


## Anxiety in second language learning among Jordanian university students: A psycholinguistic perspective



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### ABSTRACT

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The present study aims to identify the levels of anxiety among speakers of English in Jordan. The study also examines whether anxiety levels vary depending on speakers' age or gender. Additionally, it investigates key factors that trigger this anxiety and observes how these feelings might be linked to individuals' speaking performance. The participants of the study were 390 undergraduates majoring in English language at the University of Jordan, Yarmouk University, and Mutah University during the academic year 2019/2020. Data were collected via a second language anxiety scale developed by the researcher. Results revealed that there is a statistically significant difference at  $\alpha \leq 0.05$  in the level of anxiety of Jordanian speakers of English according to university and academic year. However, there is no statistically significant difference at  $\alpha \leq 0.05$  in the level of anxiety according to gender and grade point average. The results also show that Jordanian students have a moderate level of language anxiety, primarily influenced by three main factors: self-confidence, interactive approach, and non-facilitative negative feelings. It is also noted that participants in this study consider anxiety to be debilitating, negatively affecting their speaking performance. Furthermore, Jordanian speakers of English employ four strategies to reduce their language anxiety: positive thinking, preparation, relaxation, and resignation.

**Contribution/ Originality:** This research provides an original contribution through its focused examination of foreign language anxiety among Jordanian university students majoring in English. The authors affirm that the work presented here is entirely original and has neither been published before nor submitted for publication elsewhere.

## 1. INTRODUCTION

The acquisition of a second language (L2) goes beyond simply acquiring vocabulary and grammar; it involves a variety of additional elements that play a role in achieving successful language acquisition. Compared to first language learning, second language acquisition (SLA) is a more intricate process due to the greater number of factors that influence it (Ellis, 2015). Therefore, researchers in the field of SLA have categorized individual differences in L2 acquisition into three categories: the first category is cognitive factors, which include intelligence, language aptitude, language learning strategies, and previous learning experience. The second category is miscellaneous factors, which include age and sociocultural experiences. The third category is affective factors, which include attitudes and motivation, language anxiety, self-confidence, personality attributes, and learning styles (Gardner & MacIntyre, 1993). LA is one of these significant affective factors that negatively affect the process of language acquisition (Horwitz, Horwitz, & Cope, 1986).

LA is considered one of the most noticeable affective variables among individuals as a result of different conditions, but in light of effects, it differs from one individual to another. Anxiety is the feeling of tension and worry, or even fear, when it scores high levels that can stem from a known or unknown source. In many cases, anxiety can lead to a rapid heartbeat and increased blood pressure, which have negative biological and psychological effects on the body. Hence, research on the effect of anxiety on the human body affirms the negative impact of such affective variables on the whole biological and psychological functions of the body, especially the brain (Gkonou & Dewaele, 2017).

Horwitz et al. (1986) defined LA as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to language learning (p.128). Gardner and MacIntyre (1993) confirmed that LA is one of the affective variables which play a significant role in affecting speakers’ performance.

While language anxiety has been widely explored in global research on second language learning, studies focusing on the Jordanian context remain scarce, especially when it comes to university students and their speaking abilities. Much of the existing work has concentrated either on general classroom anxiety or on skills such as reading and writing, and when speaking has been examined, it has often been in cultural settings different from Jordan. As a result, our understanding of how language anxiety shapes oral performance in Jordanian higher education—and of the strategies students adopt to cope with it remains incomplete. This study is designed to bridge that gap.

This paper proceeds as follows. The next section surveys the existing literature on second language acquisition and language anxiety, paying particular attention to studies carried out in the Jordanian context. After that, the methodology is described in detail, including the research design, sample, and data collection instruments. The findings are then presented and analyzed, highlighting the main patterns that emerged from the data. The paper closes with a discussion that draws out the implications of the results for language teaching and learning in Jordan and suggests directions for future research.

The current study is an attempt to find appropriate answers to the following questions:

1. What is the level of LA of Jordanian speakers of L2 English?
2. What are the main factors of LA that affect the speaking performance of Jordanian speakers of L2 English?
3. What strategies do Jordanian speakers of L2 English use to cope with their speaking anxiety?

