

References:

- Adalsteinsdotter, K. (2004), Teachers' Behaviour and Nonaggressive Children. *Journal of Abnormal Practices in the Classroom. Scandinavian Journal Child Psychology*, 32, 3, 305. *of Educational Research*, 48, 1, 95–113.
- Aida, Y. 1994. *Examination of Horwitz, Horwitz and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese*. *Modern Language Journal*.
- Allen, J.S., & Klein, R.J. (1996). *Ready, Set, R.E.L.A.X.*. Watertown, WI: Inner Coaching.
- Beebe, L. *Risk-taking and the language learner*. In H. Seliger, & M. Long (Eds.), *Classroom Oriented Research in Second Language Acquisition*. Rowley, MA: Newbury House, 1983.
- Bogdan and Biklen. 1992. *Qualitative Research for Education: an Introduction to Theory and Method*. Boston: Allyn and Bacon Inc.
- Brown, D. (1994). *Principles of language learning and teaching*. Englewood Cliff: Prentice Hall Regent.
- Brown, H. D. (2007b). *Teaching by principles: An interactive approach to language pedagogy* (3rd ed.). USA: Sanfrancisco State University.
- Brown, Gillian dan Yule, George. 1983. *Discourse Analysis I(Analisis Wacana)* . Terjemahan Oleh I. Soetikno. 1996. Jakarta: Gramedia Pustaka Utama.
- Burkart, Grace Stovall. *Spoken Language: What It Is and How To Teach It*. Center for International Education (ED), Washington, DC. 1998-12-00.
- Carroll, J. (1967). Foreign language proficiency levels attained by language majors near graduation from college. *Foreign Language Annals*, 1 : 131 – 151.
- Campbell CM (1999). Language anxiety in men and women: Dealing with gender difference in the language, classroom. In: D.J., Young, (Ed.) *Affect in foreign language and second language learning: A practical guide to creating a low anxiety classroom atmosphere*. Boston: McGraw Hill pp. 191-215.

- Campbell, C. M., & Shaw, V. M. (1994). Language anxiety and gender differences in adult second language learners: Exploring the relationship. In C. A. Klee (Ed.), *Faces in a crowd: The individual learner in multisection courses* (pp. 47-80). Boston: Heinle & Heinle.
- Chastain, K. 1988. *Developing second-language skills* (3rd Edition). San Diego: Harcourt Brace Jovanovich.
- Chan, Daniel Yu-ching & Guo-cheng Wu. 2004. A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. *National Taipei Teachers College: Journal of National Taipei Teachers College*, Vol.17, No.2, 287~320.
- Chen, Qian. 2011. A Brief Analysis of Psychological Factors in SLA. *Psychology Research* 02: p. 36-38. ST. PLUM-BLOSSOM PRESS PTY LTD. DOI: 10.5503/J.PR.2011.02.008.
- Cheng, Y., Horwitz, E. K., & Schallert, D. L. 1999. Language anxiety: Differentiating writing and speaking components. *Language Learning*, 49, 417-449.
- Clark, C. M. & Peterson, P. L. (1986). *Teacher's thought processes*. In: Wittrock. M. C. *Handbook of research on teaching*. 255-296. New York: McMillan Publication Co.
- Clement, R., Gardner, R. & Smythe, P. Motivational variables in second language acquisition: A study of Francophones learning English. *Canadian Journal of Behavioural Science*, 1977, 9, 123- 133.
- Crookall, D., & Oxford, R. (1991). *Dealing with Anxiety: Some Practical Activities for Language Learners and Teacher Trainees*. (pp. 141-149). In Horwitz, E. K., & Young, D. J. (Eds.) *Language anxiety: from theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice Hall.
- Crowley, E. Paula. (1993). A qualitative analysis of mainstreamed behaviorally disordered aggressive adolescents' perceptions of helpful and unhelpful teacher attitudes and behaviors. *Exceptionality*, Vol. 4(3):131-135.
- Christophel, D.M. (1990). "The relationships among teacher immediacy behaviours, student motivation, and learning", in *Communication Education*, 37 : 323-340.
- Costello, P. J. M. (2003) *Action research*. London: Continuum.

