

# **COPING WITH LITERATURE ANXIETY**

AGNES WEI LIN LIAU<sup>a</sup> & GEORGE BOON SAI TEOH<sup>b</sup>

<sup>a</sup> School of Humanities, Universiti Sains Malaysia, Penang, Malaysia

<sup>b</sup> School of Distance Education, Universiti Sains Malaysia, , Penang, Malaysia

<sup>a</sup> Corresponding author

## **Abstract**

Research has indicated anxiety affects academic performance. Literature anxiety as a psychological factor could affect student learning and performance. This paper highlights the coping strategies used by students to manage literature anxiety while learning Literature in English. The sample consisted of 21 students from University of Sains Malaysia selected from 101 students who participated in the initial phase of the research. The results of this study documented that the Behavioural Approach and Avoidance Actions, the Cognitive Approach and Avoidance actions and the Emotional Approach and Avoidance actions were utilised by the students to deal with their literature anxiety. Most of the students reported using Behavioural Approach actions. Cognitive avoidance actions were the least utilised by these students. This study concludes that there are actions taken by the students to deal with literature anxiety and reports that these could be new trends into understanding how students cope with literature anxiety.

**Keywords:** Literature anxiety, coping, behavioural action, cognitive action and emotional action.

## Introduction

Anxiety research advanced that anxiety is an essential variable in learning contexts. Research into anxiety is necessary as this will assist educators as well as learners to understand why anxiety should be dealt with either within or without the classroom. Research has also documented that anxiety affects academic performance (Wu & Lin, 2016). Equally, literature anxiety as a psychological factor could affect student learning and performance in the literature classroom. Learning Literature in English has seen problems and challenges and there is a need to understand the issues impacting these problems and challenges amongst students when they study Literature in English. This paper highlights the coping strategies utilized by the English Language and Literature Studies (ELLS) students of Universiti Sains Malaysia when facing literature anxiety during the course of their Literature in English study.

The inclusion of the English Literature component in the Malaysian English Language syllabus was to enable the improvement of English language proficiency. In Malaysian secondary schools, English Literature is taught as either Literature with a big 'L' or literature with a small 'l'. Students from Form 1 are taught the literature component with a small 'l' as part of their English Language syllabus. In Forms 4, 5 and 6 students signing up for the English Literature paper will be taught Literature with a big 'L'. This English Literature paper is a separate subject on its own.

At the Universiti Sains Malaysia, there is the English Language and Literature Studies programme (ELLS) where undergraduates enrolling in this programme study both English Literature and Linguistics courses. The English Literature courses cover different eras and genres. These ELLS students enrolling for the programme need not all have taken English Literature as a subject whether at Forms 4, 5 or 6. In the course of studying for their Literature in English courses, there have been students who have appraised Literature in English learning as being difficult. The researchers would like to clarify that the main thrust of this paper is to identify the coping measures taken by the students in dealing with their literature anxiety and not to use these findings to establish relations to ESL/EFL learning contexts. Hence the paper does not seek to depict how literature anxiety affects the ESL/EFL learning situations of students in Malaysia.

## Literature Review

### *Anxiety*

Rachman (1998) describes the term anxiety as apparently originating from the Greek root word *angh* meaning tightness and constriction. Lazarus and Averill (1972) stipulate that the word anxiety is derived from the Latin word *anxius* and the word anxiety was used in the English language to generally refer to a state of agitation as early as the seventeenth century. Endler and Kocovski (2001) refer to anxiety as a "pervasive variable... and a core construct in all personality theories involving self-concept" (p. 231). Anxiety is perceived as being influenced by the environment or context which induces anxiety as well as the manner in which anxiety is interpreted and understood (Endler, 1997 cited in Endler and Kovocski, 2001) Spielberg (1983) described anxiety as "the subjective feeling of tension,

apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (1983, p. 1).

