

## **A Study on Second Language Speaking Students Anxiety among Undergraduate Students of the University of Balochistan**

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### **Abstract:**

*A study was carried out to decide the view of the undergraduates of University of Balochistan Quetta towards the sentiment anxiety they encountered when speaking in the second language. In particular, the destinations of the study were to examine students' anxiety level towards communicating in English as a second language and to distinguish the sorts of talking exercises that brought on high anxiety level among the students. Communication trepidation, anxiety of negative assessment and general feeling tension were among the variables contemplated in the investigation. The instrument utilized for the study was Horwitz's (1983) Foreign Language Classroom Anxiety Scale (FLCAS). The questionnaire comprises of 18 items, each one on a 5-point Likert scale extending from "strongly agree" to "strongly disagree". The collected data were analyzed using SPSS version 20 Windows and were presented in form of descriptive statistics which include percentages and mean. Results from the study show that students experienced moderate level of anxiety.*

### **Introduction:**

As English has picked up prominence and is the standard of training and appraisal in class in practically every institution around the world, correspondingly it is in rehearsed at University of Balochistan Quetta, also, for some learners/students there is dependably been honest tension of execution in the second language, a sensation known as (foreign or second) language

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anxiety which can be obstacle in their execution and accomplishment. The reason being is the extreme sum which has been charged as educational cost expense regardless of their endeavors and vitality dedicated on considering and scrutinizing in created nations, speaking second language anxiety as a conspicuous component that can block students' execution and accomplishment and does not permit them to take an interest in learning exercises, is rebelliously a center issue advocated more research and examination. Albeit numerous researchers have contributed their examination on significant reasons for anxiety in speaking second language in mid-1970s, there is an absence of examination concerning social circumstances as a conceivable element that can add to anxiety when speaking in class of students' tension is likewise another variable that couple of examinations have embraced. This study will concentrate on the components bringing anxiety among EFL learners by and large and particularly first year understudies of University of Balochistan.

### **Background of the study:**

The issue of language anxiety has gotten the consideration and has being concentrated on with expanding rate as of late due to its effect on second language learning, presentation and achievement. The present study will be a significant enthusiasm to language instructors and students due to the theoretically negative impression of foreign language anxiety, not just on the different ranges of language execution, additionally on students methodologies and perceptions of language learning by and large (Phillips, 1992, referred to in Onwuegbuzie et al., 1999). The route the past existing writing has delineated anxiety, it doesn't characterize uneasiness completely. It is in this way specialists have likewise fizzled how anxiety assumes its imperative part in language learning and execution. In any case, a portion of the analysts have decided the reality the both anxiety and accomplishment are connected i.e., the expansion in anxiety causes poor execution in language learning and abatement in tension helps up execution and capability level in second language learning (Clement, Gardner, and Smythe, 1977, 1980: referred to in Onwuegbuzie et al., 1999: 218). (Pimsleur, Mosberg, and Morrison, 1962, Backman, 1976, Scovel, 1978: referred to in 1999: 218). As indicated by Horwitz

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(2001) the part of anxiety and its significant part in accomplishing capability in the target language is still unaddressed, that "an examination of the exploratory examination looking at the relationship in the middle of anxiety and second language learning is, to a degree, confounding, showing some clashing confirmation and outlining that tension is a complex, multi-faceted build." Along with the undesirable properties of discomfort on language learning and presentation, anxiety has not been viewed as positive component of language learning. Nervousness, in its debilitating and streamlining shapes, obliges parallel to strengthen and to tell the learner. Smoothing anxiety "supports up the learner to "battle" the new learning task; it incites the learner energetically for strategy execution" (Scovel 1991:22). Crushing anxiety, in refinement, "urges the learner to "escape" the new learning undertaking; it rouses each individual energetically to support evading execution" (ibid).

### **Problem statement:**

Since the freedom of Pakistan or even before the segment communicating in English has dependably been an anxiety for most of the general population of nation, yet after the autonomy individuals began to overcome on this issue by applying distinctive errand and procedures yet the same issue exists as well as fortify its root in understudy's organization. the quandary wins because of order of our instructive framework( Urdu medium and English medium ) larger part of the populace is poor and can't manage the cost of the high expense structure and at last students are placed into the Urdu medium schools, in the wake of passing their (SSC) secondary school certificate they are presented to universities where the medium of guideline is in English, the troubles begin to rise when the students can't derive their addresses and in the event that they are requested that present something before the class in target language they begin indicating anxiety.

