

العلاقة بين القلق من تعلم اللغة الإنجليزية والقلق من الاستماع للغة الإنجليزية عند طلاب الجامعة

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المخلص

يهدف هذا البحث لاختبار مستوى القلق من تعلم اللغة الانجليزية لطلاب قسم اللغة الانجليزية بكلية الآداب جامعة غريان وايضا لقياس ما اذا كانت هناك أي علاقة بين التخوف من تعلم اللغة الانجليزية والتخوف من الاستماع للغة الانجليزية.

اجريت هذه الدراسة على عدد 100 طالب من مختلف السنوات الدراسية في قسم اللغة الانجليزية.

استخدم الباحث في هذه الدراسة استبيانين، الاستبيان الاول هو استبيان قياس التخوف لدى الطلبة من تعلم اللغة الاجنبية داخل الفصل (FLACAS) لاختبار مستوى التخوف لدى الطلبة من تعلم اللغة الانجليزية.

الاستبيان الثاني هو استبيان قياس تخوف الطلبة من الاستماع للغة الاجنبية (FLLCAS) والذي يدرس العلاقة بين التخوف من تعلم اللغة الاجنبية والتخوف من الاستماع للغة الاجنبية.

توصل الباحث في هذه الدراسة بان مستوى التخوف من تعلم اللغة الانجليزية كان في المستوى المتوسط. ووجدت الدراسة ان هناك علاقة وطيدة بين تخوف الطلبة من تعلم اللغة الانجليزية والتخوف من الاستماع للغة الانجليزية.

The Relationship between Learning Anxiety And Listening Anxiety Among Undergraduate Libyan Students

Abstract

The main purpose of this paper was to investigate the level of learning anxiety among Libyan undergraduate students in English language learning. It was also to determine whether there was any significant relationship between learning anxiety and listening anxiety. A sample of 100 Libyan undergraduate students from English department of Garian university participated in this study. It employed the survey research method for data collection. The instruments were used Students' Foreign Language Class room Anxiety (FLACAS) Questionnaire and the Students' Foreign language listening Anxiety (FLLCAS) questionnaire. The first instrument was used to examine the level of English language learning anxiety among the students. The second instrument was used to investigate the relationship between learning anxiety and listening anxiety among the Libyan students. The study found that the level of English learning anxiety among the Libyan students was at medium level. The study also revealed that there was a significant relationship between learning anxiety and listening anxiety.

Key words: *anxiety, English language learning, listening anxiety*

Importance of the study

A study on anxiety is very important since it serves as a guide for language teachers and other related areas. This can be in the form of assisting language teachers to enhance their learner's understanding and comprehension of language learning (Chao, 2009). The researcher believes that research such as the present study can help educators and language learners be aware of the anxiety which arises when learning a language. Furthermore, understanding and realising the causes and effects of language learning anxiety and their association with

learners' achievement, learning strategies and interferences to enhance the self-confidence and decrease their language learning anxiety can be helpful to all stakeholders.

Introduction

English is one of the most important languages in the world. It can even be said to be the single most important language. English is a very important language

for the students in non-English speaking countries, and can open a wider door to the world for themselves (Alexander, 1999). If not for English, the whole world may not be as united as it is today. However, the presence of English as a global language assumes importance in the fact that more and more people leave their countries not only for the sake of business and pleasure, but also for studying, education has increased the role of English. This again reinforces the fact that English language is very important.

English language has become more dominant around the world (David Graddol, 1997). In some countries it is a native language, and in other countries it is learned as a second or foreign language in the schools. In the Arab world, the English language is a foreign language. Many researchers have been conducted and discussed the various problems of Arab learners of English (Abdul Haq, 1982; Harrison et. al, 1975 .)

But there has been very little attention paid to the various ways of solving these problems (Rabab'ah Ghaleb, 2006). She added that another important area of difficulty that Arab learners of English have is communication which really involves all the four skills. Arab learners find it difficult to communicate freely in the target language. This may be due to the methods of language teaching and the learning environment, which may be said to be unsuitable for learning a foreign language .

