



An Arab EFL Context: Does Variance in Anxiety and Motivation across Gender Impact Language Attainment?

Priya Mathew^{[a],*}; Liz Mundakkal Job^[a]; Tareq Al Damen^[a]; Mohammad Rafiqul Islam^[b]

^[a]Languages Centre, Middle East College, Muscat, Oman.

^[b]Department of Mathematics and Applied Sciences, Middle East College, Muscat, Oman.

*Corresponding author.

cscanada.net/index.php/sll/article/view/j.sll.1923156320130603.2551
DOI: <http://dx.doi.org/10.3968/j.sll.1923156320130603.2551>

Received 17 November 2012; accepted 6 January 2013

Abstract

This study proposes to investigate whether mixed classes are a de-motivating influence and increase anxiety levels and causes variance in performance between males and females. The researchers' observation and documentary evidence suggest that female learners outperformed their male counterparts in assessments and class participation. The main objective of this study was to identify factors which account for the disparity in gender performance, addressing three research questions: a) is there a correlation between gender and performance? b) Do levels of motivation and types of anxiety vary in males and females thus causing variance in language attainment in a co-educational Arab EFL context? c) Does effort work on the anxiety experienced by female students and make the latter beneficial? A questionnaire was administered to a stratified sample of 100 Arab EFL learners in the Foundation Programme at a private college in the Sultanate of Oman. Findings show that although males and females display equal amounts of anxiety and motivation, females still outperformed the males. This study identifies the factors responsible for this disparity.

Key words: Proficiency; Anxiety; Motivation; Gender; Arab EFL learners; Socio-cultural

Priya Mathew, Liz Mundakkal Job, Tareq Al Damen, Mohammad Rafiqul Islam (2013). An Arab EFL Context: Does Variance in Anxiety and Motivation across Gender Impact Language Attainment?. *Studies in Literature and Language*, 6(3), 14-22. Available from: <http://www.cscanada.net/index.php/sll/article/view/j.sll.1923156320130603.2551>

INTRODUCTION

Background

Significance of English in Omani higher education

The importance accorded to the English language by the government of Oman as a medium of national development (Al-Husseini, 2006) and as the language of academia and science and so as a means for modernization (Al-Issa, 2002) is evident in the official support given to the development of the language. In addition, the language is a tool for 'Omanization' which is "the government scheme for gradually replacing the expatriate skilled labour force with Omani citizens" (Al-Jadidi, p.24).

However, the English competence of a large number of Omani students who have completed their secondary school education is below the level of English needed in their tertiary education in which English is the medium of instruction, particularly in the science-based majors (Al-Issa, 2005; cited in Al-Husseini, 2006).

Accordingly, all institutions of higher education in Oman have a preparatory programme for first-year students called 'The Foundation Year Programme' (FYP).

Based on the researchers' teaching experience and observations, not only do a majority of Foundation students have language problems but they also have alienation problems which may cause high levels of anxiety that could lead to feelings of distraction or demotivation among them.

1. RESEARCH SITE

The Middle East College (MEC), Sultanate of Oman, in which this study is done, is the largest private college in the country with a student enrollment of about 4000. About 90% of students need to enroll in the FYP since their Language, Math, Computing and Study Skills are found to be inadequate for the specializations they opt for in their undergraduate programmes.

Students of MEC come from varied social, economic, regional and educational backgrounds. The majority of students in the study are from state schools which are not co-educational. Moreover, the society in the interior regions of the Sultanate is homogenous in terms of religion, culture and even educational background to a certain extent.

Students from remoter geographical locations might therefore find it difficult to adapt to an environment which is entirely different from what they have been used to, in terms of mixed gender classes, foreign instructors and more personal freedom. These observations are based on the interactions that the researchers have had with students for over a period of ten years.

2. LITERATURE REVIEW

Many researchers (Krashen, 1982; Young, 1992; Oxford, 1999; Ehrman and Dornyei, 1998; Mohamad and Wahid, 2013) have reported the significance of affective factors including anxiety and motivation in the second language acquisition process. Furthermore, the impact of cross-disciplinary studies and theories drawn from psychology and sociology cannot be discounted in this area of second language research.