This anxiety turns into a lasting element of their identity and hamper the advancement in the field of training, this doesn't give students a chance to exceed expectations their natural ability and substantiate themselves worth for the families, society or more just

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for the nation, this study will streamline the anxiety variables among the first year undergraduates students of University of Balochistan and help students overwhelm their tension to wind up a sure speakers of second language and demonstrate their advancement in the field of instruction and get to be fruitful learners, instructors, researchers, speakers of second language .

**Objectives of study:**

The objectives of this study are:

- (i) To investigate students' anxiety level towards speaking English as a second language.
- (ii) To identify the factors caused English speaking anxiety

**Significance of the study:**

University of Balochistan began working in June 1970, since the introduction of this foundations numerous specialists have contributed to convey institutionalized instructing however to the best of my insight not very many have highlighted the issue of tension, faults, weaknesses and less attempted to uncover the variables bringing about anxiety, this exploration will be an extraordinary point of reference and commitment towards the improvement of students oral capability which will empower them to confront the difficulties of this focused period where the hardest survives.

Students who get enlisted at University of Balochistan have the English foundation since they were taught in English and functional English as a mandatory subject was additionally incorporated into their syllabus, yet at the same time the capability level is underneath normal and the significant reason for this crumbling is the trepidation/nervousness to talk in broad daylight and in classroom setting.

The discoveries of this very study will likewise attempt to streamline the anxiety associated with foreign language students' poor support of the students in the class at University of Balochistan so as to help educators be responsive of the elements that prompt speaking anxiety so they can adapt to this issue and propose reasonable answers for it. Moreover, the discoveries could empower educators/scientist/researchers to create strategies and practices for working with EFL students. At long last, they could help higher

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Authorities in building up the course material and outlining educational modules by contemplating the discoveries of the study.

This exploration will make ready to the kindred researchers, students and analyst to center their consideration towards the variables bringing about uneasiness and unquestionably it will open up new vistas for them to think and apply the same examination line.

### **Scope of study:**

This present study emphases on the components creating English speaking anxiety among undergraduate students of University of Balochistan beyond their age, region they have attained their basic education, the irrespective of the first language they converse with family or fellow beings.

### **Definition of anxiety:**

Anxiety has been described in Longman Dictionary of Language Teaching and Applied Linguistics “Subjective feelings of apprehension and fear associated with language learning and use. Foreign language anxiety may be a situation-specific anxiety, similar in that respect to public speaking anxiety. Issues in the study of language anxiety include whether anxiety is a cause or an effect of poor achievement, anxiety under specific instructional conditions, and the relationship of general language anxiety to more specific kinds of anxiety associated with speaking, reading, or examinations”.

### **State-Tate-Trait Anxiety:**

The qualification amongst state and characteristic tension is instituted by Spielberger (1972b). Essentially, state anxiety alludes to passionate and physical responses towards a boost secured as a risk in a specific connection while characteristic anxiety alludes to individual contrasts in responses towards an apparent danger in the earth all in all (Spielberger, 1972b). At the end of the day, a circumstance particular reaction of nervousness is considered as state tension and a general reaction of anxiety is acknowledged as characteristic anxiety. As indicated by Spielberger, Anton, and Bedell (1976), the development of state and attribute anxiety may

rely on upon the collaboration between the examination and assessment of risk and mental guard component, which stresses the significance of individual contrasts in data handling stages, for example, discernment and encoding. On account of this, we trust that levels of state and attribute tension might be utilized as determinants of an individual's summed up non-clinical anxiety level as they can speak to one's general and setting particular nervousness responses. In this way, a general perspective on an individual's disposition towards conceivable anxiety inciting jolts can be gotten by means of levels of state and characteristic anxiety.