The idea of anxiety as a product of learning has its history in Pavlov’s discovery of conditioning processes and their importance to the acquisition of emotional responses (Rachman, 1998). Rachman (1998) posited that Pavlov’s idea was revised and developed by Watson and Rayner (1920) and Jones (1924). Mowrer (1939) furthered research in this area and elevated the status of this idea into a theory (cited in Rachman, 1998). Jee (2014) explained that anxiety has proven to be one of the key affective factors influencing the success or failure of student foreign language learning. Documentation from studies has indicated that more experienced students demonstrated lower levels of anxiety in comparison to students beginning to learn a certain language (Jee, 2014). Anxiety and its detriments are also recorded in most of language acquisition research where an adverse relationship is depicted between anxiety and language performance (Liu & Cheng, 2014). Cheng & Liao (2016) have noted that test anxiety is a salient predictive variable for academic achievement and that the higher the anxiety recorded, the lower the academic achievement would be.

### ***Coping***

In the field of education and learning, it is important to know how individuals face anxiety, and how they cope with anxiety. Coping has been defined as an adaptation process to perceived threat in one’s surroundings. Monat and Lazarus (1991) explain coping as “an individual’s efforts to master demands (conditions of harm, threat or challenge) that are appraised (or perceived) as exceeding or taxing his or her resources” (p.5) Individuals facing anxiety may have measures to cope with this anxiety either consciously or unconsciously.

In discussing coping, it is also necessary to understand stress. Stress consists of primary appraisal and secondary appraisal. Primary appraisal entails the act of perceiving a threat to oneself whereas secondary appraisal involves being aware of a possible response to the perceived threat. When an individual then acts upon the awareness and implements the response, that is seen as coping (Lazarus & Folkman, 1984). In discussing coping, we have problem-focused coping and emotion-focused coping. Problem-focused coping refers to solving the problem and this could mean undertaking actions to reduce the stress. Emotion-focused coping focuses on lessening the emotional stress that is generated by the context. When individuals perceive that the problem can be solved, there is a tendency to practise problem-focused coping and when individuals perceive the problem is not likely to be solved and has to be endured, there is a tendency to practise emotion-focused coping (Folkman & Lazarus, 1980).

In contrast to other research done regarding the primary division of coping into cognitive and behavioural dimensions, Suls and Fletcher’s (1986) further refinement of the approach and avoidance coping now include the individual’s cognitive, behavioural and emotional attempts directed at the stressor or directed away from the stressor. These can be viewed as coping styles and they are not to be mistaken for personality traits. An individual’s coping style is in reference to an individual’s preferred manner of coping selected across a range of stressful scenarios. Individuals’ coping styles are also affected by what individuals perceive of their stressor. If the stressor can be overcome, approach attempts would be used and if the stressor

cannot be overcome but has to be endured for a certain period of time, avoidance attempts would then be used (Boekaerts, 1996, cited in Zeidner and Endler, 1996).

In view of the various definitions and categorizations of coping, what can be safely said is that coping strategies are levelled against reducing or ameliorating those stressful events. In contrast to the earlier research discussed on coping strategies, what would be more insightful and meaningful would be looking at coping strategies from the inside point of view. In other words, coping could be viewed from the perspective of the individual going through stress and coping with it instead of from the outside view with the researchers stating what coping is and how one should deal with it. Snyder (1991) affirmed that the insider's perspective of the stressor may differ from that of an outsider's perspective of the stressor. The usage of these coping strategies is considered to be mutually exclusive and facilitating.

In education, Kondo and Yang (2004) reported that their study of coping strategies amongst students of English in Japan showed students of low language anxiety will be more successful in their use of coping strategies. In the students' experience of language anxiety in the English language classroom, cognitive, affective and behavioural types of coping were evident. Much research has been conducted on what language anxiety could be defined as and on the appropriate measures to measure language anxiety. According to Kondo and Yang (2004) little research has been conducted on what these language learners do in order to cope with their language anxiety. This concurs with Snyder's (1996) view that not much research has focused on the insider's experience of coping in comparison to the wealth of research found on coping from an outsider's view. Kondo and Yang's (2004) research indicated that students with high anxiety in exam settings tend to report a tendency to use behavioural strategies compared to those students with low anxiety. It may seem that students with low anxiety levels will be more successful in their coping strategies but there is a lack of empirical evidence to prove this. It was noted that future research could look at the anxiety-coping strategies and its interaction with the features of the language learning classroom.