- Cubukcu, F. (2007). Foreign language anxiety. *Iranian Journal of Language Studies*, 1(2), 133-142.
- Daly, J., Cauhlin, J. & Stafford, L. Correlates and Consequences of Social-Communicative Anxiety. In J. Daly, J. McCroskey, J. Ayres, T. Hopf, & D. Ayres (Eds.), *Avoiding Communication: Shyness, Reticence, and Communication Apprehension* (2nd ed.) (pp. 21- 71). Cresskill, N.J: Hampton Press, 1997a.
- Daly, J. 1991. Understanding Communication Apprehension: an Introduction for Language Educators: In Horwitz, E. K. & Young, D. J. (Eds.) *Language Anxiety: from theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice Hall.
- Darn, S. 2008. Asking Questions. The BBC & British Council. [Http://www.teachingenglish.org.uk/articles/asking-questions](http://www.teachingenglish.org.uk/articles/asking-questions).
- Ely, C. 1986. *An Analysis of Discomfort, Risk taking, Sociability and Motivation in the L2 Classroom*. *Language Learning*, 1986, 36, 1-25.
- Ellis R. 2008. *The study of second language acquisition* (2nd ed.). Oxford: Oxford University Press.
- Ellis, R. 1994. *The study of second language acquisition*. Oxford, UK: Oxford University Press.
- Eysenck, M. W. 1979. Anxiety, learning, and memory: A reconceptualization. *Journal of Research in Personality*, 13(4), 363-385.
- Fathman, A. The relationship between age and second language productive ability. *Language Learning*, 1975, 25, 245- 266.
- Ferguson, Elizabeth., & Houghton, Stephen. (1992). The effects of contingent teacher praise, as specified by Canter's Assertive Discipline Programme, on children's on – task behavior. *Educational studies*, Vol.18 (1): 83-93.
- Foss, K., & Reitzel, A. A relational model for managing second language anxiety. *TESOL Quarterly*, 1988, 22, 437- 454.
- Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and performance. *Journal of Educational Psychology*, 95, 148-162.
- Gary Arlo, Fransua (1999). Discipline and class management. *Education technology and development*, Number 4.

- Greenberg, J., Solomon, S., Pyszczynski, T., Rosenblatt, A., Burling, J., Lyon, D., (1992). Why do people need self-esteem? Converging evidence that self-esteem serves as an anxiety-buffering function. *Journal of Personality and Social Psychology*, 63, 913–922.
- Ganshow, L., & Sparks, R. (1996). Anxiety about Foreign Language Learning among High School Women. *The Modern Language Journal*, 80. 199-211.
- Gage, Nathaniel L. 2009. A Conception of Teaching. School of Education, Stanford University Stanford, CA.
- Gardner, R. C. (1991). Attitudes and motivation in second language learning. In A.G. Reynolds, (Ed.), *Bilingualism, multiculturalism, and second language learning: The Georg. H. Efert, PH. D and John. P. Forsyth. Acceptance and Commitment Therapy for Anxiety Disorder*. Chapman University University at Albany, SUNY Orange, California Albany, New York __ March 2005.
- Gardner, R., R. Ginsberg, and P. Smythe. 1976. Attitude and Motivation in Second Language Learning: Course related changes. *The Canadian Modern Language Review*.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. Third edition. Longman Pearson Education Limited.
- Hashemi, M & Abbasi, M. 2013. The Role of the Teacher in Alleviating Anxiety in Language Classes. Islamic Azad University , Tehran, Iran.
- Houghton, Stephen; Wheldall, Kevin; Jude, Rod; & Sharp, Anthony. (1990). The effects of limited private reprimands and increased private praise on classroom behavior in four British Secondary school classes. *British Journal of Educational Psychology*, Vol. 60 (3): 255-265.
- Jones, M. Gail, & Versilind, Elizabeth. (1995). Pre-service teachers' cognitive frameworks for class management. *Teacher and Teacher Educations*, Vol. 11 (4): 313-330.
- Hepburn, A., & Brown, S. (2001). Teacher stress and management of accountability. *Human Relations*, 54(6), 691-715.
- Horwitz E. K, Horwitz. M. B, Cope J (1986). *Foreign language classroom anxiety. Modern Lang J.* 70 (2) : 125 -132.