The number of foreign language learners is increasing, and foreign language educators and researchers have been putting efforts into teaching English more effectively. Along with the desire to find more effective ways of teaching English, concern over dealing with learners' negative feelings and attitudes while learning English has also increased. For instance, a number of factors influence foreign language learning and anxiety when learning a foreign language has been identified as one critical factor interfering with foreign language learning and achievements among the many skills required to use a language (i.e., speaking, listening, reading, and writing), listening skills are considered important for communication with others (Mbugu, 2009). Language learners are expected to understand what the interlocutor is saying in order to continue the conversation. When learners have difficulty with listening comprehension, it is likely that their listening anxiety will increase, which in turn will.

Problem Statement

English is taught in Libya as a foreign language (Al Jamal, 2007). Students are expected to master all the four basic language skills i.e. reading, listening, speaking, and writing. Foreign language anxiety is a crucial factor affecting foreign language (FL) learning and performance (Aida, 1994). Language learners experience devastating levels of language anxiety (Yukina, 2003; Ueda, 2004; Zhang, 2008). The researcher believes that most of Libyan undergraduate

students face difficulty when they attempt to produce an utterance and learn foreign languages.

One of the major problems with the Libyan undergraduate students is speaking and learning a language effectively because of their anxiety, many Libyan undergraduate students produce disconnected and isolated sentences as a result of the debilitating levels of anxiety that they experience when learning a foreign language..

In this study the researcher noticed that there is less emphasis on the listening skills and strategies. On the other hand, most of the teachers are unaware and are unfamiliar with the listening strategies. Moreover, because of the large class size the students have less opportunity for listening practice. As a result, the students have specific anxiety related to listening comprehension (Alptekin, 2002). Therefore, firstly, this study aims to investigate the level of general anxiety among undergraduate students towards English learning. This study also aims to examine the relationship between English learning anxiety and listening anxiety among undergraduate Libyan students in English learning.

Research Questions

In order to achieve the objectives of this study, the present study aims at addressing the following research questions:-

1. What is the level of the general English learning anxiety among Libyan undergraduate students?
2. Is there any significant relationship between learning anxiety and listening anxiety among Libyan undergraduate students in the English language learning?

Objectives of the Study

This study aims to examine the three following objectives:-

1. To investigate the level of English learning anxiety among undergraduate Libyan EFL students.
2. To determine whether there is any significant relationship between English language learning anxiety and listening anxiety among undergraduate Libyan students in English language learning.

Research Hypothesis

1. The level of general English learning is high.

2. There is no significant relationship between learning anxiety and listening anxiety among Libyan undergraduate students in the English language learning.

Literature review

Does the anxiety relate to EFL learning? Does language anxiety effect on the learner's language proficiency? EFL educators and researchers (Gregersen, 2002, Cheng, 1999) have studied this topic in order to answer those questions.

The theoretical assumptions related to the present study will be explained in some points. Firstly there is a negative relationship between foreign language anxiety and English proficiency. According to (Ganschow, 1994, p.42) "there is a significant negative relationship between FL anxiety and FL proficiency" this means that, highly anxious students would be achieved less than low-anxious students. In other words the high levels of anxiety could interfere with EFL learning.

Secondly, anxiety happens when the student speaks the foreign language in front of a group of students in the class. (Young, 1991, p.429). In order to explain this point, many studies have been conducted such as Gregersen, (2002, p.563) who reported that the apprehension of speaking in a foreign language is related to different and complex constructs such as communication apprehension, and social anxiety (Young, 1991, p.427), and less self-confidence (Cheng, 1999, p.437).

Additionally, the behavior of the teacher and his character completely affect on to EFL learners' anxiety in the classroom. The reaction of the students and the teacher's behavior and character, such as error correction, could be explained by the idea of social anxiety. Students' apprehension of the negative evaluation is not only by their peers, but also by their teacher. (Young, 1991).

