

## Language proficiency differences in second language learning anxiety

Nur Atikah Binti Noor Rashid<sup>1</sup>, Asnadia Binti Alias<sup>2</sup>

<sup>1</sup>Kolej Komuniti Kota Tinggi

<sup>2</sup>Politeknik Sultan Mizan Zainal Abidin

### Abstract

*In general, the objective of learning English language in Malaysian education system is to ensure the students can use English in their daily basis, to further study and for the workplace. The main purpose of English course in Polytechnics is to ensure the students are able to communicate effectively and confidently. Therefore, the students should be able to understand the language and use it with confident in their daily lives and for their future employment. However, most of the students are reluctant to communicate in English and many of them prefer to withdraw from participating in any English language activities. The reason for this issue might be due to the feeling of anxiety in learning the second language. Hence, this study aimed to investigate the language proficiency differences between above average and below average students with respect to language learning anxiety. There were 96 semester three students from Civil Engineering Department, Politeknik Sultan Mizan Zainal Abidin participated in this study. SPSS version 22 has been used to analyses collected data consists of a 33 item questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS). The t-test has been used to determine if there was a significant difference between above average and below average students in regard of language learning anxiety. The study revealed that below average students were more anxious than above average students for all types of anxiety. However, t-test demonstrated that there was no significant difference between language learning anxiety in regard of students' level of proficiency. Thus, several implications have been suggested in this study to help the below average students to cater language learning anxiety. One of the examples is by conducting an English Camp for the targeted students serves as an effective method to cope language learning anxiety among below average students.*

**Keyword:** language proficiency, second language, language learning anxiety, Malaysian polytechnics



This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited. ©2018 by author.

### INTRODUCTION

#### Background of the Study

In learning a second language, a non-native speaker may experience difficulties in mastering the language. Anxiety is one of the contributing factors that hinder the students' ability to communicate well in a second language. Horwitz et al. (2010) defines anxiety in speaking English as a Foreign Language or a Second Language as 'individual communication apprehension with the fear or anxiety to communicate with other people in either real or predicted communication situation. This shows that anxiety is a feeling of unpleasant state of a person, might result from self-doubt, frustration and the fear of failure in completing a task. Students with language learning anxiety show the inability to deliver complex message in a second language and they are mostly lack of confident to speak the language which may affect their performance in learning the language. In Malaysian context, English language is widely used in all sectors, especially in education system, government and private sectors and many mores. Generally, the objective of learning English language in Malaysian

education system is to ensure the students can use English in their daily basis, to further their study and for their future employment.

As one of the leading institutions of technical and vocational education in Malaysia, polytechnics have gone through a lot changes to fill the demand of the industry, as well as the globalization era. It provides as a platform to supply semi-professional workers in the technical and vocational industry, such as engineering and service sectors. English course in polytechnics is very important as despite having learnt the language for many years since kindergarten until the secondary school, there is still an increasing concern on the students' language proficiency, particularly in a tertiary education. The said problem, particularly in technical and vocational and training (TVET) institutions has become a national issue. Even though student from these institutions displayed good technical skills, many students still struggle to communicate in English for academic purposes (Wan Zumusni et al., 2010). In general, each student have 11 years of learning experience in a school system, with a strong foundation in English language starting from kindergarten and up to primary and secondary school. Therefore, it is believe that the students are supposed to be able to communicate confidently, besides having good oral and written skills. With the ability to master the language, the students will be able to pursue their study to tertiary level and in future, more employment opportunities are opened for them.

Polytechnics offer Pre-Diploma, Diploma and Degree in variety of courses such as Engineering, Commerce, Hospitality Information Technology, and others. Students in Malaysian Polytechnics must enrol in a second language course as one of the compulsory courses offered by the institution. Students must at least pass in English in SPM level as a minimum requirement to enrol in polytechnics. The main purpose of English course in Polytechnics is to ensure the students are able to communicate effectively and confidently. In polytechnics, the students with different level of proficiency are mixed together in a classroom as there is no placement test to enrol in an English language class. Thus, with a different learning experiences among the learners, they might suffer difficulties in learning the language pertaining many factors for instances the feeling of anxiety, low self-esteem, lack of confident and motivation, and inadequate use of materials during the teaching and learning process. The feeling of anxiety may lead to low achievement in learning the language and provide negative impact to the students. The students will tend to withdraw from participating in any activities conducted in classroom and the students will not be able to use the language effectively for their academic purposes. Horwitz (1986) believe that there is a certain connection between language anxiety and performance in classroom.