Shaikh, Kahloon, Kazmi, Khalid, Khan and Khan (2004) in their study on Pakistani medical students indicated that more than 90% of the students who answered the survey felt that they were stressed at one time or another. The coping mechanisms reported were getting involved in sports activities, going out and hanging out with their friends. There were also students who chose inaction when met with stress. These students reported sleeping and going into isolation when stressed. The results for this study were obtained through the administration of a semi-structured self-administered questionnaire conducted on the medical students at all the levels of medical study in one of the medical colleges in Pakistan. Perhaps a more effective and meaningful analysis of the students' coping strategies could have been obtained through interviews with these medical students in an attempt to gain information from an insider at a closer range.

McClure (2007) in her research on the coping strategies of international graduates at one of the universities in Singapore indicated that the coping strategies utilized by these students were those of self-determination, collegial support and examination strategies. This study through qualitative methodology, found that collegial support proved to be pivotal for international students in their adjustment to their new surroundings. Thus, viewing coping

strategies through the lens of an insider could present a different and more meaningful perspective of student coping. In view then of the pertinence of looking at students' coping strategies from their perspectives, it is hoped that this paper would unravel what the students do to cope with literature anxiety.

### ***Literature anxiety and educational achievement***

Research on the English Language and Literature Studies (ELLS) students at Universiti Sains Malaysia has recorded literature anxiety as a phenomenon occurring amidst some of these English Language and Literature Studies (ELLS) students. In relation to test anxiety, mathematics anxiety, statistics anxiety, English language anxiety and foreign language anxiety, literature anxiety remains a somewhat new construct.

For the purpose of this research, literature anxiety in this context refers to a range of issues and experiences, including, the anxiety induced by an intrinsic fear of the overall structure governing literary language, the anxiety experienced when attempting to utilize literary knowledge in order to understand and interpret literary texts or the anxiety caused by having to ask for help from course-mates or course lecturers regarding problems related to the learning of literature.

### ***Literature Anxiety in Perspective***

As this study intends to explore how students cope with literature anxiety, there is a need to first clearly understand what literature anxiety would appear to refer to. For literature anxious students/individuals, the interpretation of literary texts and the comprehension of literary texts could represent a psychological stress that is interpreted as threatening the student's/individual's self-esteem. If accumulated failure in interpreting literary texts or comprehending literary texts is experienced, this may lead the student or individual to view these situations as ego threatening and a self-perpetuating cycle is formed.

High test anxious students are more self-critical than low test anxious students and high test anxious students are more likely to respond to evaluative situations with self-derogatory responses that interfere with their performance in the test or exam concerned. For high literature anxious students or individuals, there could be a possibility that these students tend to respond to situations requiring literary competence in interpreting literary texts or answering questions requiring literary skill and knowledge in a self-derogatory manner which would debilitate their performance in the task or test concerned.

### **Research Questions**

This study aims to explore how the ELLS students cope with their experience of literature anxiety, and to identify the strategies utilised in order to cope with their literature anxiety. In relation to these aims, the research questions of this study are as follows:

1. How do the ELLS students cope with their experience if literature anxiety?

2. What are the strategies utilised by the ELLS students in order to cope with their literature anxiety?

## **Method**

### ***Participants***

The Literature Anxiety Scale (termed LITAS) was constructed to gauge the literature anxiety scores of the ELLS students. Of the original 101 students who participated in the first phase of the study – which included answering a questionnaire, 21 respondents were selected to participate in this qualitative part of the study. Based on the LITAS scores, three groups of respondents were formed. The groups were firstly the respondents who were high scorers in literature anxiety, next the respondents who were medium scorers in literature anxiety and lastly the respondents who were low scorers in literature anxiety. These respondents comprised second and third year students of the ELLS programme. The respondents' scores ranged from 196 to 70 on the LITAS. 21 respondents were then selected and comprised 13 females and eight males. These respondents selected were representative of the high, medium and low literature anxiety students. Participation was voluntary. The participants were also requested to sign an informed consent document before proceeding with this research.