Approaches to the study of anxiety in English language learning

There are two main approaches to the study of anxiety in the L2 field; the anxiety transfer, and the unique anxiety approach, which are related to anxiety (Horwitz & Young, 1991; MacIntyre, 1999). The first approach assumes that the anxiety which related to L2 perspective is basically transfer to other forms of anxiety into the L2 domain. This means that individuals who are commonly anxious in certain types of situations are supposed to be experienced anxious when learning or using a foreign language. moreover, anxiety in the L2 domain has been known either as the expression of a general trait of anxiety which defined as anxiety-proneness, such as the tendency to experience anxiety in a wide range of situations (Spielberger, 1983), or the transfer of some situation or specific anxiety which known as anxiety experienced in certain situations, such as when having a test or speaking in front of people. (MacIntyre & Gardner, 1991a; MacIntyre, 1999).

The second approach assumes that the language learning produces a unique type of anxiety. This assumption is based on (Gardner1985, p.34) who said that “a construct of anxiety which is not general but is a specific to the language acquisition context is related to second language achievement” in this assumption, anxiety which is related to L2 contexts is seen as a situation specific anxiety which is experienced in learning and using a second language. The unique anxiety approach has been the more successful one. And anxiety transfer approach yielded inconsistent, ambiguous results across and within studies (MacIntyre, 1999).

Anxiety

There are many studies about anxiety in order to give specific definition to the anxiety. But the definition of anxiety is a difficult, because it can be mixture of overt behavioural characteristics that can be studied scientifically to introspecting feelings that are epistemologically inaccessible (Casado & Dereshiwsky, 2001). From the fields of anthropology, psychology and education, numerous perspectives on anxiety in general have been put forward; in the majority of cases concerning the notions of fear and threat to the person’s physical safety or psychological wellbeing in his/her interactions with the environment (Wilson, 2006).

Literature usually recognized three perspectives of anxiety: Trait, state and situation specific anxiety. Trait anxiety, a more permanent nature to be anxious, is viewed as a feature of personality. State anxiety is anxiety that is experienced in an exacting moment in time as a reaction to distinct situation. Finally, situation-specific anxiety is correlated to apprehension aroused at definite situations and events (Ellis, 1994).

Motivational theorists as (Graham & Weiner, 1996), have defined anxiety as a drive with different levels of negative power that leads the learners to behave in a specific way Another definition consider the anxiety as the individual’s experience of feelings of tension, nervousness, fear, and worry.

Finally, test anxiety is an apprehension over academic evaluation. (Horwitz and Young, 1991) defined anxiety as a fear of weakness in exam situations and an unpleasant experience detained consciously or unconsciously by learners in many situations. It is a kind of anxiety relating to apprehension over academic evaluation which comes from a fear of failure.

Second / Foreign Language Anxiety

In the context of learning a foreign language, language anxiety has usually been taught of as “debilitating phenomenon” that must be overcome in order for learners to take advantage of full learning situation (Wilson, 2006). It is debilitating language anxiety which negatively affects learners’ performance in

a second language, and this effect occurs at both the input and output stages of language learning.

On the other hand, second language anxiety is defined as a distinct complex of self-perception, beliefs, feelings, and behaviours related to using a foreign/second language for communication beyond the language classroom (Feigenbaum, 2007). Perceives language anxiety is a “distinct complex of self-perception, beliefs, feelings and behaviours related to using a foreign or second language for communication in the language classroom.” Vargabatista, (2005).

In order to identify and measure FLA, Horwitz, Horwitz, and Cope (1986), have developed the Foreign Language Classroom Anxiety Scale (FLCAS), in which 33 question items ask respondents to respond to situations specific to foreign language learning anxiety. The items in the questionnaire are a reflection the three components of foreign language anxiety on which all language practitioners agree (Cubukcu, 2007), which, are identified as; (1) *communication apprehension*; (2) *test anxiety*, and; (3) *fear of negative evaluation*.

(1) *Communication apprehension* is a type of shyness or fear associated with communicating with people (McCroskey, 1970).

(2) *Test anxiety*: is defined according to (Sarason, 1978,) as the “tendency to view with alarm the consequences of insufficient performance in an evaluative situation”

(3) *Fear of negative evaluation* is “worry about others’ evaluations, the escaping of evaluative situations, and the expectation that others would evaluate oneself negatively” (Watson & Friend, 1969, p.449).