Many researches revealed that in classroom environment, students experiencing language learning anxiety are due to the language learning contexts. (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner 1989; 1991, Price, 1991, MacIntyre, 1995). As anxiety brings negative impacts to the students, especially in term of the students' education delays, it is important to cater to the psychological aspect of this context in order for the educators to continue help the students to overcome this. According to Ellis (1994) and Krashen (1981), this anxiety presents equal state for both foreign language environment and second language learning environment. Thus, in order to strengthen the students' English language proficiency, the reasons behind their struggle need to be analyzed and investigated. This is important to understand the students' difficulties in learning the second language as well as the relevant solutions to overcome the problems. By doing this, it may help the students to increase their confidence level and able to use the language effectively.

### **Statement of the Problem**

Language learning anxiety is considered as one of the challenges in learning a second language. In Malaysian polytechnics, the students have to use the English language extensively for their academic purposes. This is because most of the academic books are in English and most of the subjects taught are using English as a medium of instruction and interaction in the classroom. Furthermore, with the use of English as a medium of instruction in classroom, the students are required to be proficient in second language. However, despite learning the language for 11 years, some of the students are still struggling and face the difficulties in using the language.

With the new syllabus which has been introduced at the polytechnic since 2010, it serves as a platform for the students to fully utilize the language. This new syllabus focuses on the communication skills, and emphasizes on both written and oral communication on the technical context. The assessments are developed with the purpose of providing the opportunities for the students to use the language comfortably and effectively (Hazian Ismail, et al. 2013). With 60% of the total assessments of the new syllabus for the students comprises of oral communication ability, the students displays some signs of struggle to meet the English language course requirements. Most of the students at the polytechnics are hesitant to use English language as they are afraid of making mistakes in their pronunciation and sentence structures, the feeling of nervous and lack of confident.

Some of them are not able to communicate well due to the insufficient vocabularies they have in English language.

Besides that, Hazian Ismail et al. (2013) also emphasized that polytechnic students will not use English language voluntarily until they are called on. The low proficiency students may experience difficulties in using the language as a medium of interaction and at the same time, it will be challenging for them to master the content of the technical course. These issues should be investigated to provide necessary help for the students to improve their English language proficiency level. By understanding the students' difficulties, the educators can propose appropriate solutions to cope with this issue in order to assist the student to become proficient English language user.

### **Rationale of the Study**

In general, this research study was conducted to investigate the difference between above average and below average students with respect to language learning anxiety. With this, it enable all parties involved such as the educators, students and the institutions itself to obtain relevant information about second language learning anxiety among the students as well as the solutions to the problems. As for the lecturers, this study will serve as an insight to identify their students' second language learning anxiety. The information gathered throughout this study will help them develop effective teaching methods with the purpose of reducing the language learning anxiety among the students, besides creating a non-threatening classroom learning environment to allow the students to communicate confidently by using English as a second language. This is vital to ensure the students are able to fully utilize the language learnt and enjoy themselves. Students with language learning anxiety may experience difficulties throughout the learning process, low self-confidence and tend to avoid from participating in any language activities. This may provide negative impacts on their performance and hinder their understanding towards the second language. Moreover, the educators can also propose relevant alternatives or solutions for the students in order to cope with their language learning anxiety, especially in learning the second language. Thus, this will help to ensure that the students are able to perform well in second language and they will become competent second language learners.

Furthermore, this study can also benefit the students themselves in making them aware of their weaknesses in learning the second language and hopefully, it provide the way for the students to identify appropriate learning strategies to cope with their anxiety issues. In addition, the institution perhaps can utilize the findings of this research study to design suitable language program for the students with language learning anxiety to help them to overcome this issues. The institution may also offer relevant materials and construct interesting and fun activities for the students with second language learning anxiety to help them be more confident and at ease while using the language. Krashen (2009) and Dulay and Burt (1977) define the form of Affective Filter hypothesis which consists of three main factors, motivation, anxiety and self-confidence. Through an action research intervention, reducing anxiety and increasing motivation and self-confidence limit the Affective Filter that avoids sufficient level of contributing to acquisition. By this, the students will be able to communicate well in second language as their anxiety reduced.

## **METHOD**

### **Introduction**

This chapter introduces the methodological components applied in this study. Firstly, it begins with the discussion on the research design, setting, selection of the participants and the research instrument adapted in this study. Then, it is followed by the data collection and data analysis procedures used for this study.