- Horwitz E. K. (2001). *Language anxiety and achievement*. Annual Rev. Appl. Linguistics, 21: 112 - 126. <http://dx.doi.org/10.1017/S0267190501000071>.
- Horwitz, E. K. (2010). *Foreign and second language anxiety*. *Language Teaching*, 43, 154-167. <http://dx.doi.org/10.1017/S026144480999036X>.
- Huang HW. (2005). *The Relationship between Learning Motivation and Speaking Anxiety among EFL non-English Major Freshman in Taiwan*. M.A. Thesis, Unpublished. Taichung: Chaoyang University of Technology, Taiwan. in *Second Language Performance of Language Dropouts*. Research Bulletin, 657.3-26.
- Kayi, Hayriye. 2006. *Teaching Speaking: Activities to Promote Speaking in a Second Language*. University of Nevada. The Internet TESL Journal, Vol. XII, No. 11, November 2006 (<http://iteslj.org/> being accessed on May 20th, 2009)
- Kyle, Patricia, B. (1991). Developing cooperative interaction in schools for teachers and administrators. Individual Psychiatric Journal of Adlerian Theory –Research on Patricie, Vol. 42 (2): 261-265.
- Kitano, K. (2001). *Anxiety in the college Japanese language classroom*. Modern Lang. J.85:549-566.
- Krashen, S. Principles and practice in second language acquisition. Oxford: Pergamon Press, 1982.
- Krashen, S., & TERRELL, D. The Natural Approach of Language Acquisition in the Classroom the Natural Approach of Language Acquisition in the Classroom. Hayward CA: Alemany, 1983.
- Krohne, H., Schmukle, S. Burns, L. Egloff, B ., & Spielberger, C. 2001. The measurement of coping in achievement situations: an international comparison. Personality and Individual Differences, 30, 1225- 1243.
- Conway J (2007, May). Anxiety in second language learning; Causes and solutions. EDU 380.
- Koch, A. S. , & Terell, T.D. (1991). Affective reactions of foreign language students to Natural Approach activities and teaching techniques (pp. 109-126). In Horwitz, E. K. & Young, D. J. (Eds.) *Language Anxiety: from theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice Hall.

- Kong, Yuan. 2009. *A Brief Discussion on Motivation and Ways to Motivate Students in English Language Learning*. *International Education Studies*; Vol. 2, No. 2.p 145-149.
- Liu, X. (1989). *A Survey and Analysis of English Language Learning Anxiety in Secondary School Students in the People's Republic of China*. MA dissertation, East China Normal University, People's Republic of China.
- Lucas, R. I., Miraflores, E., & Go, D. (2011). *English language learning anxiety among foreign language learners in the Philippines*. *Philippine ESL Journal*, 7, 94-119.
- Lucas, J. *Communication Apprehension in the ESL classroom: Getting our students to talk*. *Foreign Language Annals*, 1984,17, 593-598.
- MacIntyre, P. D. , & Gardner, R. C. (1994). The subtle effects of language Anxiety on cognitive processing in the second language. *Language learning* , . 44. 283- 305).
- MacIntyre, P. D. , Noels, K. A. , & Clement, R. (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language Learning*, 47.
- MacIntyre, P. D. (1995). How does Anxiety affect second language learning? A reply to Sparks and Ganshow. *The Modern Language Journal*, 79.
- MacIntyre PD (1999). *Language anxiety: A review of the literature for language teachers*. In D. J. Young (Ed.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom tmosphere*. Boston: McGraw-Hill pp.24-45.
- MacIntyre PD, Gardner RC (1991). *Language anxiety: Its relationship to other anxieties and to processing in native and second languages*. *Lang. Learn.* 41:513-534.
- MacIntyre, P. D. ,& Gardner, R. C. & Moorcroft, R. (1987). *The Role of Anxiety* McGill Conference in honour of Wallace E. Lambert (pp. 43– 63). Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Macintyre, P.,& GARDNER, R. *Anxiety and Second- Language Learning: Toward Theoretical Clarification*. *Language Learning*, 1989, 39, 251- 275.