Anxiety and L2 listening comprehension

Anxiety plays an important role in second language development. According to Krashen's 1999 affective filter hypothesis, it claimed that the best acquisition occurs in the environments where anxiety is low and defensiveness absent; therefore, interfering thoughts occur when the learner feels anxious, which results in a lack of concentration on the task. Consequently, not only are the negative attitudes likely to prevent the learner to make use of input, but they also hinder the learner's success in language learning.

Elkhafaifi (2008) studied the effect of general FL learning anxiety on students' performance in an Arabic course and listening anxiety on students' listening comprehension. The results revealed that FL learning anxiety and listening anxiety were negatively correlated with students' achievement and that students with higher listening anxiety had lower listening comprehension grades than students with lower anxiety.

Similarly, Liang (2007) examined the effect of listening anxiety on language achievement of college students in Taiwan. The Foreign Language Classroom listening Anxiety Scale (FLLAS) was allotted to 106 freshmen. The results indicated that high levels of anxiety lead to students' lower exam scores. In addition, higher levels of anxiety could have harmful effects on student's FL performance.

Methodology

This paper used the survey design. According to (Creswell, 2009) a survey design is a procedure in a quantitative research which is administered to a small group of people (called the sample) to identify trends in attitudes, opinion, behaviours, or characteristics of a large group of people (called the population). This study investigates the level of anxiety among Libyan undergraduates and

to find out if there is any relationship between learning anxiety and listening anxiety among those students in English learning, This design was used by the researcher because survey design collects quantitative, numbered data using a questionnaire and statistical analyses to describe trends about responses to questions (Creswell, 2008).

1- Sampling

The participants in the study were 100 Libyan students, first, second, third and fourth year. The students who participated in the study were from the English department in the faculty of arts in the University of Garian in Libya for the academic year 2022. The participants were taught EFL for at least six years in intermediate and secondary schools before enrolling in university programs. The participants of this study were selected randomly from the total number of the students enrolled for the English language department.

2- Instrument

This study is quantitative in nature. Therefore, a questionnaire was used to accomplish the objectives of the study. The instruments which were employed here were two questionnaires: the students' Foreign Language Classroom Anxiety (FLACAS) and Students' Foreign Language Listening Anxiety Questionnaire. (FLLCAS)

2.1 Students' Foreign Language Classroom Anxiety Questionnaire (FLACAS)

The Students' Foreign Language Classroom Anxiety Questionnaire (FLACAS) was adapted from Horwitz (1986). It consists of two parts. The part I contained items in regard to collect the personal information of the participants, such as

their name, age, gender. The part II of the questionnaire consisted of 33 statements, of which eight items were for communication anxiety (1, 9, 14, 18, 24, 27, 29, and 32), nine items for fear of negative evaluation (3, 7, 13, 15, 20, 23, 25, 31, and 33) and five items for test anxiety (2, 8, 10, 19, and 21). As for the remaining eleven items, they were put in a group which was named Anxiety of English Classes. The respondents asked to rate each item on a five-point Likert scale ranging from 1 (“Strong Disagreement”) to 5 (“Strong Agreement”). In trying to get the best result, the FLCAS has been translated and adapted into Arabic version as Arabic is the first language for the students.

2.2 Students' Foreign Language Listening Anxiety Questionnaire (FLLAS)

Students' listening anxiety levels were measured by using the Foreign Language Listening Anxiety Scale (FLLAS) which was adapted from Elkhafai (2005).

The questionnaire consisted of 20 items. For the present study, a 5-point Likert scale used to measure students' listening anxiety, with 1 being Strongly Disagree and 5 being Strongly Agree for each question on the scale. The listening anxiety scale also administered to all participants.

In order to establish the internal consistency reliability of the instrument, a pilot study was conducted. A random selection of 15 university students, who were not participating in this actual study, they were invited to go over each item of the questionnaire in order to test its clarity and comprehensibility. Any Comments or suggestions by the students were taken into consideration to revise the questionnaire to ensure that all items are well constructed and the language used is unambiguous. The Cronbach's Alpha was (.910).