### **Design of the Study**

It is crucial to have a clear and systematic procedure outline before conducting this study. Burns and Grove (2003:195) describe a research design as "a blueprint for conducting a study with maximum control over factors that may interfere with the validity of the findings". Based on the conceptual framework of this study, the researcher used a quantitative research design by using a survey method in this study. This is done to gather information from the respondents through a set of questionnaire that was distributed to identify language learning anxiety among the students. By using questionnaire, the specific information on the data needed for this study can be easily obtained to generate the end results.

### Setting

This study was conducted at Politeknik Sultan Mizan Zainal Abidin, situated at Dungun, Terengganu. In Malaysia, there are a total of 33 polytechnics and the main focus in this study is the English Language Unit whereby this unit plays a significant role in teaching English language in polytechnics.

### Population and Sample

The population of this study was semester three students who were pursuing their diploma studies in Civil Engineering Department of Politeknik Sultan Mizan Zainal Abidin. A total number of 96 students of semester three enrolled in Communicative English Course were selected using stratified random sampling technique. A stratified random sampling technique was applied to obtain sufficient samples from all strata or subgroups that represented the whole targeted population in this research study (Elfil & Negida, 2017). The samples were selected randomly and varied from different socio-economic background at various level of proficiency consists of male and female students. The age range of the students was between 18 to 21 years old and the details of the students' background were obtained from the questionnaire distributed.

### Instruments

For the purpose of this study, a set of questionnaire with 33 items was used to elicit the feedback from the respondents. The questionnaire was divided into two parts. The first part was Part A, generally about the respondent's background to attain demographic data, for instances the respondent's name, gender, program, and Communicative English language result obtained in semester one. The second part was Part B adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, et al. (1986). This part was consist of 33 items, each on a 4-point Likert scale. The 4 point Likert scale ranged from Strongly Disagree (scale point 1), Disagree (scale point 2), Agree (scale point 3), to Strongly Agree (scale point 4). In addition, Communication Apprehension, Test Anxiety and Fear of Negative Evaluation Anxiety were the three independent variables in FLCAS used in this study by the researcher to obtain the end results.

### Procedure

In this study, the questionnaire was distributed to all 96 participants and administered by researcher herself in the classroom during Communicative English period. The researcher is present in the class all the time and conducted the survey by providing the instruction and explaining the purpose of the study to the participants. Then, the researcher provided a set of the questionnaire to each of the respondents and they completed the response by circling the most appropriate answer that relate to their feeling and experienced

### Data Collection

Data was collected exactly after all the participants completed the questionnaire in the classroom. Each respondent took about roughly 40 minutes to complete the questionnaire given. It is important for the researcher to gather the completed questionnaires after its being completed to avoid the loss of data.

### Data Analysis

Data collected was analyzed by using inferential statistics via SPSS (Statistical Package for Social Sciences) version 22, by looking at the frequency and percentage of each item in the questionnaire. The analysis of t-test was used to determine whether or not there is a significant difference between above average and below average students in regard of language learning anxiety.

## RESULT AND DISCUSSION

### Respondents' Profile

Table 1 shows Communicative English 1 range result of 96 respondents participated in this study. The result of the data demonstrated that 30 (31.3%) respondents were up to above average level, 54 (56.3%) were up to average and 12 (12.5%) respondents were up to below average. Above average refers to grade A and A-, average refers to grade B+, B and B- meanwhile below average refers to grade C+, C and D.

**Table 1:Range Result for Communicative English Course**

Range Result	Frequency	Percentage
Above Average	30	31.3
Average	54	56.3
Below Average	12	12.5
Total	96	100.0

**Inferential Analysis of language learning anxiety in regard of above average and below average students**

**Research Question:** Is there a significant difference between above average and below average students with respect to language learning anxiety?

