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## **Affective Variables of Second Language Acquisition: Language Learning Anxiety**

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### **Annotatsiya**

*One area of focus in the TESOL field is language learning anxiety. One way to describe anxiety is as a personal emotion of shyness, inhibition, or inferiority. Anxiety related to language acquisition has revealed several aspects that can be both beneficial and detrimental. These can be evident in the ways that language skills, ambiguity tolerance, and the influence of foreign experience manifest. It is true that previous research areas have investigated language competency in great detail. Nonetheless, the topics of foreign experience and ambiguity tolerance may be regarded as novel research topics. Additionally, studies examining the connection between bilingualism, language competency, including language certificates, and the level of communicative anxiety in language X (in this example, English), a third language. Furthermore, it is crucial to investigate the connection between the level of communicative anxiety in the language X (in this case, English), language proficiency, including language certificates, and bilingualism. The current work's arguments are important in a few ways. First, because they lack the "document," which is proof of language proficiency, speakers may feel excluded or constrained with a sense of inequality. Then, regardless of great language skill, the issue that significantly affects EFL learners is tolerance of ambiguity in native context.*

### **Kalit so'zlar**

*Language learning anxiety, experience abroad, tolerance of ambiguity, fear of ambiguity, language certificates, bilingualism, English as a third language.*

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## **Аффективные переменные освоения второго языка: страх изучения языка**

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- Аннотация** *Одной из областей фокусировки в области TESOL является тревожность при изучении языка. Один из способов описания тревожности — это личная эмоция застенчивости, подавленности или неполноценности. Тревожность, связанная с освоением языка, выявила несколько аспектов, которые могут быть как полезными, так и вредными. Они могут быть очевидны в том, как проявляются языковые навыки, толерантность к двусмысленности и влияние иностранного опыта. Верно, что предыдущие области исследований изучали языковую компетентность очень подробно. Тем не менее, темы иностранного опыта и толерантности к двусмысленности можно рассматривать как новые темы исследований. Кроме того, исследования, изучающие связь между двуязычием, языковой компетентностью, включая языковые сертификаты, и уровнем коммуникативной тревожности в языке X (в данном случае английском), третьем языке. Кроме того, крайне важно исследовать связь между уровнем коммуникативной тревожности в языке X (в данном случае английском), владением языком, включая языковые сертификаты, и двуязычием. Аргументы текущей работы важны в нескольких отношениях. Во-первых, поскольку у них нет «документа», который является доказательством владения языком, носители языка могут чувствовать себя исключенными или ограниченными из-за чувства неравенства. Затем, независимо от высокого уровня владения языком, проблема, которая существенно влияет на изучающих EFL, — это толерантность к двусмысленности в родном контексте.*
- Ключевые слова** *Тревожность при изучении языка, опыт за границей, толерантность к двусмысленности, страх двусмысленности, языковые сертификаты, двуязычие, английский как третий язык.*

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## **Ikkinchi tilni o'zlashtirishning affektiv o'zgaruvchilari: tilni o'rganish qo'rquvi**

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- Annotatsiya** *TESOL sohasida diqqat markazida bo'lgan sohalardan biri bu til o'rganish qo'rquvidir. Xavotirni tasvirlashning muayyan usuli - uyatchanlik, cheklash yoki o'ziga past baho berish hissi hisoblanadi. Tilni o'zlashtirish bilan bog'liq qo'rquv foydali va zararli bo'lishi mumkin bo'lgan bir qancha jihatlarni ochib beradi. Buni til qobiliyatlari, noaniq*

*vaziyatlarda sabr qila olish va xorijiy tajriba ta'sirida namoyon bo'lishi mumkin. To'g'ri, oldingi tadqiqot yo'nalishlari til ko'nikmalarini batafsil o'rganib chiqdi. Shunga qaramay, xorijiy tajriba va noaniqliklarga chidamlilik mavzulari yangi tadqiqot obyektlari sifatida qaralishi mumkin. Bundan tashqari, ikki tillilik, til malakasi, shu jumladan til sertifikatlari va uchinchi til bo'lgan (bu o'rinda ingliz tili) kommunikativ qo'rquv darajasi o'rtasidagi bog'liqlikni o'rganuvchi tadqiqotlar ko'rsatib o'tildi. Bundan tashqari, uchinchi tilda kommunikativ qo'rquv darajasi (bu holda ingliz tili), tilni bilish, shu jumladan til sertifikatlari va ikki tillilik o'rtasidagi bog'liqlikni tekshirish juda muhimdir. Hozirgi ishning dalillari bir necha jihatdan muhimdir. Birinchidan, ularda tilni bilishning isboti bo'lgan "hujjat" yo'qligi sababli, so'zlashuvchilar nomutanosiblik hissi bilan kategoriyalanadi*

**Kalit so'zlar** *Til o'rganish qo'rquvi, chet el tajribasi, noaniqlikka tolerantlik, noaniqlikdan qo'rqish, til sertifikatlari, ikki tillilik, Ingliz tili uchinchi til sifatida.*

## Introduction

Many researchers have looked into the topic of language learning anxiety. According to Santos et al. (2017), anxiety is a common occurrence for all foreign language learners and has been well studied in the context of the workplace. According to MacIntyre and Gardner (1994), there are two primary categories of anxiety from a linguistic standpoint: state anxiety and trait anxiety.