### **Foreign Language Anxiety:**

While being characterized as in the gathering of "particular tension responses" by Horwitz, Horwitz, and Cope (1986), foreign language anxiety emerges in its appearance in language particular learning circumstances (MacIntyre and Gardner, 1991a). In this manner, as indicated by MacIntyre and Gardner (1994b), language anxiety is the sentiment strain and dread in second language connections particularly amid talking, listening and learning. Likewise, the meaning of social anxiety by Schwarzer (1986) and Botton (2004) has comparative qualities with second language anxiety including the sentiment strain and inconvenience, negative assessment of one's self and maintain a strategic distance from and retreat from social settings. Therefore, foreign language anxiety is additionally considered as a kind of social uneasiness because of its temperament to show up in formal dialect learning settings, which has a lot of social collaboration (MacIntyre and Gardner, 1989; 1991b).

### **Text anxiety:**

Test anxiety is another sort of anxiety seen regularly in training. Zeidner and Matthews (2005) characterize test anxiety as phenomenological, physiological and behavioral responses identified with negative results and desires from an exam or a test. Ideas of state and attribute anxiety have likewise been reflected in test tension. Spielberger states that test anxiety is a situation-specific form of trait anxiety and both state and trait anxiety have negative effect on test anxiety. According to Spielberger (1972a, b, c) and Spielberger & Vagg (1995), evaluative connections might be

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considered in an all the more undermining route in the psyche of an individual if characteristic anxiety level is high. Spielberger and Vaag (1995) additionally trust that large amounts of state tension influence the execution of a person by actuating the troubling musings in the psyche in an evaluative setting and these impacts can be seen amid data handling stages. It is recommended that people with high tension levels tend to occupy their consideration towards hunting down a conceivable wellspring of anxiety (Vasey, El-Hag, and Daleiden 1996; Zeidner, 1998), which thusly prompts poor encoding (Beck and Clark, 1997; Mathews, 2006), preparing, review (Baddeley, 1999; MacLeod, 1996) and execution (Naveh-Benjamin et al., 1981; Naveh-Benjamin, McKeachie, and Lin, 1987); an aggregate subjective impedance (Lee and Vaughan, 1996; Sarason, Pierce, and Sarason, 1996; Tobias, 1985). Quickly, a little Evrim Önem flash of tension can begin a chain response influencing each phase of the data handling framework and learning. Spielberger (1972b) claims that there are two noteworthy parts of test anxiety: stress and emotionality. "Stress" alludes to concerns and inward musings about disappointment in appreciation to self-regard, self-center and self-related considerations while "emotionality" alludes to physiological reactions to the test, like Liebert and Morris' (1967) ideas of stress and emotionality. Test anxiety impedes execution and information recommend that both stress and emotionality affect execution, however stress' are more conspicuous (Cassady, 2004; Minor and Gold, 1985; Goetz et al., 2008; Lee and Vaughan, 1996; Zeidner, 1998; Zeidner and Matthews, 2005).

### **Research Methodology:**

Before the data collection procedure a pilot study was conducted to test the validity and reliability of the survey questionnaire and to get criticisms and proposals from the respondents.

### **Respondents of the study:**

The study was conducted on undergraduate students of University of Balochistan. There were a sum of 150 respondents

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included in this study. Eighty were female students while another 70 were male. They were randomly picked from the four different departments, where undergraduate students are enrolled.

**Research Instruments:**

However, in this study, the researcher adapted the questions based on the items of negative evaluation, communication apprehension and general feeling of anxiety. It is because the items are related with speaking anxiety as a second language. The questionnaire consisted of 18 items, each on a 5-point likert scale ranging according to Strongly Agree (scale point 5), Agree (scale point 4), Neither Agree or Disagree (scale point 3), Disagree (scale point 2) and lastly Strongly Disagree (scale point 1).

**Data analysis:**

The questionnaire was served in order to gather data from 150 randomly selected undergraduates from four different departments of University of Balochistan and then the same data was analyzed on the software SPSS version 20 to get percentages, mean and standard deviation.

**Result and findings:**

***Descriptive Statistics***

Table 01

N	Minimum	Maximum
Mean		Std. Deviation
I never feel quite sure of myself when I am pronouncing English words in my language class.		
150	1	5
3.44		1.339
I am usually at ease when using grammar in my speaking in my language class.		
150	1	5
3.41		1.188

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I get tensed and confused when the teacher does not understand what I mean in English.

150	1	5
3.61		1.326

I keep thinking that the other students have better English accents than I do.