2.1 Motivation

Keller (1983, p. 389) defines motivation from a cognitive perspective as “the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect.” Gardner (1985) defines motivation as “the combination of effort, desire to achieve the goal of learning the language, and favorable attitudes toward learning the language.” More than 50 years after the seminal paper on motivational research published by Gardner and Lambert (1959), we can still see its continuing impact on motivation research. No doubt current SLA researchers concur partly with the conclusion drawn from their study conducted on French language learners that the “maximum prediction of success in second-language acquisition was obtained from ...intensity of motivation to learn the other language.”

These researchers have identified two basic types of motivation: intrinsic and extrinsic, the former has been associated with the fulfillment of immediate goals while the latter has to do with integrating oneself with the target culture. Others like Williams & Burden (1997) opine that

motivation is inseparable from social context as well as individual perspectives.

Dornyei (2001), Gardner and MacIntyre (1991) as well as many others have re-classified these two categories more appropriately as academic or career related and social or cultural ‘orientations’ with different levels of intensity within these categories as well as the possibility of many more orientations.

Many recent studies have attempted to identify the factors affecting motivation detrimentally. Sakai and Kikuch’s (2009) study identifies five de-motivators including teachers and delivery styles, inadequate facilities, lack of intrinsic motivation and test scores. Carreira (2011) in a study conducted on Japanese children’s motivation for studying the language found a “developmental decline in intrinsic motivation for studying in general might influence English lessons”. The findings of this paper may extend research in this area of intrinsic motivation.

Prominent SLA researchers have acknowledged that attitude, motivation and anxiety are closely related to second language acquisition and studies abound in this crucial area of affect. However, as Dornyei and Schmidt (2001) have pointed out, “L2 motivation research has reached maturity ... motivational basis of second language acquisition is fertile ground for research. As recently as in 2009, Dornyei and Ushioda confirm that “L2 motivation is currently in the process of being radically re-conceptualised and re-theorised in the context of contemporary notions of self and identity”. This paper re-explores the construct of motivation in a country which has also been affected by global economic, social and cultural currents.

2.2 Anxiety

Horowitz et al define anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.” Brown’s (2007) describes anxiety in second language learners as being “intricately intertwined with self-esteem, self-efficacy, inhibition, and risk taking.”

Horowitz et al differentiate among three types of language anxiety; communication anxiety which is the fear and reticence experienced by learners when they have to communicate in the target language; test anxiety is experienced by learners especially in the second language classroom where learners’ performance is constantly monitored and anxiety about negative evaluation which may manifest itself in the classroom as well as in other social situations which learners may perceive as evaluative. Young further extended anxiety research by classifying its sources into learner related, instructor related and instructional practice related.

Dornyei et al conducted a study in a unicultural Hungarian setting to find out the attitudinal, motivational and anxiety related factors that impact EFL learners as

also their perception of classroom atmosphere and group dynamics. This was framed against a socio-psychological theoretical approach. Recent studies also support the correlation between anxiety and performance. Sheen, Y. (2008) conducted a study on the performance of low and high anxiety groups after subjecting them to recasts as a method of error correction. She reports that the low-anxiety group performed better than the more anxious learners. There is no reference, however, to gender differences and anxiety.

Having defined the independent variables of anxiety and motivation and establishing an emphatic link between these non-cognitive factors on language performance of EFL learners, this paper now seeks to review some studies on their variable impact on male and female students.

2.3 Anxiety and Motivational Impact on Variable performance Across Gender and Proficiency

Many studies have been conducted on the correlation between anxiety and proficiency. Lui (2006), in a study of Chinese EFL undergraduate students reports higher levels of anxiety among low proficiency learners.

A study published by Fischer, Shult and Hell in 2013 in Germany to examine the reasons why female students tend to outperform their male peers in secondary school. They report that the “advantage can be explained by females’ higher achievement **motivation**. “Showing more compensatory effort as well as self-control and taking more pride in their own productivity helps females to outperform their male counterparts at secondary school.”

A study by Shaaban and Ghaith (2000) in Lebanon found that females are more motivated than male students. This contradicts the findings of this paper which finds that females and males are equally motivated. However, they also report that female students are more willing to exert effort in learning English and that more effort is expended by the low proficient learners.