- Marlett, N., & Watson, D. Test anxiety and immediate or delayed feedback in a test-like avoidance task. *Journal of Personality and Social Psychology*, 1968, 8, 200- 203.
- Mejias, H. , Applbaum, R. L. , Applbaum, S. J., & Trotter, R. T. (1991). Oral communication Apprehension and Hispanics; an Exploration of oral communication Apprehension among Mexican American students in Texas (pp. 87-97). In Horwitz, E.K&Young,D.J.(Eds.) *Language Anxiety : from theory and research to classroom implications.* (pp.87-97). Englewood Cliffs, NJ: Prentice Hall.
- Mesri, Fakhri. 2012. *The Relationship between Gender and Iranian EFL Learners' Foreign Language Classroom Anxiety (FLCA)*. *International Journal of Academic Research in Business and Social Sciences*, Vol. 2, No. 6.
- Mandler, G., & Sarason, S. (1952). A study of anxiety and learning. *Journal of Abnormal and Social Psychology*, 47, 166-173.
- Murakami, M. Behavioural and Attitudinal Correlates of Progress in ESL by Native Speakers of Japanese. In J. Oller, & K. Perkins (Eds.), *Research in Language Testing* (pp. 227- 232). Rowley, Ma: Newbury House, 1980.
- Na, Z. (2007). A study of high school students' English learning anxiety. *The Asian EFL Journal*, 9(3), 22-34.
- Naiman, N. , Frohlich, M., Stern, H., & Todesco, A. *The Good Language Learner*. Research in Education Series No. 7. Toronto: The Ontario Institute for Studies in Education, 1978.
- Nunan, David. 1999. *Second Language Teaching and Learning*. Boston, Massachusetts. Heinle & Heinle Publishers.
- Nunan, David. 2003. *Practical English Language Teaching*. NY:McGraw-Hill.
- O'Sullivan, R. (1991). *Literature in the language classroom*. *The English Teacher*. MELTA. 20 (2): 53-60.
- Nguyen, H, Warren, W and Fehring, H. 2014. *Teacher Education & Professional Development Pedagogy*. Canadian Center of Science and Education.
- Oller, J., & Perkins, J. 1980. *Research in Language Testing* (pp. 233-240). Rowley, Ma.: Newbury House.
- Onwuegbuzie AJ, Bailey P, Daley CE. 1999. „Factors Associated With Foreign Language Anxiety“, *Applied Psycholinguistics*, Vol. 20 (2), 217- 239.

- Orth, L. (2011). New deep breathing app helps teachers create a calmer classroom in just two minutes. *Business Wires*. Retrieved from <http://libproxy.library.wmich.edu/login?url=http://search.proquest.com.libproxy.library.wmich.edu/docview/897664324?accountid=15099>.
- Phillips, E. *The Effects of Language Anxiety on Students Test Oral Performance*. *Modern Language Journal* 1992, 76, 14- 26.
- Phillips, E. Decreasing Language Anxiety: Practical Techniques for Oral Activities. In D., Young. *Affect in foreign language and second language learning: A practical guide to creating a low anxiety classroom atmosphere* (pp.124- 143). Boston: McGraw- Hill, 1999.
- Price, M. *The Subjective Experiences of Foreign Language Anxiety: Interviews with Anxious Students*. In E. Horwitz, & D. Young (Eds.), *Language Anxiety: From Theory and Research to Classroom Implications* (pp. 101- 108). Englewood Cliffs, NJ: Prentice Hall, 1991.
- Patel, Dr.M.F& Jain, P.M. *English Language Teaching (Methods, Tools& Techniques)*. Sunrise Publisher & Distributors. 2008.
- Pettegrew, L., & Wolf, G. (1982). Validating measures of teacher stress. *American Educational Research Journal*, 19(3), 383-396.
- Richards, J. C. 2006. Cambridge university press, Cambridge, U.K
- Ryan, R., Stiller, J., & Lynch, J. (1994). Representations of relationships to teachers, parents, and friends as predictors of academic motivation and self-esteem. *Journal of Early Adolescence*, 14(2), 226-249.
- Saadi H (2009). *The effects of anxiety on students' achievement. The case of third year LMD students*. Master Thesis. Mentouri University- Constantine, Algeria.
- Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. *The Modern Language Journal*, 83. 203-218.
- Samimy, R. K. (1994). Teaching Japanese: Consideration of learner's affective variables. *Theory into Practice*, 33(1), 29-33.
- Sarason, I. Stress, Anxiety, and Cognitive Interference: Reactions to Tests. *Journal of Personality and Social Psychology*, 1984, 46, 929- 38.
- Sartippi, Siavash (1999). *The children-parents relationship*. Tehran; Ettela'at Publication.