150	1	5
3.52		1.278

In my language class, it bothers me when I cannot speak English very much because of my grammar.

150	1	5
3.41		1.281

I start to panic when I am not sure of saying something that makes sense in English.

150	1	5
3.43		1.318

I never feel embarrassed when other students are hearing my English accent in my language class.

150	1	5
3.37		1.339

I would be worried failing to use correct grammar in my speaking in my language class.

150	1	5
3.49		1.335

I can feel my heart pounding when the teacher asks me the question; "what do you mean?"

150	1	5
3.37		1.349

The more I try to speak English fluently in the class, the more disappointed I get.

150	1	5
3.23		1.357

I wonder why some people feel very self-conscious when teacher corrects their grammatical mistakes.

150	1	5
3.46		1.272

It bothers me when I cannot speak English with a good accent in my language class

150	1	5
3.55		1.293

While speaking in my language class, I feel intimidated when I translate word by word the expressions from my native language into English language.

150	1	5
3.51		1.230

When I want to use correct grammar to speak English in the class, I get so nervous that I forget what to say.

150	1	5
3.41		1.317

In my language class, I feel pressured when I use English sentences not heard before.

150	1	5
3.33		1.207

I always feel that the other students will laugh at my accent as I speak English in class.

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150	1	5
3.35		1.395

It frightens me when I cannot speak English without any grammatical mistakes in the class.

150	1	5
3.42		1.392

I do not feel afraid when the teacher does not understand what I mean in English.

150	1	5
2.29		1.167

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**Results, finding and discussions:**

The finding reveals that anxiety is permanent segments of undergraduate students of University of Balochistan, as it can be seen from the finding that majority of the students have highlighted anxiety as a common phenomenon of their personality.

Table 02

*Descriptive statistics of the speaking anxiety experienced by ESL students*

Contributory Factor of ESL Speaking Anxiety	No of items	Mean	SD
Trait Anxiety	1,4,6,14,16,18	19.4400	3.75326
Foreign Language Anxiety	2,5,10,12,13,15	20.4400	4.73383
Test Anxiety	3,7,8,9,11,17	20.7200	4.03029

As can be perceived through Table 02, the most influential factor on the ESL speaking anxiety is the test anxiety (M=20.72, SD=4.0.0).

As it is obvious from the results that most of the undergraduates give their say for test anxiety because there is always a fear of getting failed of securing lower grades in class room and consequently this create the anxiety among the students regards psychological anxiety, examples of items that evaluate students' level of self-esteem in taking test in English include "I get tensed and confused when the teacher does not understand what I mean in English.", and "I would be worried failing to use correct grammar in my speaking in my language class.". In a nutshell, the test anxiety was caused by a combination of self-doubt and communication anxiety, and is experienced in the both genders.

The component influencing the level of test anxiety is diverse test strategies utilized as a part of testing methodology. Shohamy (1982) expected to decide substitute behaviors toward testing strategies and distinguished a relationship between dispositions toward methodology and accomplishment on tests. The outcomes uncovered that alternate dispositions towards oral meeting test were greater than cloze test. Then again, Lynne (1984) examined social contrasts in second language aural perception levels among Asians under the imperatives of foundation request. It was found that the disorder tests were the most tension delivering sort of tests for the gatherings. At last, with the expect to figure out if students would encounter differential levels of anxiety when confronted with three distinctive second-language perusing appraisal techniques, Oh (1992) found that cloze and verbally process methodology expanded tension. Exam organization and directions in language testing are two elements identified with test tension among learners. For instance, a study by Mandelson (1973) intended to clear up a few progression of test anxiety in foreign language classroom. The creator takes note of that diverse test guidelines influenced the levels of test anxiety. Moreover, the aftereffects of the study by Madsen and Murray (1984) demonstrate that substitute concerns went past the typical exploration enthusiasm for exam organization to demonstrate that elements, for example, absence of nature with inquiry sorts or view of exam deformities constitute critical wellsprings of anxiety. Despite what might be expected, Scott (1986) evaluated local Brazilian students full of feeling responses to various test designs that surveyed capability in oral English as a foreign language. A multivariate examination of

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fluctuation in light of the aftereffects of a component investigation showed no critical distinction among understudy responses to the diverse test designs.