In a more recent study also done in the Arab context, Salem’s (2006) study also reports that “females make more effort and have a higher perception of the valence of learning EFL than males.” She also used a MANOVA analysis to determine that there is no gender differences indicated in motivation levels, however, the high proficient students put in more effort than their peers and hence show better performance. However, this study does not consider the impact of gender on proficiency and contradicts the findings of the previous study in the matter of anxiety and effort and confirms it in the matter of females putting in more effort.

A study was conducted in Malaysia on young learners of English (Form 4) to determine anxiety and motivation levels in males and females. It found that “girls were significantly more anxious than boys were when it came to “volunteering answers”, “speaking in English”, and “afraid of being laughed at.”

A study conducted by Pomerantz, Altermatt, Ellen Rydell and Saxon, Jill L. (2002) investigated variance in language performance in boys and girls in a school setting. Findings reveal that girls outperformed the boys in four subjects but were in fact more anxiety prone than the boys. It also found a positive correlation between anxiety in females and performance. Cheng (2002) also reports higher writing anxiety in females than in males.

The contradictory findings of numerous studies regarding the relationship between anxiety, gender and proficiency continue to plague this area of SLA research and are a call for further study.

2.4 Debilitating and Facilitating Anxiety

Another dimension of anxiety research emerged in second language studies with the facilitating and debilitating dichotomy. (Scovel, 1978; Horwitz, 1990; Young, 1992; Oxford, 1999) Spielmann and Radnofsky (2001) define the delineation as “euphoric or dysphoric effect” and “non-euphoric or non-dysphoric effect”. A focus of this paper is on the type of anxiety experienced by males and females by correlating it to language performance, which is an angle yet to be studied.

2.5 Location of Current Research

The current study seeks to confirm the findings of previous research that female learners are more anxious than their male counterparts in the second language acquisition and performance process. Hence Krashen’s affective filter hypothesis which claims that a higher affective factor impedes language attainment, is here partially fulfilled. However, this study seeks to explore further the implications of applying this theory to both males and females and addresses the need for further research in the area of high anxiety female students performing better than males in spite of a high affective filter due to the additional effort put in by the former.

3. OBJECTIVES

This study seeks to investigate the following areas:

To investigate possible correlations between gender and performance

To find out whether levels of motivation and types of anxiety differ between males and females in an Arab EFL context thus influencing performance

To find out whether the additional effort put in by female students intertwines with their high anxiety levels to make it beneficial

4. RESEARCH QUESTIONS

The main aim of the research is to clarify the following relationships:

1. Is there a correlation between gender and performance?

2. Do levels of motivation and types of anxiety vary in males and females in an Arab EFL co-educational setting?

3. Does the additional effort made by female students to learn the second language transform their high anxiety into a facilitating type?

5. SIGNIFICANCE OF THE STUDY

Public schools in Oman are not co-educational unlike most tertiary education institutions in Oman like MEC. Allocation of exclusive male social spaces in every Omani home is another instance of the segregation of men and women in social life.

The majority of students are in a class with peers of the opposite gender for the first time, and it was also observed that many FYP classes in MEC are female dominated as they make up about 70% of the target population. This study investigates anxiety and motivation levels in students and their variable impact on performance of males and females. Although many studies have linked anxiety, motivation and gender, no studies in the Arab EFL context have exactly focused on whether the anxiety experienced by males and females is facilitating or debilitating and whether effort works together with high anxiety female learners to make it facilitating and which in turn improves performance. Significant findings could promote further research in harmful or beneficial anxiety research across gender and its correlation with effort.

6. LIMITATIONS

Language competence is tested at various stages of the semester from the point of entry through to the end of the semester. This study tries to find a correlation between aggregate scores of students and the independent variables of affect: anxiety, motivation and effort. Documentary evidence which reveals the gender gap in performance might itself depend on the reliability of the assessment instruments.

The duration of the Placement Test is four hours and therefore actual competence might not be reflected due to various physiological and affective factors in spite of controlling for inter-rater reliability. The same argument applies to all the other test instruments and the skills assessed.

Motivation and anxiety might not be the only factors which account for the variance; differences in individual learners and their environment might have contributed to the disparity in performance. In-depth case-studies could reveal other factors which are accountable for the gender disparity discussed in this study.