- Scovel, T. 1978. The effect of affect on foreign language learning: a review of the anxiety research. *Language Learning*, 28(1), 129-42.
- Sellers, V. D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals*, 33. 512-521.
- Shahmoradi, Namdar (1999). The importance of discipline and methods for avoiding children's indiscipline. *Peyvand magazine*, Issue 245.
- Sherrill, Joel, T.; O'Leary, Susan G.; Albertson, Kelly J.; & Kendziora, Kimberly, T. (1996). When reprimand consistency may and may not matter. *Behavior – Modification*, Vol. 20 (2): 226-236.
- Sparks RL, Ganschow L (2007). *Is the foreign language classroom anxiety scale measuring anxiety or language skills?* *Foreign Lang. Ann.* 40(3):260-287.
- Sugiyono. 2007. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D*. Bandung. ALFABETA.
- Suldo, S. M., Shaffer, E. J., & Riley, K. N. (2008). A social-cognitive-behavioral model of academic predictors of adolescents' life satisfaction. *School Psychology Quarterly*, 23(1), 56-69.
- Tanveer M. 2007. „Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language“. Unpublished Thesis, Faculty of Education, university of Glasgow.
- Teddlie, C., Virgilio, I., & Oescher, J. (1990). Development and validation of the Virgilio Teacher Behavior instrument. *Educational and Psychological Measurement*, 50(2), 421-430.
- Tsui, A. B. M. (1996). Reticence and anxiety in second language learning. In Bailey, K., & Numan, D. (Eds.) *Voices from language classroom*. (pp. 145-168). Cambridge: Cambridge University Press.
- The American Heritage Dictionary of English language, Third Edition, Stanford University
- Van Ryzin, M., Gravely, A., & Roseth, C. (2009). Autonomy, belongingness, and engagement in school as contributors to adolescent psychological well-being. *Journal of Youth & Adolescence*, 38(1), 1-12.

- Wang M (2014). An empirical study on foreign language anxiety of non- English major students: Take the sophomores in Inner Mongolia University of Technology as an Example. *Stud. Lit. Lang.* 9(3):128135.
- Wallace, Gary Ray (1994). Discipline that motivates. *Journal of Instructional Psychology*, Vol. 21(4): 371-374.D
- Wilson, V. A. (1999, November). *Reducing statistics anxiety: A ranking of sixteen specific strategies*. Paper presented at the annual meeting of the Mid – South Educational Research Association, Point Clear, Alabama.
- Wright, S.P., Horn, S.P.&Sanders, W.C.(1997). *Teacher and Classroom Context Effects on Student Achievement: Implications for Teacher Evaluation*. *Journal of Personnel Evaluation in education*,11, 57-67.
- Wubbels, T., & Levy, J. (1991). A comparison of interpersonal behavior of Dutch and American teachers. *International Journal of Intercultural Relations*, 15(1), 1-18.
- Wu, Bin and Yongnian, Zheng (2008), Expansion of higher education in China: challenges and implications, China Policy Institute discussion paper No 36, University of Nottingham
- Young, D.An Investigation of Students“ Perspectives on Anxiety and Speaking.Foreign Language Annals, 1990, 23, 539-53.
- Young, D. J. (1991). The relationship between anxiety and foreign language oral proficiency ratings, (pp. 57-63). In Horwitz, E. K &Young, D. J. (Eds.) *Language Anxiety: from theory and research to classroom implications*. Englewood Cliffs, NJ: Prentice Hall
- Zheng, Y (2008).*Anxiety and second/foreign language learning*. *Canadian J New Scholars Educ.* 1(1): 1 -12.
- Zhang R, Zhong J (2012). The hindrance of doubt: Causes of language anxiety: *Int. J. English Linguist.* 2(3):27-33. doi:10.5539/ijel.v2n3p27
- Zsuzsa Tóth, 2010. *Foreign Language Anxiety and the Advanced Language Learner: A Study of Hungarian Students of English as a Foreign Language*. Cambridge Scholars Publishing. 12 Back Chapman Street, Newcastle upon Tyne, NE6 2XX, UK.