## 2. LITERATURE REVIEW

SLA is a sub-discipline of applied linguistics and a relatively recent academic discipline that refers to the process by which people learn a second language. According to Ellis (2015), the systematic study of how people acquire an L2 began in the 1960s, although it is difficult to identify a precise starting date; “As SLA began as an interdisciplinary field, it is hard to pin down a precise starting date”(Gass & Selinker, 2008). Earlier, Lado (1957) advanced the contrastive analysis hypothesis, which suggested that difficulties in acquiring an L2 stem from structural differences between the learner’s L1 and L2, thereby focusing attention on the analysis and correction of errors (Kramsch, 2007). Shortly afterward, two seminal publications marked turning points in modern SLA research: Corder (1967) essay The Significance of Learner’s Errors and Selinker (1972) article Interlanguage (VanPatten & Benati, 2010). Ellis (2015) further defines SLA as the field of study that investigates how L2 knowledge develops and changes over time. [This broad foundation underscores that SLA research not only examines linguistic systems and interlanguage but also considers the psychological and affective variables that shape acquisition. Among these, factors such as motivation, attitudes, and particularly language anxiety have increasingly been recognized as decisive in determining L2 outcomes. To prepare for the current study, it is therefore essential to connect these global insights on SLA with the specific sociolinguistic environment of Jordan, where English plays a central role in education and professional life, yet learners often experience anxiety that may hinder their performance.]

### 2.1. English Language in Jordan

Before decades, English was not widely spread in Jordan, so there were few English courses offered at schools and universities. However, nowadays, the English language is widely spread, and many English courses are obligatory. The Jordanian child is exposed to English at school from the age of six. English is a compulsory school subject from grade one to grade twelve, which has led to the need for more L2 English teachers in Jordan. English is spreading steadily in the domain of mass media, and many English-written media such as newspapers and journals, whether dailies or periodicals, are now available for Jordanians, like the daily newspaper, the Jordan Times (Drbseh, 2013). Oral media such as radios and televisions are also affected by the spread of English in Jordan; the Jordanian radio and television stations allocate a specific time every day to broadcast English news, songs, and other programs. Furthermore, some Jordanian universities offer mass media courses in English to prepare students internationally. In the tourism sector, English is widely demanded and spread because it serves as a communication link between tourists and their guides. Hence, the Jordanian Ministry of Tourism offers tourism English training because of the importance of English in this sector and to prepare tourist guides for their jobs. However, L1 can negatively affect L2 acquisition among Jordanians and their performance in all of these aspects, which inspired the researcher to conduct such a study to investigate the anxiety variable in L2 English in Jordan. Over the past decades, English in Jordan has shifted from a peripheral subject to a central skill that permeates education, media, and the workplace. This growing prominence has opened new avenues for Jordanians, yet it has also introduced challenges that extend beyond linguistic competence. Although learners today have greater exposure to English than ever before, many continue to encounter psychological obstacles most notably language anxiety that can restrict their ability to perform effectively in classrooms, professional environments, and everyday interactions. Building on the broader insights of SLA research, it is therefore necessary to consider how these affective dimensions manifest in the Jordanian context. In the next section, we will examine the concept of language anxiety in more detail.

### 2.2. Language Anxiety

The literature on LA has many definitions of such phenomenon. One of the earliest attempts to define anxiety was made by Darwin and Darwin (1872). He defines anxiety as “an emotional reaction that is aroused when an organism feels physically under threat” (Darwin & Darwin, 1872). Furthermore, anxiety can be defined as a mental and physical state characterized by specific emotional, physical, cognitive, and behavioral symptoms. It is an adaptive reaction that mobilizes the organism and helps it defend against attack or avoid an anxiety stimulus. The stimulus can be a previous external or internal antecedent or trigger (Kráľová & Petrova, 2017). Another definition of anxiety is that “anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with the nervous system” (Spielberger, 1983).

According to Ellis (2015) “LA is the anxiety that results from the speakers’ emotional responses to the conditions they experience in a specific situation. It differs from, but is related to, trait anxiety (i.e. the speaker’s overall tendency to be anxious as a result of their personality)”. Brown (1973); Chastain (1975) and Scovel (1978) report that anxiety is one of the many variables that affect L2 acquisition. Gardner and MacIntyre (1993) define LA as “the feeling of tension and apprehension specifically associated with L2 contexts.” Hence, LA negatively affects L2 acquisition and language skills, but the skill most affected by LA is speaking. Many studies, such as Horwitz et al. (1986); Young (1990) and Aida (1994) have confirmed that LA is related to speaking more than other skills.