Focusing on a particular area of language learning such as reading or writing might reveal more complexities in learning across gender. This study analyses pooled data of language competence across the skills and might

not reveal other interesting phenomena such as males outperforming females in specific areas of language. As the excerpt below states, males might in fact perform better in factual-based assessments while this may not have a bearing on the test scores of girls.

A study has shown that boys performed significantly better on a reading comprehension task involving factual content compared to one based on narrative content. (Gender and Education, p 102)

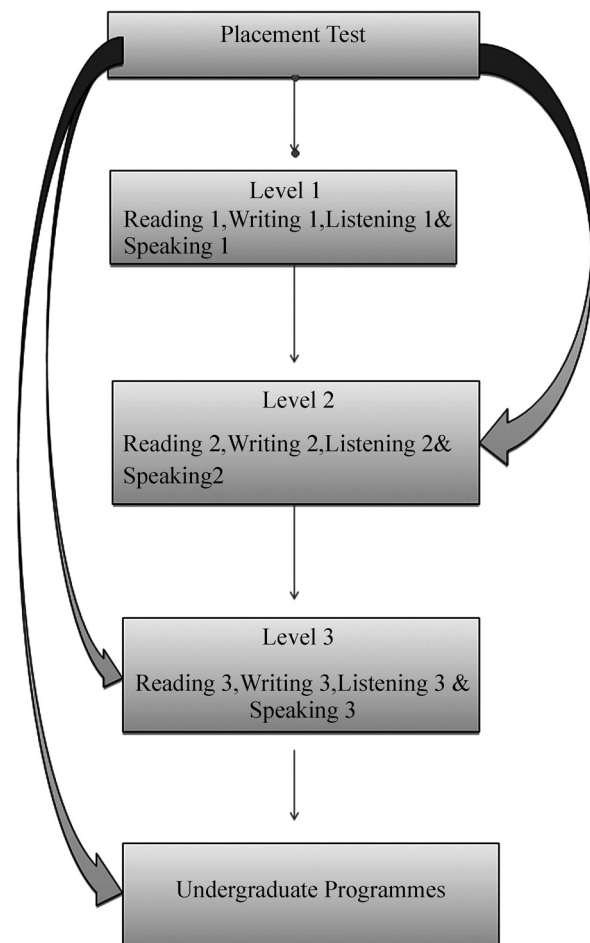
7. AGGREGATE SCORE CALCULATION TO ARRIVE AT PERFORMANCE OF STUDENTS

FYP Assessments

Placement Test

The minimum requirement of all students enrolling in MEC is an English proficiency level equivalent to a band 5.5 on the IELTS scale. Therefore a Placement Test which determines students' proficiency in the English language is administered to all students seeking to enroll in the college.

The Language component of the Placement Test places students as follows:



Continuous Assessments and Final Exam

Each level of the Foundation Year Programme consists of a 14 week semester with various types of continuous assessments, a Mid-Term Test and a final exam. The continuous assessments comprise Speaking skills, project work, vocabulary logs and other study skills.

Sampling Methodology

On the basis of assessment report generated by the CIS, data was available on all the 874 students enrolled in the Foundation Programme, and so all were included in the study. The average marks scored by males and females in the Placement Test, Mid-Term and Final Exam were calculated. It was found that average marks of males were less than that of females. Interestingly, the gap in attainment kept increasing through the semester in favour of the female students. From a 2.9 point difference in the Placement Test, the difference rose to 6.4 in the Mid-Term test and the trend continued with a variance of 9.2 in the Final Exam.

Table 1
Mean of Male and Female Scores in Assessments

Assessment	Male	Female
Placement Test	22.29	25.126
Mid-Term	51.025	57.41
Final Exam	51.0465	60.7

Then by stratified random sampling, 73 females and 27 males were selected randomly based on the proportion of male and female students out of the total number of 874 for the administration of the questionnaire.

A questionnaire adapted from Horowitz et al (1986) was then administered to both males and females to find out whether there is a correlation between performance on the one hand and anxiety and motivation levels on the other.

Respondents were almost equally divided among the three levels of the Foundation Programme; 73 females and 27 males were administered the questionnaire. There was equal representation from each of the levels of the FP; out of the 100 respondents, 34 were from Level 1, 37 from Level 2 and 29 from Level 3. The majority of the students who participated in the study were in the age group of 18 to 25. The analyses of data are conducted with the help of the statistical package program, SPSS.