On the other hand, Sparks and Ganschow (1991) assert that the issue of inadequate first and second language knowledge and practice has been linked to another interpretation of anxiety. This study may be controversial because interlanguage in SL can cause anxiety in L1 for multilingual language learners. Furthermore, according to Horwitz et al. (1986), anxiety is a cognitive state that has been connected to unfavorable expectations such as tension, worry, and an unwelcome brain response.

## Literature review:

### *2.1 The intersection of language proficiency and language anxiety.*

Thompson and Lee (2014) have expressly examined language proficiency. They contend that anxiety can play a crucial role in language learning. Dewaele (2010, cited in Thompson and Lee, 2014) has reinforced this idea by asserting that language learning anxiety can be reduced when target language speakers reach advanced proficiency levels and that there is a correlation between English language proficiency, English language anxiety, and foreign experience. However, because the aforementioned research appears to be imprecise with regard to language certificates, their primary flaw is their failure to examine the connections between anxiety and the concept of language competency. On the other side, it has been explained that anxiety scales decrease with increasing proficiency. For instance, Lui and Jackson (2008 quoted in Santos et al., 2017) contend that language anxiety and speakers' general English language usage are significantly

correlated. Higher levels of English language competency, however, may not always translate into worry in students (Santos et al, 2017). In an experiment, Jee (2014 quoted in Santos et al., 2017) measured the anxiety levels of first-year Korean students attending American colleges and found that anxiety levels can rise as Korean knowledge input increases. Although it is not always the case that language anxiety rises in tandem with language skill, the researcher's findings on the characteristics are intriguing and help to explain more language proficiency and anxiety by context. This is because, unless properly educated, learners are challenged by the difficulty of tasks, which are primarily found in academic environments.

### *2.2 Tolerance of ambiguity*

The next notable feature of language anxiety is tolerance of ambiguity. According to Thompson and Lee (2014), tolerance of ambiguity, which has been regarded as a key notion, serves as a fundamental component in determining language anxiety in addition to fear of ambiguity in English. According to Thompson and Lee (2014), ambiguity tolerance is a linguistic issue that has not been previously studied by academics. According to Budner (1962, p.29, referenced in Thompson and Lee, 2014), ambiguity tolerance can be seen as:

*"Tendency to perceive ambiguous situations as desirable" or "special personal character to cope with the language barrier despite unclear occasions in language command".*

According to Thompson and Lee (2014), this component has a positive consequence and can be categorized as a type of language aptitude that indicates a learner's ability to

navigate unfamiliar and unclear language learning situations. It has been noted that language proficiency and anxiety related to language learning are positively correlated with ambiguity tolerance. According to linguistic studies, speakers of the target language typically identify and comprehend the challenges and errors as meaning negotiation is encouraged, therefore fear of ambiguity is typically accepted.

### *2.3 Multilingualism and Language learning anxiety*

The next key factor that has been connected to language anxiety is multilingualism as stated in Santos et al, (2017). Compared to monolinguals, multilingual speakers can benefit from having a larger vocabulary and having a superior second language acquisition experience (Cenoz, 2013, quoted in Santos et al, 2017). Since multilinguals' experience learning a third language (LX) helps to reduce language anxiety, positive results on language learning anxiety are likely to be observed in multilinguals (Santos et al, 2017). This truth is demonstrated by the fact that multilinguals are more cautious when handling the language because they have already undergone the process of acquiring it.

When speaking their second language, trilingual and quadrilingual learners are typically less introverted than bilinguals, according to Dewaele (2007, cited in Santos et al., 2017). When the anxiety levels of trilingual and quadrilingual learners speaking L3 were compared, the trend was reversed, and there was no discernible difference. As an illustration, we can look at the situation of Korean students who had beneficial benefits in lowering anxiety.

According to the research, multilingualism helps learners experience less anxiety when learning a new language, regardless of their level of skill in another language. As was previously mentioned, this is because they have a wider range of languages in their channel and experience. These explanations fall short because proficiency level is crucial for language skills, particularly speaking.

### **Methods**

The present study employs a systematic evaluation of the literature pertaining to language anxiety and the crucial function that anxiety plays in learning second and additional languages. It focuses on thinking back on the various causes of anxiety. The data gathered for the assessment of linguistic anxiety levels can be effectively compared using qualitative methodologies. Finding pertinent literature, assessing the novelty, topicality, and relevance of sources, and summarizing significant findings were the criteria utilized to identify anxiety.