A substantial body of research demonstrates that language anxiety strongly affects learners’ performance, with oral communication repeatedly identified as the most vulnerable skill (Aida, 1994; Horwitz et al., 1986; Young, 1990). Yet, more recent investigations suggest that the roots of this anxiety extend beyond the act of public speaking itself. For instance, Bensalem (2017) reported that although participants generally experienced only moderate anxiety, situations involving audience interaction and fear of evaluation emerged as the most significant triggers, which in

turn correlated with weaker L2 performance. This finding not only confirms earlier work but also shows that the intensity of anxiety can shift depending on contextual and task-related demands.

Additional perspectives further complicate the picture. It can be argued that low proficiency levels can generate anxiety on their own, especially in settings where learners are expected to communicate freely and risk being judged for errors. Several studies also underscore that sensitivity to negative evaluation often amplifies such feelings. By contrast, Hashemi (2011) identifies pronunciation as a distinctive source of stress, noting that attempts to approximate native-like speech may actually heighten rather than reduce anxiety. At the same time, he observes that collaborative classroom environments can ease this tension, suggesting that social interaction can serve as both a risk factor and a buffer depending on how it is structured.

Taken together, these studies point to areas of both agreement and divergence. Most researchers concur that speaking is disproportionately impacted by language anxiety, but they disagree over which factors evaluation, proficiency, or pronunciation play the most decisive role. This lack of consensus raises a broader question about whether anxiety is primarily an individual trait or whether it is shaped by social and contextual forces. Furthermore, it is worth noting that much of this scholarship has been conducted in Western or Asian contexts, leaving a significant gap regarding Arab societies. In Jordan, in particular, where English now carries increasing weight in education and employment, little is known about how these dynamics unfold. Addressing this gap is central to the present study, which seeks to explore the ways in which Jordanian learners experience and negotiate language anxiety.

### 3. METHODOLOGY

To address the research questions, the study adopted an explanatory sequential design, a method that unfolds in two distinct phases. The process began with quantitative data collection, laying the groundwork for the investigation. However, numbers alone rarely tell the whole story. To deepen the understanding of the results, the researcher followed up with a qualitative phase, using participants' insights to explain and contextualize the statistical findings.

In terms of data collection tools, the questionnaire comprised several key components. First, it included the Language Anxiety Scale, designed to measure participants' anxiety levels related to language use. In addition, the Scale of Anxiety-Reducing Strategies was employed to capture the techniques participants use to cope with or reduce their anxiety. Finally, a personal information section gathered demographic details to help interpret the results in light of participants' backgrounds. This mixed-method approach provided a richer, more comprehensive view of the phenomena under study.

#### 3.1. Participants in the Study

The sample of the study consisted of 390 undergraduates whose major is English language and literature at the University of Jordan, Yarmouk University, and Mutah University during the academic year 2019/2020, 170 males and 220 females, aged 18-21. A stratified random sampling was used to select the participants. This technique can be applied to research with a specific focus. Using this technique, the population was divided into groups, and then a random sampling was used to select participants from each group. Table 1 explains the distribution of participants according to their universities. The sample was divided into four groups according to the academic year at the university: freshman students, sophomore students, junior students, and senior students. Each group will consist of two subgroups: males and females.

**Table 1.** Participants according to the university.

University	Population	Frequency	Percentage
Mutah University	1000	100	10%
Yarmouk University	1400	140	10%
University of Jordan	1500	150	10%
Total	3900	390	10%

The table indicates that the sample in the study represents the entire population.

### 3.2. Procedures

In order to obtain permission to conduct this study on a group of students in English language and literature departments at Mutah University, the University of Jordan, and Yarmouk University, the researcher addressed the chairman of the English language and literature department to obtain approval to conduct this study. After obtaining this approval, the researcher informed the participants about the nature and objectives of the study. To ensure that the questionnaire used in this study was both clear and easy for participants to understand, the researchers first carried out a pilot test. This trial run involved sixty students majoring in English Language. As Van Teijlingen and Hundley (2001) point out, pilot studies are a valuable way to test research instruments ahead of time. They help identify whether a tool is suitable for the study's goals and, just as importantly, whether the questions are clear or confusing. By conducting this preliminary check, the researchers could fine-tune the questionnaire before proceeding to the main data collection.

### 3.3. Statistical Analysis

In order to achieve the objectives of the study and answer its questions, the researcher used several statistical techniques as follow.

