11,11
Interval estimation of success - upper limit	99,95
Standard error of average success	1,41
Interval estimation of average student success x±	16,42
Reliability (Cronbach alpha)	**0,86**
Reliability (Kuder - Richardson coefficient)	0,86

According to SCIO 2013, based on the value of the reliability coefficient Cα, the following conclusions can be drawn when comparing participants:

if Cα <0.6, the test results cannot be taken into consideration - high degree of coincidence influence on the measured results,

if 0.60 <Cα <0.85, the test results can only be used as one of the bases for individual decision-making,

if 0.85 <Cα <0.95, then the test results can be used for reliable individual decision-making based on the test,

if 0.95 <Cα, then the results are minimally affected by coincidence - excellent reliable results.

The average success of secondary vocational school students in reading comprehension in English at the B1 proficiency level according to the CEFR, was in the average band, or in the range of 5% above the average, with a maximum success rate of 96.15%, a minimum success rate of 0% and an interval estimate of the success rate of the average student of 16.42%. There is a high degree of variation between students in comprehension performance, which is shown by the high standard deviation, as well as the lower and upper limit of the estimate of student success (Table 1). For this reason, we also focused on determining the success of students in absolute numbers (Graph 1) and testing the reliability of the test at the level of Cronbach alpha. We identified the test reliability in the range of 0.85<Cα<0.95, indicating that the test results can be used for reliable individual testing.

The distribution of the gross students' success score, i.e. the range of success rates of individual students is illustrated in figure 1 which is a graphical representation of student success expressed in the form of a histogram showing the distribution of students' gross scores in absolute numbers.

The students' test scores in the range from 0 to 25 points (for English) in the relevant histogram is shown on the horizontal axis (student success). The number of students who achieved the relevant score value is expressed in the vertical axis. The shows clearly that the highest number of points achieved by students was 17 and the success of students according to the distribution of the gross score is in the above-average range.
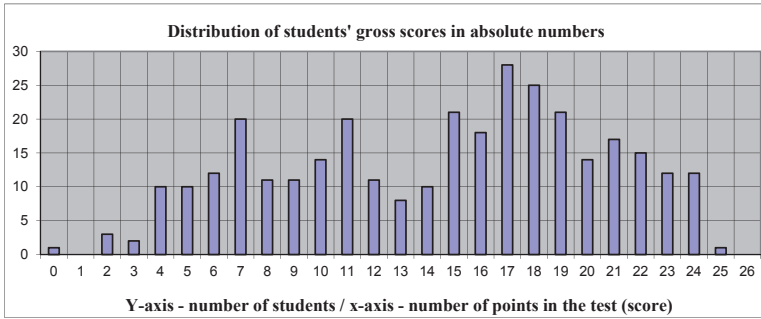
Figure 1. Graphical representation of students' success in the English language test of reading comprehension

The data obtained from the sociological questionnaire (self-esteem of understanding) were processed qualitatively way (percentage expression). We focused on determining the self-esteem of understanding, or real perception of success in reading comprehension (Graph 2) in global and specific categories of comprehension (categories A-G).

The findings point to a high self-esteem of reading comprehension, especially in the global categories A (*Reading is easy for me, I always understand everything* - expressing consent) and in category G (*I have a lot of problems with reading a text, I can't do it* - expressing disagreement). Most students self-assess as understanding the text being read. In specific categories, the high self-esteem was identified in category B (*I have difficulties with understanding if there are difficult or unfamiliar words in the text*), C (*I have troubles with understanding if there are long sentences in the text*) and F (*Subsidiary questions help me understand the text*). This means that students have no problem understanding long sentences, unfamiliar words and do not need subsidiary questions to understand the text. In the average range of self-esteem, there are the categories D (*I have a problem with understanding if I don't know what the text is about - the topic of the text is unfamiliar to me*) and E (*Pictures in the text help me to understand the text*). Some students have a problem with understanding an unfamiliar text topic and pictures partially help them understand it.
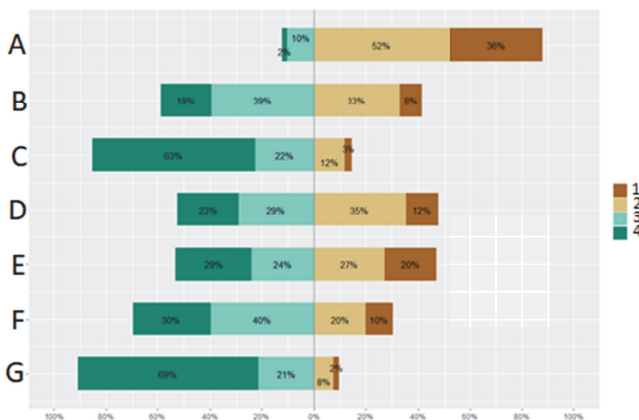
Graph 2. Self-esteem of reading comprehension