A thorough understanding of the subject matter is made possible by this procedure, which is crucial in several ways, including the elucidation of emerging trends and contentious issues within the literature search. Furthermore, by highlighting the importance of the researcher's role in defining the interpretation of the literature, the reflective approach is used in this study. The study analyzes assumptions, prejudices, and future viewpoints critically to evaluate the arguments and try to reveal transparency throughout the investigation.

### **Results and Discussion**

The correlation between language anxiety and language proficiency was tested using the reference of the length of time. The first

research example (Thompson and Lee, 2014) identifies the measure of anxiety from the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz and Cope, 1986 cited in Thompson and Lee, 2014) and the length of time spent in a foreign country as a non-native speaker of the target language. According to the results, there was a noticeable difference between one year or more and never between one year or more and a few weeks (Thompson and Lee, 2014). This research is novel because previous studies on language learning anxiety have only focused on the experience of studying abroad, not the amount of time spent in a foreign environment.

According to the findings of another study, young employees in small businesses and university students make comparable attempts to manage linguistic anxiety when speaking English as a third language. Subsequent investigation revealed that college students are more likely than young employees to experience anxiety. According to Dewaele (2013), referenced in Santos et al. (2017), learners may experience fear in communicating when they are older than twenty, but this does not occur as they get older.

An additional significant factor would be that, according to Santos et al. (2017), young professionals who use English as a communication tool have a high level of exposure to the language, but public schools do not offer pertinent training.

According to this study, anxiety levels are not linear but rather fluctuate. To clarify, the research classifies anxiety related to language acquisition into three categories: a) high, b) low, and c) stable patterns in relation to many

variables and elements that will be examined. Some of the causes of the increase in linguistic anxiety have been identified in relation to the preliminary case. Santos et al. (2017) contend that to examine the association between three variables—"communicative anxiety," "fear of failure," and "negative experiences"—on the basis of conversational anxiety in learners and young professionals, analysis of variance was employed.

Regarding the first factor, the differences were significant, showing that  $M=0.20$ ,  $SD=0.89$ , demonstrating that university students experience more language anxiety than young employers. For instance, the research question on communicative anxiety states that I find it difficult to converse in English. It has been established that speaking in a foreign language causes students to feel more anxious. Despite having a strong command of the language, some pupils struggle to articulate who they are.

Language certifications are the subject of this study's second component. The qualitative data shows how important it is to have English language certifications and how individuals without certificates experience higher levels of language anxiety (Santos et al., 2017). According to the study, participants who had not taken language examinations reported higher levels of language anxiety ( $M=30$ ,  $SD=0.92$ ) (Santos et al., 2017). According to the second interview example (Santos et al., 2017):

*"We, tend to attribute our level by the certificate we have. Here, the language certificates are very important. If you don't have them, you are not competent."*

Since they might not be able to evaluate every aspect of the language, students in this

instance have inflated their English language proficiency.

Furthermore, language anxiety seems to be caused by a constant worry of receiving bad marks, which prevents one from using the target language. It's also noteworthy that Thompson and Lee (2014) found a link between experience overseas and a fear of ambiguity in English. During the first month of living abroad, these factors may cause increased worry. Thompson and Lee (2014) quote MacIntyre and Gardner (1994). The results indicated that the total variation was 18%.

Thompson and Lee (2014) found that the degree of English language anxiety was on the decline in the opposite direction. They assert that there is a significant inverse relationship between FLCAS and foreign experience and English proficiency, indicating that language anxiety decreases as these factors increase. Similarly, the following result displayed the same pattern. The study's second model showed a similar pattern in the relationship between English class performance anxiety and experience abroad and English competence, indicating that as these factors rise, so does English class performance anxiety.

It has been established that, of the two variables, English skill explained English class performance anxiety more so than foreign experience. At this stage, the study would have been stronger if the researchers had explained how much language anxiety decreases. An example of a prior study was supplied in the research's next section. It has been established that the length of time spent overseas influences the degree of language anxiety. The



results of the study show that spending a year or more abroad results in reduced anxiety levels.

### Conclusion

The purpose of the current study was to determine the effect of language learning anxiety in language acquisition.

In order to create a learner-friendly environment, instructors and students must be aware of the complex trends, such as the effects of foreign experience and second language proficiency on language anxiety. Furthermore, numerous contentious ideas have been examined and analyzed, including English as a third language, language proficiency, and

language certifications. Language teachers can effectively participate in stress-free activities by reducing worry by using learner-oriented strategies. The tendency toward communicative language instruction emphasizes innovation, the role of language teachers, and learner autonomy. In order to ensure that language instruction continues to be effective in the future, legislators and educators must remain sensitive to the emotive elements of students. In the end, experiencing language anxiety frequently might not always be a barrier to language acquisition.

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