3- Data Collection Procedures

The questionnaire was administered to the students during the regular class hour by the researcher. The Participants were informed that their participation was entirely charitable, would not affect their achievement in the course, and it would be highly confidential. They were given 15 to 20 minutes to complete the questionnaire.

The next step was to number the completed questionnaires so that it would be easier to compute in the SPSS program. By having a number for each questionnaire, it was being able to check whether all the data have been keyed in correctly. Then, the data were computed in the SPSS program version (16.0). Once all the data have been keyed in, the data was cleaned (check for any wrong entry and missing data) before the data can be processed and analyzed. The data were computed to find out the mean, standard deviation, frequency and their percentages respectively.

Other statistical techniques that were used were the Pearson Product-moment Correlation, T-Test and analysis of variance one way (ANOVA). The Pearson Product-Moment Correlation is used to determine the relationship between the dependent variable and the independent variables. This was to get the strength of the relationship between learning anxiety and listening anxiety in English learning.

4- Data Analysis

4.1 Analysis of The level of English learning Anxiety among Undergraduate Libyan Students.

The Table1. Shows the percentage of the variables studied aspects of frequency and percentage of English learning anxiety among undergraduate Libyan students. See In an effort to determine the stages in this study, whether low, medium or high, the researchers first determine the level or range in this study. Range is defined as the difference between the highest and lowest values in the distribution. This question is part of structured questions using five-score Likert scale. Measurement data is ordinal. Respondents' level of agreement is measured from 1 to 5. Data obtained from the respondents re-coded and

classified into three categories namely: 1 = low, 2 = moderate, 3 = high. This coding portion starts from the smallest value obtained from the first respondent and the largest value is 5. In equation form: Range = Highest Score - Lowest Score. The range for each interval is:

$$5 - 1 / 3 = 1.33$$

This means, for each interval of this section must contain the 1:33 range. Table 1 shows the scores obtained are classified according to a predetermined level.

Table 1

Distribution of Mean Scores for Each Level

Mean Score	Level
1.00 until 2.33	Low
2.34 until 3.67	Medium
3.68 until 5.00	High

The idea of English learning was also measured by a scale of 1 to 5 with 33 items. No respondents gave a low score, whereas 92.5 percent gave a moderate score, and 7.5 per cent gave a high score. In this study, the level of English learning anxiety among undergraduate Libyan students is at the medium level. See Table 3 below.

Table 2

Level of English Learning Anxiety among Undergraduate Libyan Students

Level	Frequency	Percent
Low	0	0
Medium	85	92.5
High	15	7.5
Total	100	100.0

According to the **Table3**, the level of 1 English listening anxiety was also measured by a scale of 1 to 5 with 20 items. 9.5 percent or 10 respondents gave a low score, 81.5 percent or 75 respondents gave a moderate score, and 9.0 percent or 15 respondents gave a high score. Overall in this study, level of English listening anxiety among undergraduate Libyan students is at the medium level. See Table 4. below.

Table3.

The Level of English Listening Anxiety among Libyan Undergraduate Students

Level	Frequency	Percent
Low	10	9.5
Medium	75	81.5
High	15	9.0
Total	100	100.0

4.2 Analysis of the Relationship between General Learning English Anxiety and Listening English Anxiety

According to the table Table 5 shows the Pearson correlation between English Learning Anxiety and Listening Anxiety. The table shows that there is a positive relationship between English Learning Anxiety and Listening Anxiety with the correlation is $r=.678$ and correlation is significant at the 0.01 level (2-tailed). That means, the hypothesis for this study unacceptable. Therefore, the higher of the English learning anxiety, will be increase the English listening anxiety and the lower of the English learning anxiety, will be decrease English listening anxiety among Libyan undergraduate students in the English language learning. According to table 5 that the p value $p=.678$ is larger than 0.01. thus the first null hypothesis is failed to rejected.