1. Frequency tables to describe the sample characteristics.
2. Pearson Correlation coefficient.
3. Cronbach's Alpha coefficient.
4. One Way ANOVA.

## 4. RESULTS AND DISCUSSION

### 4.1. Results Related to the First Question: What is the level of LA among Jordanian speakers of English?

To answer the first question, means and standard deviations were measured to probe LA experienced by Jordanian speakers of English. Items were arranged according to the following criteria:

- If the degree ranges between 1.0 and 2.33, the degree of LA is low.
- If the degree ranges between 2.34 and 3.66, the degree of LA is moderate.
- If the degree ranges between 3.67 and 5.0, the degree of LA is high.

### 4.2. Results Related to the First Factor: Communicative Anxiety

Back to the first research question, which investigates the level of LA that Jordanian speakers of English have; the following table explains that.

**Table 2.** Participants' overall responses to the second LA scale.

No.	Factor	M	SD	Order
1	Communicative anxiety	3.26	0.76	3
2	Fear of failure	3.60	0.53	2
3	Negative experiences	3.81	0.52	1
Total		3.55	0.60	

Table 2 demonstrates that the degree of LA experienced by Jordanian speakers of English in Jordan was (3.55) out of (5.0), which reveals that the degree of LA is moderate.

Regarding the first objective, assessing the level of LA of Jordanian speakers of English, the level of LA was observed at a moderate level (M= 3.55). This level of anxiety does not differ from that found in other studies, such as Yaseen (2018). By discerning the items that reported the highest means, the reasons behind this level can be identified.

These items were, "I stammer when I speak English with my instructors," "I am overwhelmed by others' evaluation of my performance," "I avoid answering questions in English without preparation," and "I still remember others' mockery of me because of my poor pronunciation."

By looking at these items as a group, all these items concern feelings and attitudes towards language production. Horwitz et al. (1986) claimed that the components of LA are: communication apprehension, test anxiety, and fear of negative evaluation. Hence, these items can be categorized under these components of anxiety. However, if we focus on the item with the highest mean, "I avoid answering questions in English without preparation" ( $M = 4.01$ ), from a behaviourist perspective, this avoidance leads to a cessation of practicing the language, which in turn leads to fossilization. Furthermore, from an innatism perspective, this avoidance may result in the difference between "Competence" and "Performance." From a socio-cultural perspective, this avoidance may stop social interactions, which in turn stops language development. So, this item justifies that some Jordanians give up English courses and even give up speaking English.

Many studies confirm that there is a negative relationship between self-confidence and communication apprehension such as Aida (1994). Thus, the need to develop self-confidence and positive thinking emerges.

#### *4.3. Results Related to the Second Question: What are the main factors of LA that affect speaking performance among Jordanian Speakers of English?*

To answer the second question, means and standard deviations were measured to identify the main causes and factors of LA experienced by Jordanian speakers of English. As shown in Table 2 above, the analysis reveals that negative experiences emerged as the most significant source of language anxiety, with the highest mean score ( $M = 3.81$ ,  $SD = 0.52$ ).

This finding suggests that unfavorable encounters such as embarrassment, criticism, or failed attempts at speaking English leave a lasting impact on learners' willingness to engage in oral communication. Such a pattern resonates with Horwitz et al. (1986) assertion that negative past experiences can amplify foreign language anxiety and inhibit participation.

The second major factor identified was fear of failure ( $M = 3.60$ ,  $SD = 0.53$ ), which reflects learners' concern about making mistakes and receiving negative evaluation, a tendency also emphasized by Ellis (2015) as a common trigger of performance-related anxiety. By contrast, communicative anxiety scored the lowest ( $M = 3.26$ ,  $SD = 0.76$ ), although it still played a noticeable role in shaping participants' overall speaking anxiety. Taken together, the average mean of the three factors ( $M = 3.55$ ,  $SD = 0.60$ ) indicates a moderately high level of speaking anxiety among Jordanian learners of English.

These findings reinforce earlier research (Young, 1990), which stresses the need for pedagogical strategies that not only reduce anxiety but also foster a supportive classroom environment to build learners' confidence in spoken communication.

#### *4.4. Results Related to the Third Question: What Strategies Do Jordanian Speakers of English Use to Cope with Their Language Anxiety?*

To answer this question, means and standard deviations were measured to probe strategies employed by Jordanian speakers of English to reduce their language anxiety.