DATA ANALYSIS AND FINDINGS

There is fair representation from all governorates in the sample population selected and reflects the

actual proportion of students hailing from the various governorates. 46% of respondents were from Muscat, the capital area followed by 15% from Al Bathinah South, 11% from Al Sharqiyah south, 10% from Al Sharqiyah North, 5% from Al Dhaklia, 2% from Buraimi and 1% each from Al Wusta and Al Dhahira. 90% of students are unmarried and only 7% are employed. More than 50% of students do not come from a co-educational institution.

The aim of the questionnaire was to detect the levels of anxiety and motivation between male and female students if any, and to check whether there is a correlation between these factors and disparity in performance across genders.

Analysis of responses to the question of whether students feel comfortable to be corrected by the teacher in front of the opposite gender revealed that there is no significant difference in the level of anxiety between male and female students. The Pearson Chi-square test indicated a p-value of 0.299. Similarly, the Pearson Chi-square test found that there is no significant difference (p-value is 0.998) between male and female students when asked whether they are embarrassed while answering the teacher in class. Evidently, most students do not experience feelings of anxiety in such classroom situations.

The same test indicates that there is no substantial difference (p-value is 0.686) between male (51.9%) and female (58.9%) students anxiety level when teachers questioned them in front of peers. Both male (74.1%) and female (74.0%) students are worried about failing the English modules as Pearson Chi-square test shows with a p-value of 0.999.

It is apparent that all students also have high levels of test anxiety and worry about doing well in assessments. The researchers wanted to find out if anxiety is a factor affecting test performance and whether this could be linked to a low desire to learn the target language among male students. However, the Pearson Chi-square test shows that there is no significant difference (p-value is 0.461) between male and female students. Findings suggest that both male (96.3%) and female (89.0%) students are highly motivated to learn English. 89% of respondents claim that they want to learn the English language and most say that they take additional efforts outside the classroom.

However, researchers have observed that male students do not put in as much effort as the female students and these observations are further supported by findings from the survey.

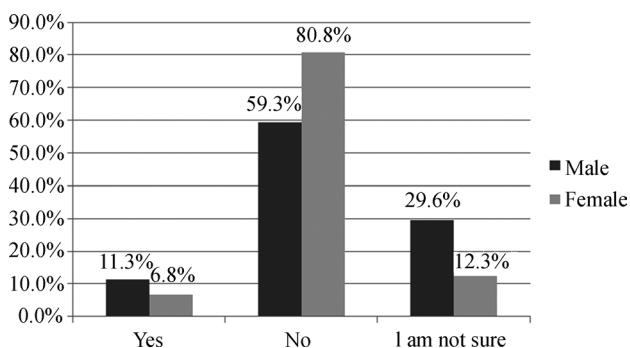


Figure 1
Meeting Deadlines for Assignment Submissions in Males And Females

Findings revealed significant differences between males and females on keeping to deadlines in assignment submissions. The Pearson Chi-square test finds that there is a significant difference (p-value is 0.07) between genders at 10% level of significance. It can be deduced that female students (80.8%) are more active than male students (59.3%) in completing their assignments on time and do not ask for extensions of the deadline for submission.

Continuing the analysis on responses to items on motivation, both male (44.4%) and female (58.9%) students did not find English very difficult and could understand their teachers. The Pearson Chi-square test yielded a p-value of 0.220 which helped the researchers arrive at this premise.

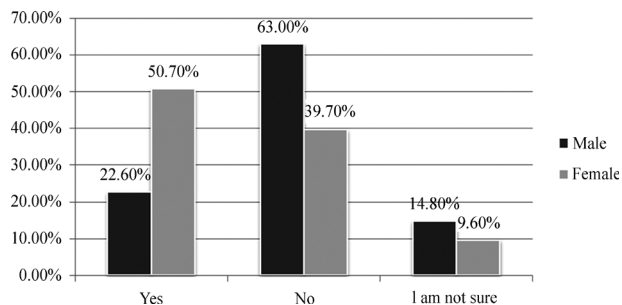


Figure 2
Level of Comfort in Males and Females in Mixed-Gender Classes

Contrary to the researchers' expectations, (Fig.1) it was found that many female students (50.7%) do not feel comfortable having more of the opposite gender in the class whereas male students (63.0%) do not mind having more of the opposite gender in the class. The Pearson Chi-square test indicated a p-value of 0.038 pointing to a statistically significant difference of at 5% level of significance.