Legend:

A - Reading is easy for me, I always understand everything

B - I have trouble with understanding if there are difficult or unfamiliar words in the text

C - I have trouble with understanding if there are long sentences in the text

D - I have trouble with understanding if I don't know what the text is about (the topic of the text is unfamiliar to me)

E - The pictures to the text help me understand the text

F - Subsidiary questions help me understand the text

G - I have a lot of troubles with understanding the text while reading, reading is difficult for me

1 - I agree, 2 - I rather agree, 3 - I rather disagree, 4 - I disagree

To test the research hypotheses the Mann-Whitney U test was used. The results of testing the success differences in reading comprehension of English texts and the variable of the subjective self-esteem of understanding the text for reading in global categories A, G and detailed categories B, C, D, E, and F are shown in Table 2.

Table 2: Mann-Whitney U test - Differences in success in understanding and self-esteem of understanding in categories A - G

	A	B	C	D	E	F	G
Mann-Whitney U	5329,000	6999,500	5643,000	6949,500	7223,500	6161,500	5975,000
Wilcoxon W	29200,000	30870,500	7854,000	9160,500	9501,500	8306,500	8253,000
Z	-3,709	-,534	-3,194	-,436	-,081	-1,641	-2,721
Sig. (2-tailed)	,000***	,593	,001**	,663	,935	,101	,007**

Statistical significance at the level p = .05 (*), p = .01 (**), p = .001 (***)
Variable: reading comprehension in English (test)
Categories of reading comprehension self-assessment are as in figure 1:

The Mann-Whitney U test confirmed a statistically significant difference in comprehension of a foreign language text and self-esteem of comprehension in global categories of comprehension, category A (p = .000 ***) and category G (p = .007 **). Among the detailed categories of self-esteem of comprehension, there was a statistically significant difference in category C (*I have a problem with comprehension if there are long sentences in the text*), p = .001 **.

Discussion and conclusions

The aim of the study was to contribute to the research in the field of reading comprehension in respect to the success and self-esteem, or real and ideal self-image of the student in the process of understanding a foreign language (English) text. We were interested in the difference between real performance in understanding and subjective evaluation of understanding, or how an upper-secondary school student perceives their performance and whether they can estimate it. We consider real self-esteem to be an essential indicator because it stimulates self-regulation in the process of acquiring reading comprehension skills. We also consider the ideal self to a certain extent to be a positive indicator in directing motivation and efforts for future acquisition, while in connection with the variable success in reading comprehension it appears rather as a negative indicator.

The study examined differences in self-esteem and success in understanding a foreign language text with respect to categories of comprehension, seven global categories related to comprehension and detailed categories that are divided into subcategories (unknown words, long sentences, and others) and areas that help students to understand texts.

First, the success in understanding the reading of English texts at the B1 proficiency level was descriptively analysed. Students' success was in the average range, or within 5% above the average. Students' self-esteem proved to be high, especially in terms of global understanding.

Hypothesis H1, stating that there is a difference between students' success in reading comprehension in English and subjective self-esteem of reading comprehension in global categories has been confirmed. Students self-assessed that reading was easy for them; they always understood everything and did not have any problems with comprehension of the text, which was not proven in their success in reading comprehension. It turns out that the students of secondary vocational schools in the research sample show low real self-image in the evaluation of global comprehension with respect to their average comprehension of foreign language texts. The finding may mean that students tend to overestimate their reading skills, simplify the picture of their performance and skills, or show a high ideal self. In this regard, we agree with Dörnyei (2014, 2019) that ideal self-esteem is closely related to "visions". In an idealized image of themselves, students not only want to look personally pleasant, but also professionally successful. It should be noted that self-concept can be associated with either an ideal self or an ideal identification with a foreign language, while the ideal self is associated with effort and the ideal identity with low performance.

These findings correspond with the findings of Juhásová (2016), which pointed out the importance of ideal self and learning experience in the process of learning a foreign language. These have an impact on foreign language learning in the later stages of learning.