Ha: There is a significant difference between Test Anxiety, Communication Apprehension and Fear of Negative Evaluation in regard of above average and below average students. The result of t-test was shown as below:

**Table 2: Differences in Language Learning Anxiety in Regard of Above Average and Below Average Students**

Variable	Result	N	Mean	Std. Deviation	Std. Error Mean
Test Anxiety	Above Average	30	2.4925	.29464	.05379
	Below Average	12	2.6444	.27756	.08012
Communication Apprehension	Above Average	30	2.6770	.19995	.03651
	Below Average	12	2.7576	.18725	.05405
Fear of Negative Evaluation	Above Average	30	2.6667	.36438	.06653
	Below Average	12	2.7976	.28868	.08333

Table 2 above shows there were 30 respondents were up to above average category while there were 12 respondents were up to below average category. For the Test Anxiety variable, mean value for above average category was lower than below average category ( $M=2.493$ ,  $SD=0.295$ ;  $M=2.644$ ,  $SD=0.278$ ). Communication Comprehension variable demonstrated that mean value for above average category was slightly lower than below average category ( $M=2.677$ ,  $SD=0.200$ ;  $M=2.758$ ,  $SD=0.187$ ). The next variable which is Fear of Negative Evaluation, the result demonstrated that mean value for above average category was slightly lower than mean value for below average ( $M=2.667$ ,  $SD=0.364$ ;  $M=2.798$ ,  $SD=0.289$ ). T-test also has been conducted in order to answer research question. The test was conducted based on suggested research hypothesis above.

**Table 3: T-Test of Differences in Language Learning Anxiety in Regard of Above Average and Below Average Students**

		Levene's Test for Equality of Variances		T-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Test Anxiety	Equal variances assumed	.003	.954	-1.534	40	.133	-.15195	.09907
	Equal variances not assumed			-1.575	21.495	.130	-.15195	.09651
Communication Apprehension	Equal variances assumed	1.066	.308	-1.200	40	.237	-.08056	.06713
	Equal variances not assumed			-1.235	21.617	.230	-.08056	.06523
Fear of Negative Evaluation	Equal variances assumed	.941	.338	-1.111	40	.273	-.13095	.11791
	Equal variances not assumed			-1.228	25.552	.231	-.13095	.10663

Table 3 above shows an independent samples t-test result for Test Anxiety, Communication Apprehension and Fear of Negative Evaluation in regard of above average and below average students. Similar approach has been done in order to analyse the difference between above average and below average students and language learning anxiety. Based on the test, it was revealed that F value for Test Anxiety variable was 0.003 with significance value was 0.954. On the other hand, Communication Apprehension variable indicated (F=1.066, SD=0.308) while Fear of Negative Evaluation indicated (F=0.941, SD=0.338). Thus, the result of equality variance test indicated that variance of samples was not equally assumed.

The next step was to determine if there any difference for three variables consist of Test Anxiety, Communication Apprehension and Fear of Negative Evaluation in respect to the above average and below average students. The result demonstrated that t value for the variables (Test Anxiety = -1.534; Communication Apprehension = -1.200 and Fear of Negative Evaluation = -1.111) with degree of freedom 40 and significant value was more than 5 percent error. In regard of the data analysis, the study indicated that there was no significant difference between Test Anxiety, Communication Apprehension, and Fear of Negative Evaluation in regard of above average and below average students.

Based on the suggested research hypothesis, the result demonstrated that there was no significant value between Test Anxiety, Communication Apprehension and Fear of Negative Evaluation in regard of above average and below average students among Civil Engineering Students of Politeknik Sultan Mizan Zainal Abidin.

### Discussion

The purpose of this study was to determine whether there was any significant difference between above average and below average students in regard of language learning anxiety. The study demonstrated that there was no significant difference between above average students and below average students in regard of all types of language learning anxiety.

The finding of this study is supported by Hakan et al. (2016), indicated that students' language level did not significantly related with speaking anxiety. However, a study by Pappamihel (2002) demonstrated that in mainstream classroom, the higher achievers in ESL classes tend to have high levels of English language anxiety as low ESL achievers. Also, a study conducted by Lau and Nurhazlini Rahmat (2014) revealed that higher achiever students in MUET faced more anxiety compared to the lower achiever students. This is because the higher achievers students tend to have more desire to score high marks in examination thus it cause them to encounter anxiety.