Regarding methods of delivery, both male (70.4%) and female (74.0%) students agree that if teachers changed their methods of delivery, they would understand better in the class. From the Pearson Chi-square test reveals that there is no significant difference (p-value is 0.373) between male and female students for this question. It is interesting to note that the majority of students

have a favorable attitude towards the second language community. Almost all students think that knowledge of the second language is important in their lives and claim to know the reasons for its significance.

DISCUSSION

Any attempt at understanding the complex affective factors underlying second language learning should perhaps start with Brown's (2007) question, "Who are the learners that you are teaching?" It is only after attempting to understand the learner can the curriculum designer or classroom practitioner try to design an ideal set of circumstances for optimum language learning.

Interestingly, more than 50% of students are in mixed gender classes for the first time and compelling students to work in mixed groups may have made the boys more vulnerable to feelings of low self-esteem and fear of losing face. "Xiao (2006) notes a similar response in his study of Chinese university students and adds that the main reason for not wanting to answer questions in class may be related to the issue of losing face."

Being forced to compete with women in a competitive atmosphere may cause high levels of debilitating anxiety which manifests itself in boys' unwillingness to take risks. Male students are more sensitive than female students when it comes to taking risks and being the subject of ridicule in front of peers of the opposite gender. These findings are also supported by classroom observations.

Krashen (1982) argues that self-esteem is strongly related to language anxiety. He believes that foreign language anxiety has an impact on the individual's self-esteem and risk-taking behavior. The findings of this study, however, do seem to confirm this view for the males but not for the females.

Various studies have concluded that risk-taking behavior is a trait displayed by the ideal second language learner. (Brown, 2007; Rubin, J. & Thompson, I. 1994) Learners in the study are at a disadvantage as risk-taking can only be expected in a language classroom free from anxiety. The implications of a supportive classroom environment for successful language acquisition cannot be understated (Dornyei and Csizer, 1998). As Lightbown and Spada have pointed out, ... principal way that teachers can influence learners' motivation is by making the classroom a supportive environment (Lightbown & Spada, 2006).

Responses of female students indicate that they too are as anxious as the male students in certain classroom situations. But findings reveal a negative correlation between anxiety and performance among female students. They do not "support the notion that negative emotions invariably equal no learning" (Swain, Kinnear & Steinman, 2011). Similarly, the sociocultural theorist,

Leont'ev (1981), distinguishes between stress which is a learning impediment and tension which is a motivator. The educational opportunities that are now open to female students in a society that previously frowned upon it may be an impetus and motivation for better language performance observed in females.

It is evident from the general responses that lack of motivation is not the factor that affects performance. Responses indicate that students are aware of the importance of learning the target language and have a very high desire to achieve proficiency in it. A favourable attitude towards the second language community contributes to the students' desire to learn the language. Therefore, a second explanation for poor performance of male students could be debilitating anxiety compounded by lack of effort.

Exams are an evident source of anxiety as corroborated by an average of 68% of respondents. This supports various studies (Bailey & Nunan, 1996; Madsen, 2006) and should prompt curriculum and assessment designers in the research site to re-think their strategies. Approximately 70%, a significantly high percentage, believe that changes in methodology will improve their understanding of the second language. Respondents were not given any open-ended questions therefore they could not expand on exactly where the methodology has to be changed. However, issues of methodology will not be discussed in this paper.

SUGGESTIONS FOR FURTHER STUDY

Focusing on particular skills such as Reading or Writing could prove useful as against aggregate scores since some studies done previously have pointed out that males and females show variable performance in certain areas of SLA based on natural traits or aptitudes typical of that gender. Further investigations might be able to identify patterns of performance variability and the factors underlying them.

...contrasting gender differences in measures of motivation. In most countries, girls claim more effort and persistence... (Gender and Education, p4)

Exposure to the language, geographical factors, strategy use, motivation, delivery strategies and other factors influencing performance of males and females in particular contexts could be the subjects of further study. For instance, in Omani society, education was long a male endeavor and it was only after the Renaissance that women had access to learning opportunities perhaps accounting for higher performance levels in females.