#### *4.5. Results Related to the Overall Strategies*

Table 3 shows means ( $M$ ) and standard deviations ( $SD$ ) of participants' responses to the four strategies used to reduce anxiety.



**Table 3.** Participants' overall responses to the scale of anxiety-reducing strategies.

No.	Strategy	Means	SD	Order
1	Preparation	3.68	0.126	2
2	Positive thinking	3.78	0.084	1
3	Relaxation	3.37	0.729	3
4	Resignation	2.64	0.806	4

Table 3 demonstrates that the positive thinking strategy employed by Jordanian speakers of English recorded the highest mean, which was 3.68 out of 5.0. The same table shows that the second-highest strategy is preparation, with a mean of 3.68. The third rank is the relaxation strategy, which recorded a mean of 3.37. Furthermore, the table indicates that the resignation strategy recorded the lowest mean, which was 2.64.

Regarding the third objective, identifying the strategies that Jordanian speakers of English use to reduce their speaking anxiety, sixteen tactics categorized into four main strategies were examined in this study. These strategies are positive thinking, preparation, relaxation, and resignation. These strategies were used by Kondo and Ying-Ling (2004) and were effective in coping with speaking anxiety. The highest recorded strategy is positive thinking ( $M=3.68$ ), this strategy reflects the fact that having positive self-talk may have a positive correlation in reducing speakers' anxiety (Alrabai, 2014). The items that reflect this strategy are (2, 6, 10, and 14). The second strategy used by Jordanian speakers of English is preparation ( $M=3.68$ ). This strategy indicates that Jordanian speakers of English tend to improve their linguistic competence to avoid speaking anxiety; this means that such anxiety may be facilitative rather than debilitating. The items that reflect this strategy are (1, 5, 9, and 13). This aligns with (Horwitz et al., 1986) distinction between facilitative and debilitating anxiety: while excessive anxiety can hinder performance, moderate levels may motivate learners to prepare more thoroughly, thereby enhancing both competence and confidence. For Jordanian students, activities such as rehearsing, practicing vocabulary, or structuring ideas before speaking appear to transform anxiety into a motivating factor, serving as both a practical strategy and a psychological safeguard.

The third strategy used by Jordanian speakers of English is relaxation ( $M=3.37$ ). This strategy involves physical tactics employed by Jordanian speakers of English to control themselves before and during speaking, such as "I speak slowly in front of others to control my nerves" and "I breathe slowly and deeply before speaking." The items that reflect this strategy are (3, 7, 11, and 15).

The last strategy that Jordanian speakers of English use to overcome speaking anxiety is resignation; this strategy indicates avoidance because speakers prefer to avoid speaking to get rid of anxiety even if it is at the expense of improving speaking skills. This avoidance can be seen in items such as "I do not volunteer to speak English with others" and "I do not communicate with native English speakers." The items that reflect this strategy are (4, 8, 12, and 16).

Taken together, these findings enrich the existing literature on foreign language speaking anxiety by highlighting the prominence of psychological (positive thinking) and cognitive-behavioral (preparation) strategies in the Arab learning context. They also carry pedagogical implications: educators should actively encourage constructive coping techniques while helping learners move away from avoidance. Future research could extend this discussion by examining how cultural background, classroom dynamics, or instructional practices shape the choice and effectiveness of these strategies.

## 5. CONCLUSION

The findings of this study can be summarized in the following main points. Firstly, the level of LA among Jordanian speakers of English in Jordan was moderate; secondly, the main causes of LA were ordered as follows: negative experiences, fear of failure, and communicative anxiety; thirdly, the strategies coped by Jordanian speakers of English to reduce their anxiety was ordered as follows: positive thinking, preparation, relaxation, and resignation;

and finally, there are statistically significant differences in the level of anxiety according to university and the academic year, but there are no statistically significant differences according to gender and grade point average.

Regarding to the first objective, assessing the level of LA of Jordanian speakers of English, the level of LA was seen at a moderate level ( $M= 3.55$ ), this level of anxiety does not differ from that found in other studies, such as Yaseen (2018). By discerning the items that reported the highest means, the reasons behind this level can be identified. These items were, "I stammer when I speak English with my instructors," "I am overwhelmed by others' evaluation of my performance," "I avoid answering questions in English without preparation," and "I still remember others' mockery of me because of my poor pronunciation."