Nevertheless, the finding reveals that mean value for below average students were more higher than mean value for above average students in terms of Test Anxiety, Communication Apprehension and Fear of Negative Evaluation. It indicates that below average students were more anxious compared to above average students. Their low proficiency levels may have influenced them to be more apprehensive in using the second language. Lack of grammar skills and vocabulary may have caused the below averages students experience feeling anxiety while using the language in the classroom. The finding also indicates that Fear of Negative Evaluation had the highest score among the other types of anxiety. This is followed by Communication Apprehension and Test Anxiety. It suggests that the students were more concern about others evaluation. The students were worried about their classmate will judge them negatively. This is happened probably because there were mix levels of proficiency students in the same class and beliefs that other students are better in second language. This finding of this study is consistent with the finding of the study conducted by Hamidah and Farinaz (2012) on Freshman University learners. The study indicated that learners experienced the anxiety of being evaluated negatively in English classroom. Another study by Jafar Mohammad et al. (2016) supports the result of this study by indicated that Fear of Negative Evaluation is the strong source of speaking anxiety among Jordanian EFL learners. The learners tend to feel embarrassed if they making mistake in front of their peers. However, a study conducted by Ridha Fadillah (2010) investigated 152 secondary school students showed that the students had less anxious in terms of Fear of Negative Evaluation compared to the other three types of anxiety. The study revealed that the students felt less fear and did not worried about others evaluation because they believed that all of them were had the same level of language proficiency.

## CONCLUSION

This study addressed to investigate the difference between above average and below average students with respect to language learning anxiety. The finding of this study demonstrated that below average students showed more anxious than above average students for all types of language learning anxiety. Nevertheless, there was no significant difference between above average student and below average students in regard of language learning anxiety. Thus, a priority should be given to the below average students during the language learning lesson. Lecturers should play a significance role by identifying the below average students at the beginning of the lesson. Consequently, an appropriate approach can be conducted during the lesson to furnish language learning anxiety among the students.

In addition, lecturers should conduct remarkable activities outside of classroom environment in order to cater language learning anxiety among below average students. These kinds of activities should focus on the target group and able to attract the students to completely participate in the activities. English camp is one of the examples that can be conducted every semester to cater language learning anxiety among below average students. The objective of the English camp should consist of communication skills, ways to overcome anxiety and how to boost confident level towards the learning of English language. Besides that, the head of polytechnics department need to give extensive training to the lecturers regarding language teaching and learning strategies. The purpose of the extensive training is to equip the polytechnic lecturers with new knowledge and effective strategy to overcome language learning problem in the classroom.

In order to validate the finding of this study or to make any generalization, a further study should be conducted on a larger sample of participants such as involving other students who enroll in Communicative English 2 from other departments and other polytechnics. A number of extensions can be added for future study for instance investigating the cause of language learning anxiety among below average students. Apart from that, an appropriate language learning strategy on how to overcome the language learning anxiety among the students should be explored in future study.