Ethnographic studies could yield deeper insights into the various 'orientations' of affect causing variation in language skills attainment across gender.

CONCLUSION

Findings of the study indicate that there are no major differences in the levels of anxiety and motivation displayed by both male and female students. The most noteworthy trends identified are that females tend to be more anxious and uncomfortable in class thus supporting similar studies. However, it is not apparent whether the presence of male students influenced the anxiety levels of female students.

The findings of this paper indicate that the anxiety experienced by female students is facilitating as seen in their performance as opposed to the anxiety experienced by male students. Effort has been identified as one of the factors which may have had a positive effect on female students' performance. But this is an area which requires further study especially in the Arab EFL socio-cultural context.

Based on the findings of this study, there is good reason to believe that some adaptations to the model of foreign language teaching might need to be made keeping in mind the nature of the society that these students come from. (Holliday, 1994; Flowerdew & Peacock, 2001) It goes without saying that further investigations need to be undertaken for a definitive conclusion to be drawn; nevertheless the findings of this study cannot be neglected without further inquiries.

REFERENCES

- Al-Busaidi, K. A. (1995). *English in the labour market in multilingual Oman with special reference to Omani employees* (Unpublished doctoral dissertation). University of Exeter, England.
- Al-Husseini, S. (2006). The visible and invisible role of English foundation programmes: A search for communication opportunities within EFL contexts. *Asian EFL Journal*, 8(4), 35-51.
- Al-Issa, A. S. (2005). An ideological discussion of the impact of NNEST's English language knowledge on ESL policy implementation: A special reference to the Omani context. *Asian EFL Journal*, 7(3), 98-112.
- Al Jadidi, H., & Sangunietti, J. (2010). Characteristic pedagogical styles of bilingual and monolingual English teachers. *International Journal of Arts and Sciences*, 3(16), 131-147.
- Bailey, K.M. & Nunan, D. (1996). *Voices from the language classroom*. New York: CUP.
- Brown, D. H. (2007). *Principles of language teaching* (4th ed.). White Plains, NY: Longman.
- Carreira, J. M. (2011). Relationship between motivation for learning EFL and intrinsic motivation for learning in general among Japanese elementary school students. *System*, 39, (1), 90-102.
- Cheng, Y. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals*, 35 (6), 647-656.