The finding revealed as in table 02 , the second most anxiety creating factor is English speaking as a foreign language anxiety experienced by the undergraduates of University of Balochistan where the (M=20.44, SD=4.733). As regards psychological anxiety, examples of items that evaluate students' level of self-esteem in speaking in English include "I never feel quite sure of myself when I am speaking in English", "The more I try to speak English fluently in the class, the more disappointed I get.", and "While speaking in my language class, I feel intimidated when I translate word by word the expressions from my native language into English language.". To sum up, the psychological anxiety was caused by a combination of self-doubt and communication anxiety, and is experienced in the both genders (1991 as cited in Yahya, 2013), communication apprehension may exist both outside and inside of the classroom; inside the classroom there are other types of anxiety: the worries about being evaluated and the worries of looking foolish in front of peers. In the literature, some of the reasons why students tend to be silent listeners rather than active speakers in oral English classes are psychological pressure of making mistakes in the presence of their classmates, and performing poorly during their oral performance due to poor English proficiency (Chan, Yusof and Abdullah, 2012; Horwitz, Horwitz and Cope, 1986; Tunaboyle, 1993 as cited in Yahya, 2013)

The third most anxiety creating factor is trait anxiety in English speaking as a foreign language experienced by the undergraduates of University of Balochistan where the (M=19.44, SD= 3.753). As regards psychological anxiety, examples of items that evaluate students' level of self-esteem in speaking in English include "I never feel quite sure of myself when I am pronouncing English words in my language class., "I start to panic when I am not sure of saying something that makes sense in English."

For Blau (1955), anxiety as a full of feeling state is an uncomfortable enthusiastic state in which one sees risk, feels oneself feeble, and encounters strain even with a normal threat. In

this sense, anxiety could be arranged in three sorts: attribute, state, and circumstance particular anxiety. Initially, Scovel (1978) states that characteristic anxiety is seen as a part of identity, and a more changeless attitude to be restless. Second, for Spielberger (1983), state tension is a misgiving experienced at a specific minute in time as a reaction to an unmistakable circumstance. At last, as Ellis (1994) notes, circumstance particular tension relates to trepidation that is one of a kind to particular circumstances and occasions. Language anxiety, as Horwitz, Horwitz and Cope (1986) propose, is a particular complex of self-discernments, convictions, emotions and practices identified with classroom language speaking in which emerge from the uniqueness of the language learning process. Then again, Gardner and MacIntyre (1993) depict the idea as dread experienced when a particular circumstance requires the utilization of a second language the individual is not completely capable

### **Conclusion:**

Recognizing a jolt as a risk is imperative. Berksun (2003) and Işık and Taner (2006)

Characterize anxiety as a response to a source of anxiety to survive. The discoveries uncovered that the members experienced foreign language classroom anxiety and test anxiety in learning English in this study, and the relationship between foreign language classroom anxiety and test anxiety were emphatically related paying little mind to gender and English capability levels. As per Koralp's (2005) study, it was found that there was a positive relationship between test anxiety and foreign language anxiety. As such, the discoveries of this study related with Koralp's (2005) discoveries. Other than this, Cheng (2001) has demonstrated that student's level of anxiety about English class was adversely and unequivocally related with their English self-adequacy. Moreover, self-adequacy was found to affect learners' level of second language learning anxiety. At the end of the day, learners of low English self-adequacy uncovered having encountered an altogether more elevated amount of English class anxiety than those of generally high English self-viability. Fundamentally, the discoveries of the study are likewise reliable with Cheng's discoveries (2001). Both Gardner, Tremblay, Masgoret (1997) and Wharton (2000) have demonstrated that there was an exceedingly

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negative connection between language learning anxiety and the capability level. In this study, we can reason that the same results reverberation Gardner et al (1997) and Wharton's (2000) results. Further, Khaldieh (2000) watched that less capable understudies showed more tension than fit understudies.

Matsuda and Gobel (2004) trusted that sexual orientation had huge influence in remote classroom anxiety. More of late, Na (2007) found that guys have higher tension in learning English than their female partners. In a comparable vein, the discoveries of this concentrate additionally relate to Na's discoveries (2007). Strangely, the discoveries of this study are not quite the same as the late discoveries of Narayanan, Rajasekaran, and Iyyappan (2008).

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