### ***Procedures***

According to McNamara (2002), human beings operate within three modalities; which are thinking, feeling and behaving. Hembree (1988) affirmed that the amelioration of anxiety has focused on the cognitive, affective and behavioural approaches. Snyder asserts that “coping reflects thinking, feeling, or acting so as to preserve a satisfied psychological state when it is threatened” (2001, p.4). The above research carried out denoted that coping actions could be said to comprise the cognitive/thinking, feeling/affective and behavioural/acting areas. This distinction is used to categorise the actions reportedly taken by the ELLS students to help themselves overcome their experience of literature anxiety as that of Behavioural, Cognitive and Emotional.

Suls and Fletcher (1986, cited in Boekaerts, 1996, p.453) significantly distinguished approach from avoidance as coping qualities in their explanation.

Approach is defined as an individual's cognitive, emotional and behavioural efforts directed toward the stressor (e.g., monitoring, aggression, seeking information), whereas avoidant coping strategies entail cognitive, emotional and behavioural efforts that are directed away from the stressor in an attempt to avoid it (e.g., blunting, distancing, ignoring.)

Suls and Fletcher (1986 cited in Boekaerts, 1996) had identified approach coping as the employment of strategies that centre on both the source of stress and reactions to stress. Avoidance coping in contrast is the employment of strategies that move away from the source of stress and reactions to the stress. This distinction is used to further sub-divide each of the major categories.

Interviews were conducted with these students in order to elicit in-depth information regarding the actions taken by these students when experiencing literature anxiety. The participants were also categorised into three groups that were the high anxiety group, the medium anxiety group and the low anxiety group respectively based on their scores in the questionnaire which was administered earlier. During the interview, the students were asked to share their thoughts on how they coped when they experienced literature anxiety with the following questions:

#### Coping and Regulation

1. Can you tell me what you do to overcome your anxiety?
2. Can you tell me what you do so that you will not remain anxious?
3. In your opinion have those measures succeeded for you?

#### *Literature anxiety insights*

In the process of eliciting data from the students, we were also able to glean salient observations regarding how literature anxiety was induced among the students. Below are several extracts from the interview responses of these interviewed students. These students provided personal concerns pertaining to the literature anxiety that they experienced during the literature classes.

*Literature is very subjective. Sometimes even when we are in class, we are giving our ideas, we feel that we understand what we have read, what we analysed and what we think we derived from the text is okay, but when we put it forth to our lecturers they say no it's actually this way. So you feel that you are wrong. Ah, that makes me anxious. We know we understand the text in such a way and we can see it from that way but why is it not accepted?*

(Respondent 1)

The first respondent's response suggests that literature learning induces anxiety in the context where there does not seem to be allowances for students' interpretations of texts. Respondents 2 and 3 also attributed their experience of literature anxiety to this similar phenomenon.

*It's not that we tell them off straight away, when we voice out, no actually we don't argue, this is what they have downloaded what they want and they are fixed with that kind of idea you see. And that makes me anxious.*

(Respondent 2)

*Literature is very subjective. Sometimes you, even when we are in class, we are giving our ideas we feel that what we analysed and what we think we derived from the text is okay, but when we put forth to our lecturers they say no it's actually this way. So you feel that you're wrong. Why is it not accepted you know?*

(Respondent 3)

The fourth respondent felt that the learning of the literature subject is difficult and therefore creates anxiety. This differs from the other three respondents as in this instance, anxiety was experienced through the respondent's perception of the literature subject matter itself which inadvertently caused the respondent to question one's ability in studying literature as the course progressed.

*Literature is more than just reading a book. It is about how you feel about the book, what you feel about it. When I first started taking Literature I didn't know it was going to be this tough. When I started in the first semester it was about new things. The second and third semesters, getting difficult. The more you get to know about it, the more strange. The moment that we know we have to study all these things, I get anxious.*

(Respondent 4)

Hence literature anxiety for these students is then revealed to be caused by factors either external or internal to the students which seem to be beyond the students' control. However, the focus of this paper is not on what induces literature anxiety for these students but on how these students cope with their literature anxiety.

The students' answers depicting what actions they took were then coded into specific categories under the Behavioural, Cognitive and Emotional Actions. Within this categorisation, there existed a further categorisation whereby the Behavioural Action was refined to include Behavioural Approach and Behavioural Avoidance actions. Similarly, the Cognitive and Emotional Actions were also refined to include the Cognitive Approach and avoidance actions as well as the Emotional Approach and Avoidance actions. Table 1 explains how these students' reported actions were categorised and defined.