- Department for Education and Skills, corp creator. (2007) *Gender and education : the evidence on pupils in England*. Great Britain.
- Dörnyei, Z & Csizér, K. (1998). Ten commandments for motivating language learners: results of an empirical study. *Language Teaching Research*, 2(3). Retrieved March 14, 2013, from <http://www.zoltandornyei.co.uk/uploads/1998-dornyei-csizer-ltr.pdf>
- Dornyei, Z., & Csizer, K (1998). Ten commandments for motivating language learners: Results of an empirical study. *Language Teaching Research*, 2, 203-229.
- Dornyei, Z. (2001). *Teaching and researching motivation*. Harlow, England: Pearson Education.
- Dornyei, Z., & Schmidt, R.W. (2001). *Motivation and second language acquisition*. Hawai University of Hawai.
- Dörnyei, Z., & Ushioda, E. (2009). *Motivation, language identity and the L2 self*. Bristol, UK: Multilingual Matters.
- Ehrman, M. E. and Dörnyei, Z. (1998) *Interpersonal dynamics in second language education*. Thousand Oaks: Sage.
- Fischer, F.,Schult, J., & Hell, B. (2013). Sex differences in secondary school success: Why female students perform better. *European Journal of Psychology of Education*, 28(2), 529-543.
- Flowerdew, J. & Peacock, M. (2001). *Research perspectives on english for academic purposes*. Cambridge: Cambridge University Press.
- Gardner, R. C. & MacIntyre, P. D. (1991). An instrumental motivation in language study: Who says it isn't effective?. *Studies in Second Language Acquisition*, 13 (1), 57-72.
- Gardner, R. C. & Lambert, W. (1959). Motivational variables in second-language acquisition. *Canadian Journal of Psychology*, 13(4), 266-272.
- Holliday, A. (1994). *Appropriate methodology and social context*. Cambridge: Cambridge University Press.
- Horwitz, E. (1990). Attending to the affective domain in the foreign language classroom. In S. Magnan (Ed.), *Shifting the instructional focus to the learner*. Middlebury, VT: Northeast Conference on the Teaching of Foreign Languages.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. In E.K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implication* (pp. 27-36). Englewood Cliffs, NJ: Prentice Hall.
- Keller, J. (1983). Motivational design of instruction. In C.M Reguleth (Ed.), *Instructional design theories and models* (pp. 383-436). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- Kromos, J., Kontra, E., & Csolle, A. (2002). Language wants of English majors in a non- native context. *System*, 30(4), 517-542.
- Leont'ev, A. N. (1981). Psychology and the language learning process. Oxford: Pergamon Press.
- Life, J. (2011, September). Motivation and EFL University Students in North-East Asia. *The Asian EFL Journal Quarterly*, 13(3). Retrieved April 14, 2013, from <http://www.asian-efl-journal.com/PDF/September-2011.pdf>
- Lightbown, P. M. & Spada, N. (2006). *How languages are learned*. China: Oxford University Press.
- Liu, M. (2006). Anxiety in chinese EFL students at different proficiency levels. *System*, 34, (3), 301-316.
- MacIntyre, P., Baker, S., Clement, R. & Conrod, S. (2001). Willingness to communicate, social support, and language learning orientations of immersion students. *Studies in Second Language Acquisition*, 23, 369-388.
- MacIntyre, P., Dornyei, Z., Clement, R. & Noels, K. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *Modern Language Journal*, 82, 545-562.
- Madsen, H. S. (2006, October). Determining the debilitating impact of test anxiety. *Language Learning*, 32(1). Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-1770.1982.tb00522.x/abstract>.
- Mohamed, A. R. & Wahid, N. (2013). *Anxiety and speaking english as a second language among male and female business students in universiti industri selangore*. Retrieved from www.onlinereview.segi.edu.my/chapters/vol2_chap7.pdf.
- Oxford, R. (1999). Anxiety and the language learner: New insights. In J. Arnold (Ed.), *Affect in language learning* (pp.58-67). Cambridge, UK: Cambridge University Press.
- Oxford, R.L. (2001). Language Learning Styles and Strategies. In Marianne Celce-Murcia (Ed.), *Teaching English as a Second or Foreign language* (3rd ed., p. 365). Boston: Heinle Cengage Learning.
- Pomerantz, E. M., Altermatt, E. R. & Saxon, J. L. (2002). Making the grade but feeling distressed: Gender differences in academic performance and internal distress. *Journal of Educational Psychology*, 94(2), 396-404.
- Rubin, J. & Thompson, I. (1994). *How to be a more successful language learner*. Boston: Heinle & Heinle.
- Sakai, H., & Kikuch, K. (2009). An analysis of demotivators in the EFL classroom. *System*, 37(1), 57-69.
- Salem, N.M. (2006). *The role of motivation, gender and language learning strategies in efl proficiency*. Lebanon: University of Beirut, Beirut.
- Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning*, 28(1), 129-142.
- Shaaban. K.A. & Ghaith, G. (2000). Student motivation to learn english as a foreign language. *Foreign Language Annals*, 33(6), 632-644.
- Sheen, Y. (2008). Recasts, language anxiety, modified output and L2 learning. *Language Learning*, 58(4), 835-874.

- Spielmann, G. & Radnofsky, M. L. (2001). Learning language under tension: new directions from a qualitative study. *The Modern Language Journal*, 85(2), 259–278.
- Swain, M., Kinnear, P & Steinman, L. (2011). *Sociocultural theory in second language education*. Bristol, UK: Multilingual Matters.
- Williams, M., & Burden, R. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge, UK: Cambridge University Press.
- Wong, M.S. (2009). *Language anxiety and motivation to learn english: a glimpse into the form 4 classroom Date of document completion*. Paper presented at the UPALS International Conference on Languages, Pulau Pinang, Malaysia.
- Young, D. (1992). Language anxiety from the foreign language specialist's perspective: Interviews with Krashen, Omaggio-Hadley, Trrell, and Rardin. *Foreign Language Annals*, 25 (2), 157-172.