By looking at these items as a group, all these items concern feelings and attitudes towards language production. The components of LA are communication apprehension, test anxiety, and fear of negative evaluation. Hence, these items can be categorized under these components of anxiety. However, if we focus on the item with the highest mean "I avoid answering questions in English without preparation" ( $M= 4.01$ ).

While this study offers valuable insights into language anxiety among Jordanian learners of English, further research is required to extend these findings. Longitudinal studies could examine how anxiety develops over time and across different academic stages. Cross-cultural comparisons may also clarify whether the factors identified are context-specific or more universal. In addition, qualitative methods such as interviews and classroom observations could enrich understanding of learners' coping strategies and emotional experiences. Finally, intervention-based research testing practices like mindfulness training, peer collaboration, or task-based speaking activities would provide practical guidance on reducing anxiety and improving oral performance

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**Transparency:** The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.

**Competing Interests:** The authors declare that they have no competing interests.

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## APPENDICES

### Appendix 1. Second LA scale.

This questionnaire measures students' levels of anxiety when speaking English. It includes 27 statements that examine different emotional and behavioral reactions related to English-speaking situations. The participants are asked to indicate their level of agreement with each statement using a five-point Likert scale: Strongly Agree (SA), Agree (A), Neither Agree nor Disagree (N), Disagree (D), and Strongly Disagree (SD).

### *Second LA Questionnaire*

#### Firstly: Language Anxiety scale

##### Scoring Method:

For each statement it will be (SA) for strongly agree, (A) for agree, (N) for neither agree nor disagree, (D) for disagree, and (SD) for strongly disagree.

No.	Statements	SA	A	N	D	SD
1	I feel nervous speaking English with foreigners.					
2	I hesitate when I am asked to speak English.					
3	I fear to speak English as a result of frustrating experiences.					
4	I feel my heart pounding when speaking English with my instructors.					
5	I get upset when I make grammar mistakes.					
6	It takes me longer to pronounce words to avoid previous mistakes.					
7	It embarrasses me to speak English at home.					
8	I prefer to speak Arabic to avoid speaking English.					
9	I think of negative experiences as soon as I speak English.					
10	I start to blush when I speak English with my colleagues.					
11	I get nervous when others correct my English mistakes.					
12	I fear to make mistakes in English because it is embarrassing.					
13	I stammer when I speak English with my friends.					
14	I avoid answering questions in English without preparation.					
15	I avoid speaking English to avoid previous negative experiences.					
16	I get confused when I order a meal in English at a restaurant.					
17	It does not worry me to speak English incorrectly.					
18	I do not remember the situations in which I made mistakes.					
19	I get anxious when I have to speak English.					
20	When I get nervous it looks as if I know less English.					
21	I cannot forget my incorrect use of some words.					
22	I start to panic when I speak English with native speakers.					
23	I fear to be misunderstood because of my incorrect pronunciation.					
24	I still remember others' mockery of me because of my language inefficiency.					
25	I feel comfortable speaking English with foreigners.					
26	I am overwhelmed by others' evaluation about my performance.					
27	Negative experiences do not worry me when speaking English.					

**Secondly: Scale of Anxiety-Reducing Strategies**

No.	Statements	SA	A	N	D	SD
1	I practice English speaking skill daily.					
2	I imagine performing respectably before speaking.					
3	I speak slowly in front of others to control my nerves.					
4	I do not volunteer to speak English with others.					
5	I learn the pronunciation of new-learned words.					
6	I ignore anxiety-provoking situations.					
7	I welcome others to enquire as soon as I finish speaking.					
8	I withdraw from English conversations when I get nervous.					
9	I communicate in English with native speakers.					
10	I believe that my language proficiency will be improved by practicing.					
11	I breathe slowly and deeply before speaking.					
12	I do not participate in English presentations.					
13	I learn the most common used phrases.					
14	I trust in my linguistic competence when speaking English.					
15	I do not indulge in stressful interruptions by others during speaking.					
16	I do not communicate with native English speakers.					

**Lastly: Personal information**

Instructions: please write your name and put a tick (✓) next to your answer in the space provided as the case may be.

Name:.....

Gender:

Male  Female

**University:**

University of Jordan  Mutah University  Yarmouk University

**Academic level:**

Freshman  Sophomore  Junior  Senior

**Grade point average:**

Pass  Good  Very Good  Excellent

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