**Table 1. Students' Reported Actions**

Students Reported Actions		
Types of Actions	Examples of the Actions and their codes	Definition of actions
1. Behavioural Approach	BA1 Physical actions to reduce anxiety. BA2 Increase knowledge. BA3 Seeking social support. BA4 Confrontation.	These actions suggest that the ELLS respondents performed external acts in order to ameliorate their feelings of literature anxiety.
2. Behavioural Avoidance	BAV1 Conformation. BAV2 Inaction.	These actions suggest that the ELLS respondents did not confront the literature anxiety problem by asserting themselves but chose instead to remain inactive.
3. Cognitive Approach CA1	CA1 Think about solving problem which induces literature anxiety).	This would mean that the ELLS students thought, strategized or pondered on the ways and means to get over the literature anxiety they experienced.
4. Cognitive Avoidance	CAV1 Divert thoughts to other matters.	This would suggest that the ELLS students thought about other matters which would enable them to not face the problem of literature anxiety or to momentarily forget their literature anxiety.
5. Emotional Approach	EA1 Keeping calm. EA2 Perseverance. EA3 Spiritual guidance.	This would suggest that the ELLS students sought these internal ways of praying, reassuring and persevering in order to alleviate the literature anxiety experienced.
6. Emotional Avoidance	EAV1 Being overwhelmed. EAV2 Suppression of literature anxiety.	These would suggest that the ELLS students could have been overwhelmed by their experience of literature anxiety and felt unable to overcome the literature anxiety. Thus they gave in to acts of crying and suppression.

## Results

Table 2 indicates the codes, operational definitions and examples representing the behavioural, cognitive and emotional approach and avoidance coping strategies taken by the students. The most mentioned behavioural action was the behavioural approach action with 29 statements across the three anxiety groups. The least mentioned behavioural action was the behavioural avoidance action with 16 statements across the three anxiety groups. The most mentioned cognitive action was the cognitive approach with 16 statements across the three anxiety groups. The least mentioned cognitive action was cognitive avoidance with 4 statements across the three anxiety groups. The most mentioned emotional action was emotional approach with 17 statements across the three anxiety groups. The least mentioned emotional action was emotional avoidance with 6 statements across the three anxiety groups. The actions mentioned most frequently were the behavioural approach actions with an overall total of 29 statements. The cognitive avoidance actions were mentioned least frequently with a total of 6 statements. The strategies included under the Behavioural approach were going out to obtain resources/seeking Library references, studying harder, talking to others/friends and confronting/asking lecturers about the cause for their literature anxiety. This would suggest that for some of these students, experiencing literature anxiety need not be an isolating experience. They sought assistance or remediation through external sources.

In sum, the findings suggest that the most number of students opted for the Behavioural Approach means of coping with literature anxiety. This could be viewed positively as examples of actions of this type of coping dealt with primarily active coping measures (Please refer to Table 1). What the students least chose to cope with their literature anxiety were the Cognitive Avoidance type of coping strategies. These would comprise allowing the feeling of literature anxiety to overwhelm the individuals or to suppress the literature anxiety within the students themselves. These actions may not be regarded as positively helping the individuals concerned to effectively deal with literature anxiety and to attempt to either regulate or overcome it. Thus, perhaps it can be concluded that most of the students in this study did not resort to overly negative and delimiting actions to help themselves cope with literature anxiety.

**Table 2. Codes, Operational Definitions and Examples Delineating Behavioural, Cognitive and Emotional Approach and Avoidance Actions**