Hypothesis H2, stating that there is a difference between students' success in reading comprehension in English in detailed categories was not confirmed, or was confirmed in just one category - I have a problem with comprehension if there are long sentences in the text. This means that students ideally assessed themselves in this category, but was not supported in their success. Students assessed themselves as having no problems with understanding long sentences, but the comprehension results showed that they had difficulties with understanding long sentences. In other categories, such as problems with unknown and difficult words, unfamiliar text topic, the need for text accompanying pictures and subsidiary questions were assessed realistically, without differences in success and self-esteem. This may mean that students who have a real self-esteem system in reading comprehension attach importance to stimulating events in relation to the information stored in their memory.

The research has shown that a realistic self-esteem of success in reading comprehension can be related to the overall experience of students from acquiring reading comprehension skills and thus contribute to their foreign language development.

Acknowledgements

References

Brown, R. A. (2008). Censure avoidance and self-esteem in Japan. *The Journal of Social Psychology*, *148*(6), 653-666.

Butašová, A., & Lalinská, M. (2014). *Tvorba a hodnotenie testov pre meranie úrovne B1 a B2 podľa Spoločného európskeho referenčného rámca pre jazyky* [Development and evaluation of tests to measure level B1 and B2 according to the Common European Framework of Reference for Languages]. Bratislava: Štátny pedagogický ústav.

Clarke, P. J., Truelove, E., Hulme, Ch., & Snowling, M. J. (2014). *Developing reading comprehension*. Wiley Blackwell.

Dörnyei, Z. (2014). Motivation in Second Language Learning. In M. Celce-Murcia, D. M. Brinton, M. A. Snow (Eds.), *Teaching English as Second or Foreign Language*, (pp. 518-531). Boston, MA: National Learning.

Dörnyei, Z. (2019). Psychology and language learning: The past, the present and the future. *Journal for the Psychology of Language Learning, 1*(1), 27-41.

Hašková, A., Manduľáková, S. & Van Merode, D. (2017). Problematic Aspects of Technology Education in Slovakia. *Communications: scientific letters of the University of Žilina, 19*(1), 75-80.

Horton, S., Beattie, L., & Bingle, B. (2015). *Lessons in teaching reading comprehension in primary schools*. SAGE.

Horwitz, E. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125-132.

Juhásová, J. (2016). Sprachbewusstsein und ihr Einsatz von Jugendlichen, die Deutsch als Tertiärsprache in der Slowakei lernen [Language awareness and its commitment by young people learning German as a tertiary language in Slovakia]. *Zeitschrift für Interkulturellen Fremdsprachenunterricht, 21* (2). Retrieved from

Khonamri, F., & Ahmadi, F. (2015). The effect of metacognitive strategy training and raising EFL learners' metacognitive knowledge on listening performance. *Indonesian Journal of Applied Linguistics, 5*(1), 18-27.

Khonamri, F., & Roostaee, S. (2014). Does extensive reading combined with form-focused or meaning-focused activities affect lexical collocational knowledge of Iranian learners? *Theory and Practice in Language Studies, 4*(5), 1038-1044.

Khonamri, F., Azizi, M., & Kralik, R. (2020). Using interactive e-based flipped learning to enhance EFL literature students' critical reading. *Science for Education Today, 10*(1), 25-42.

Kirchner, K. (2004). Motivation beim Fremdsprachenerwerb. Eine qualitative Pilotsudie zur Motivation schwedischer Deutschlerner [Motivation in foreign language acquisition. A qualitative pilot study to motivate Swedish learners of German]. *Zeitschrift für Interkulturellen Fremdsprachenunterricht, 9*(2), 24-37.

McIntyre, P. D., & Charos, C. (1998). Personality, attitudes, and affect as predictors of second language communications. *Journal of Language and Social Psychology, 15*(1), 3-26.

Riemer, C. (2019). Stärkung der Motivation zum Deutschlernen [Strengthening the motivation to learn German]. In U. Ammon, G. Schmidt (Eds), *Förderung der deutschen Sprache weltweit. Vorschläge, Ansätze und Konzepte*. Berlin, Boston: de Gruyter.

Rimarčík, M. (2007). *Štatistika pre prax.* [Statistics for practice]. Košice: STATSOFT.

Ruisel, I. (2000). *Kapitoly z psychológie osobnosti* [Chapters from personality psychology]. Bratislava: VEDA.

Stranovská, E., Ficzere, A., Hvozdíková, S., & Hockicková, B. (2019). Learning experience as a factor of Motivation in lower-secondary school in foreign language learning. *Problems of Education in the 21st Century, 77*(3), 437-448.

Stranovská, E., Hvozdíková, S., & Munková, D. (2019). *Selected factors and successfulness in the process of foreign language learning*. Hamburg: Verlag Dr. Kovač.