## REFERENCES

- Burns, N. & Grove, S.K. (2003). *Understanding nursing research*. 3rd Ed. Philadelphia: Saunders Company.
- Daly, J. A., & Friedrich, G. (1981). The development of communication apprehension: A retrospective analysis of contributory correlates. *Communication Quarterly*, 29, 243-255. In Robert G. Powell & Dana L. Powell. (2010). *Classroom Communication and Diversity: Enhancing Instructional Practice*. New York: Routledge.
- Dulay, H., & Burt, M. (1977). Remarks on creativity in language acquisition. In M. Burt, H. Dulay & M. Finnochiaro (Eds.) *Viewpoints on English as a Second Language* (pp. 95-126) New York: Regents.
- Elfil, M., & Negida, A. (2017). Sampling methods in Clinical Research; an Educational Review. *Emergency*, 5(1), e52.
- Ellis, R. (1994). *Second Language Acquisition*. NY : Oxford University Press.
- Fraenkel, L., Peters, E., & Hart, P.S. (2011). Informing patients the influence of numeracy, framing, and format of side effect information on risk perceptions. *Medical Decision Making*, 31 (3): 432-436.
- Güliz Özütürk & Cigdem Hursen (2013). Determination of English language learning anxiety in EFL classrooms. *Procedia - Social and Behavioral Sciences*, 84, 1899 – 1907.
- Hakan Karatas, Bulent Alcia, Mehtap Bademcioglu & Atilla Erginc (2016). An investigation into university students' foreign language speaking anxiety. *Procedia - Social and Behavioral Sciences*. 232, 382 – 388.
- Hamidah Yamat & Farinaz Shirani Bidabadi (2012). English language learning anxiety among Iranian EFL freshman university learners. *Research Journal of Applied Sciences*. 7 (8): 413-420.
- Hazian Ismail, Aida Fazlin And Norkatyniy Ismail (2013). Anxiety in using English as a medium of communication among semester 1 Politeknik Kuala Terengganu students. *Diges Jabatan Pengajian Politeknik*. Kementerian Pendidikan Malaysia.
- Horwitz, E. K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *TESOL Quarterly*, 20, 559-564.
- Horwitz E. K. (2010). Foreign and second language anxiety. *Language Teaching*, 43, 154-167.
- Horwitz, M. & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125- 132.
- Jafar Mohammad Batiha, Noorizah Mohd Noor & Rosniah Mustaffa (2016). Speaking anxiety among English as a foreign language learner in Jordan: Quantitative research. *International Journal of Education and Research*. Vol. No. 10.
- Krashen, S. D. (1981). *Second language acquisition and second language learning*. CA: Pergamon Press.
- Krashen, S. D. (2009). *Principles and practice in second language acquisition*. Oxford: Pergamon Press Inc.
- Lau S. M. & Nurhazlini Rahmat. (2014). English language writing anxiety among final year engineering undergraduates in University Putra Malaysia. *Advances in Language and Literary Studies*, Vol. 5, No. 4.
- MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Spark and Gashaw. *The Modern Language Journal*, 79 (1), 90-99.
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning*, 32, 251-275.
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of foreign language anxiety: A review of the literature. *Language Learning*, 41 (1), 283-305.
- MacIntyre, P.D., & Gardner, R.C. (1994). The effects of induced anxiety on cognitive processing in computerised vocabulary learning. *Studies in Second Language Acquisition*, 16, 1-17. In Robinson, Peter (2002). *Individual Differences and Instructed Language Learning*. Amsterdam: John Benjamins Publishing Co.
- Pappamihel, N.E. (2002). *English as a second language students and English language anxiety: Issues in the mainstream classroom*. Research in the Teaching of English, Volume 36: The Florida State University.
- Price, M.L. (1991). The subjective experiences of foreign language anxiety: interview with anxious students. In E.K. Horwitz & D.J. Young (Eds.). *Language Anxiety: From Theory and Research to Classroom Implications* (pp.101-108). Englewoods Cliffs, NJ: Prentice Hall.
- Ridha Fadillah (2010). A study of adolescents' anxiety and achievement in English as a foreign language. *Jurnal Ilmu Bahasa Dan Sastra*. Volume 5, No. 1.
- Robert G. Powell & Dana L. Powell (2010). *Classroom communication and diversity: Enhancing instructional practice*. New York: Routledge.
- Robinson, Peter (2002). *Individual differences and instructed language learning*. Amsterdam: John Benjamins Publishing Co.
- Sparks, R.L., Ganschow, L. (1991). Foreign language learning differences: affective or native language aptitude differences? *Modern Language Journal*, 75, 3-16. In Robinson, Peter (2002). *Individual Differences and Instructed Language Learning*. Amsterdam: John Benjamins Publishing Co.



- Sparks, R.L., Ganschow, L. (1993a). The impact of native language learning problems on foreign language learning: Case study illustrations of the linguistic coding deficit hypothesis. *Modern Language Journal*, 77, 58-74. In Robinson, Peter (2002). *Individual Differences and Instructed Language Learning*. Amsterdam: John Benjamins Publishing Co.
- Sparks, R.L., Ganschow, L. (1993b). Searching for the cognitive locus of foreign language learning difficulties: Linking first and second language learning. *Modern Language Journal*, 77, 289-302. In Robinson, Peter (2002). *Individual Differences and Instructed Language Learning*. Amsterdam: John Benjamins Publishing Co.
- Stevens, Peter (1965). *Papers in language & language teaching*. London: Oxford University Press.
- Tobias, S. (1979). Anxiety research in educational psychology. *Journal of Educational Psychology*, 71, 573-582. In Robinson, (2002). *Individual Differences and Instructed Language Learning*. Amsterdam: John Benjamins Publishing Co.
- Tobias, S. (1980). Anxiety and instruction. In Robinson, Peter (2002). *Individual Differences and Instructed Language Learning*. Amsterdam: John Benjamins Publishing Co.
- Tobias, S. (1986). Anxiety and cognitive processing of instruction. In Robinson, Peter (2002). *Individual Differences and Instructed Language Learning*. Amsterdam: John Benjamins Publishing Co.
- Wan Zumusni Wan Mustapha, Noriah Ismail, Deepak Singh Ratan Singh & Suhaidi Elias@Alias (2010). ESL students communication apprehension and their choice of communication activities. *ASEAN Journal of Teaching and Learning Higher Education*. 2(1): 22-29.
- Yvonne Jain & Gurnam Kaur Sidhu (2013). Relationship between anxiety, attitude and motivation of tertiary students in learning English as a second language. *Procedia - Social and Behavioral Sciences*, 90, 114 – 123.