Ho1: There is no significant relationship between learning anxiety and listening anxiety among Libyan undergraduate students in the English language learning

This means that there is a significant relationship General English Anxiety and Listening English Anxiety

Table 4

Correlation between English Learning Anxiety and Listening Anxiety

		English Anxiety	Learning
Listening Anxiety	Pearson Correlation	.678(**)	
	Sig. (2-tailed)	.000	
	N	100	

** Correlation is significant at the 0.01 level (2-tailed).

Discussion

The level of General learning English Learning Anxiety among undergraduate Libyan Students in English Language learning

Based on this study, researcher found that the level of general English learning anxiety among undergraduate Libyan students was at the medium level. 9.5 percent or 10 respondents gave a low score, 81.5 percent or 75 respondents gave a moderate score, and 9.0 percent or 15 respondents gave a high score. Overall in this study, level of general English learning anxiety among undergraduate Libyan students was at the medium level. The findings showed that majority of the students who took a part in the study experienced moderate level of anxiety or nervousness when communicating with other people especially in English class. In other words, the respondents seemed to have confidence to speak in the second language. This is because of a student who believes that one must never say anything in English until it can be said correctly will probably avoid speaking most of the time. Indeed, some learners prefer to keep quiet during English lesson because they are reluctant to speak in English. Anxious learners tend to think about negative evaluations from other people and the situation becomes worse if they cannot control their anxiety. In order to overcome this problem, teachers should make learning context less stressful for students and use suitable teaching methods that can help learners to minimize their anxiety feelings in second language classroom.

Relationship between English learning Anxiety and Listening Anxiety among undergraduate Libyan Students in English Language Learning

The results initially reveal that there is a significant relationship between English learning anxiety and listening anxiety among undergraduate Libyan students in English learning with significant two tailed ($r=.678$). Therefore, the high level of the English learning anxiety will increase the English listening anxiety, and the low level of the English learning anxiety, will reduce English listening anxiety among Libyan undergraduate students in the English language learning. When language learners become highly anxious, acquisition of a foreign language is unlikely to be successful.

Recommendation

Based on this study, the researchers found that there were two proposals that could be applied in the future. First, the suggestion of future research and a second proposal to the organization to put into practice.

In terms of this research, it is recommended that a thorough investigation of how to decrease anxiety in students to English learning and English listening.

In addition, most students should have a chance to learning and listening the English language through media, internet, TV, newspapers, which helps learners not to feel bored with English and can decrease anxiety in English learning. Also, learners can contact the new foreign friends; it makes them to be motivated through good attitudes towards English. Motivation and attitude influenced preservative, productive, subtractive and split change. This is because the learner may rise up western attitudes and principles while learning English which may not fit well with some Libyan's conventions and may lead to confusion as to whether they should behave in certain ways with foreign or local friends. Also suggested that formal and informal language learning can improve foreign language efficiency towards bilingualism at the same time can decrease the anxiety in our self. However, learners expand not only capacity in

that language but also non-linguistic condition, for example, the culture of the target language which leads to changes in their personality.

Another method such as suggestopedia can also help students to reduce their anxiety. Students feel confident and relaxed by using this method. It can help them to forget anxiety but also learn English naturally and easily. This is very exciting and interesting learning atmosphere for students. Learning comes from life. When lecturer uses this method, the students seem going to America. The lecturer plays softly music, decorate classroom, and provide bright and cheerful environment for learners. It is a very positive learning language environment for students. The lecturer uses this method that give specific examples of how to go about creating a low-anxiety atmosphere in the foreign language classroom.

Conclusion

As conclusion, anxiety has a vital role in foreign language acquisition. Hence, the teacher's awareness, behaviour and techniques which are used in class have crucial effects on helping students to be less anxious. Based on finding, there is a strong relationship between general English learning anxiety and listening anxiety, so teachers should find a helpfully way to expand their understanding and to put it into their classroom practices. New strategies may be taken to reduce the level of tension and anxiety in the classroom. For example, to provide to only effort that is comprehensible, put also to provide extra opportunities for listening practices in order to familiarize students what the tasks assigned. Additionally, teachers may also teach particular listening strategies to help students listen more effectively and recall more of what they hear.

Finally, teachers should also encourage their students to acknowledge their listening and anxiety and to talk about it frankly in class. The sharing of common feelings of nervousness or frustration with the group may lead to creative ways in solving the problem for the whole class. A teacher who is dealing with anxious students should be aware that apprehensive learners may underestimate their ability.

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