Code	Operational Definition	Example
<b>Behavioural Approach</b>		
BA1 Physical activities to reduce anxiety	Utterances depicting that the respondents went out somewhere to help reduce their literature anxiety.	<i>Ya, I stop studying, I go out.</i>
BA2 Increase knowledge	Utterances depicting that the respondent went out to the library to do research or to read up more on whatever literary problem that was causing them literature anxiety.	<i>I go out for sports. We will always go to NU you know to find books here and there.</i>
BA3 Seeking social support	Utterances depicting that when the respondents experienced literature anxiety, they went out to talk to parents, friends or other people.	<i>I feel like I want to see my parents.</i>
BA4 Confrontation	Utterances depicting that the respondents confronted the lecturers for clarification on what was causing them literature anxiety.	<i>I go to ask DR. H.</i>
<b>Behavioural Avoidance</b>		
BAV1 Conformation	Utterances depicting that the respondents conformed to the ways and methods of the lecturers so that they will not experience literature anxiety.	<i>I know who the lecturer is and just for the fact of scoring for his/her paper, I write what they want. That's about it. I think everyone is doing that.</i>
<b>Cognitive Approach</b>		
CA1 Think	Utterances depicting the respondents thought about how to overcome literature anxiety.	<i>I think about what I can do. I read the question, I set my mind on it.</i>
CAV1 Divert thoughts	Utterances depicting that the respondents thought about other things to overcome their literature anxiety.	<i>Ya. Divert, divert, do other questions.</i>
<b>Emotional Approach</b>		
EAP1 Keeping calm	Utterances depicting that the respondents reassured themselves or stayed calm in order to overcome literature anxiety.	<i>Try to reassure yourself.</i>
EAP2 Perseverance	Utterances depicting that the respondents motivated themselves to push and overcome literature anxiety.	<i>I said to myself, I can do it, I can do it and I read more.</i>
EAP3 Spiritual guidance	Utterances depicting that the respondents prayed for spiritual guidance when they experienced literature anxiety	<i>There is a technique to steady my thoughts. I pray.</i>
<b>Emotional Avoidance</b>		
EAV1 Being overwhelmed	Utterances depicting that the respondents cried to overcome literature anxiety.	<i>Yes, I cried.</i>
EAV2 Suppression	Utterances depicting that the respondents suppressed their feeling of literature anxiety in trying to overcome it.	<i>I suppress it.</i>

## Conclusion

This paper endeavoured to present an exploration of the ELLS students' coping with their experience of literature anxiety. Hence, the coping strategies of these students were gained through the voices of these students themselves yielding a sensitive and clearer depiction of these students' coping. However, certain limitations are noted. During the interview with the respondents, the presence of social desirability could have deterred the respondents from revealing matters which would posit themselves in what they perceived to be a less favourable view during the interviews. Also, the small sample size makes it difficult for generalizability to be achieved. Within this sample, there were more female students compared to male students. This was due to the overall smaller number of male students who enrolled in the programme as compared to the female students.

Overall, bearing these observations in mind, this paper has also highlighted the importance of coping in the students' attempts to deal with literature anxiety and for these students, coping has led to reduced literature anxiety. If proper information and understanding are available regarding literature anxiety and how best to cope with it, it is hoped that a smoother and more effective learning of Literature in English can take place not only at the tertiary level but also at the school level. Literature in English learning should not be viewed as an emotionally negative experience but instead should be positively enriching and rewarding.

## References

- Amstadter, A. (2008). Emotion regulation and anxiety disorder. *Journal of Anxiety Disorders*, 22, 211-221.
- Averill, J. R. (1976). Emotion and anxiety: sociocultural, biological and psychological determinants. In M. Zuckerman & C. Spielberger (Eds.), *Emotion and anxiety: New concepts, methods and applications* (pp. 86-130). New Jersey: Lawrence Erlbaum Associates.
- Cheng, P. Y. & Liao, W. R. (2016). The relationship between test anxiety and achievement in accounting students with different cognitive styles: The mediating roles of self-regulation. *International Research in Education*, 4(2), 14-33.
- Collins, K. M. T. & Onwuegbuzie, A. J. (2003). Study coping and examination-taking coping strategies: The role of learning and modalities among female graduate students. *Personality and Individual Differences*, 35, 1021 - 1032.
- Gaudry, E., & Spielberger, C. D. (1971). *Anxiety and educational achievement*. New York: J. Wiley & Sons Australasia.
- Gross, James. (1998). The emerging field of emotion regulation: and integrative review. *Review of General Psychology*, 2(3), 271-299.
- Horwitz, E. K. (2000). It ain't over 'til it's over: On foreign language anxiety, first language deficits, and the confounding variables. *The Modern Language Journal*, 84, 256 - 259.
- Jerabek, J. A., Meyer, L. S., & Kordinak, T. (2001). "Library anxiety" and "computer anxiety": Measures, validity, and research implications. *Library and Information Science research*, 23, 277 - 289.
- Jee, M. J. (2014). Affective factors in Korean as a foreign language: anxiety and beliefs. *Language, Culture and Curriculum*, 27(2), 182-195.

- Kondo, D. S., & Yang, Y.-L. (2004). Strategies for coping with language anxiety: the case of students of English in Japan. *ELT Journal*, 58(3), 258 - 265.
- Laposa, J.M., Collimore, K.C. & Rector, N.A. (2014). Is post-event processing a social anxiety specific or transdiagnostic cognitive process in the anxiety spectrum? *Behavioural and Cognitive Psychotherapy*, 42, 706-717.
- Lazarus, R. S. (1991). *Emotion and adaptation*. Oxford: Oxford University Press.
- Liu, H.J. & Cheng, S.H. (2014). Assessing language anxiety in EFL students with varying degrees of motivation. *Electronic Journal of Foreign Language Teaching*, 11, 285-299.
- McNamara, E. (2002). Motivational interviewing and cognitive intervention. In P. Gray (Ed), *Working with emotions* (pp. 77-98). New York: Routledge Falmer.
- McClure, J. (2007). International graduates' cross-cultural adjustment: Experiences, coping strategies and suggested programmatic responses. *Teaching in Higher Education*, 12(2), 199-217.
- Monat & Lazarus (1991). *Stress and Coping. An Anthology*. Columbia: Columbia University Press.
- Planalp, S., & Maison des sciences de l'homme d'Aquitaine. (1999). *Communicating emotion: social, moral, and cultural processes*. Cambridge: Cambridge University Press.
- Shaikh, Kahloon, Kazmi, Khan, & Khan. (2004). Students, stress and coping strategies: a case of Pakistani medical school. *Education for Health: Change in Learning & Practice*, 17(3), 346-353.
- Scherer, K. (2001). Emotion. In M. Hewstone & W. Strobe (Eds.), *Introduction to social psychology* (pp. 151-195). Oxford: Blackwell.
- Snyder, C. R. (1999). *Coping: the psychology of what works*. New York: Oxford: Oxford University Press.
- Snyder, C. R. (2001). *Coping with stress: Effective people and processes*. Oxford: Oxford University Press.
- Snyder, C. R. & Lopez, S. J. (2002). *Handbook of positive psychology*. Oxford: Oxford University Press.
- Snyder, C. R. & Lopez, S. J. (2007). *Positive psychology: The scientific and practical explorations of human strengths*. London: Sage.
- Spielberger, C. D. (1972). *Anxiety: current trends in theory and research*. New York: Academic Press.
- Spielberger, C. D., & Vagg, P. R. (1995). *Test anxiety: theory, assessment, and treatment*. Washington, D.C. /London: Taylor & Francis.
- Stanley, R. O., & Burrows, G. D. (2001). Varieties and functions of human emotion. In R. Payne & C. L. Cooper (Eds.), *Emotions at work* (pp. 3-19). Chichester, West Sussex: John Wiley & Sons.
- Snyder, C. R. (2001). *Coping with stress: effective people and processes*. Oxford: Oxford University Press.
- Woodrow, L. (2011). College English writing effect: Self-efficacy and anxiety. *System*, 39, 510-522.
- Wu, C. P. & Lin, H. J. (2016). Learning strategies in alleviating English writing anxiety for English Language learners (ELLs) with limited English proficiency (LEP). *English Language Teaching*, 9(9)9, 52-63.

- Xiao, Y. & Wong, K. F. (2014). Exploring heritage language anxiety: A study of Chinese heritage language learners. *The Modern Language Journal*, 98(2), 589-611.
- Zeidner, M. & Endler, N. S. (1996). *Handbook of coping: Theory, research, applications*. New York/Chichester: Wiley.
- Zuckerman, M., & Spielberger, C. D. (1976). *Emotions and anxiety: New concepts, methods, and applications*. Hillsdale, N.J.: Erlbaum Associates.