



You have downloaded a document from
RE-BUŚ
repository of the University of Silesia in Katowice

Title: To be anxious, or not to be? : expressing anxiety in chosen speech acts by Polish and American students

Author: Mateusz Ostalak

Citation style: Ostalak Mateusz. (2018). To be anxious, or not to be? : expressing anxiety in chosen speech acts by Polish and American students. "Prace Naukowe Akademii im. Jana Długosza w Częstochowie. Studia Neofilologiczne" ([Nr] 14 (2018), s. 69-81), DOI:10.16926/sn.2018.14.05



Uznanie autorstwa - Licencja ta pozwala na kopiowanie, zmienianie, rozprowadzanie, przedstawianie i wykonywanie utworu jedynie pod warunkiem oznaczenia autorstwa.



UNIwersYTET ŚLĄSKI
W KATOWICACH



Biblioteka
Uniwersytetu Śląskiego



Ministerstwo Nauki
i Szkolnictwa Wyższego

Mateusz OSTALAK
(Uniwersytet Śląski w Katowicach)

TO BE ANXIOUS, OR NOT TO BE? EXPRESSING ANXIETY IN CHOSEN SPEECH ACTS BY POLISH AND AMERICAN STUDENTS

Summary: The main aim of this paper is to compare and contrast various ways of expressing anxiety in chosen speech acts by Polish and American students. It is important to mention that every day people convey different types of messages by means of using speech acts. For most of us, the idea of using them in everyday conversations has an informative function and is connected with receiving feedback. However, only some of us pay attention to feelings, emotions, and symptoms which can be the final result of using particular speech acts. Sometimes people do not realize that by extending invitations, giving commands, or even making a promise, specific reactions may be evoked in our interlocutors. In this paper one can find out more information concerning the idea of speech acts, their divisions and functions. Moreover, data which have been obtained from the research illustrate how Polish and American students express anxiety in chosen speech acts and how they feel in these specific situations.

Keywords: anxiety, speech acts, felicity conditions, Austin, Searle.

1. Introduction

The present paper aims at analysing and comparing similarities and differences in expressing anxiety in two speech acts (extending an invitation and apologizing) by Polish and American students. The basic assumption in this comparison is that the level of anxiety which can increase when we apologize will be higher than in the case of extending an invitation. It is important to take into consideration some crucial factors which might have an influence on expressing anxiety in certain moments. We have to remember that Polish students' mentality differs from this one which is typical of the Americans. The Poles are more reserved, down-to-earth, clear-headed, whereas the Americans are more open-minded, scatter-brained and frivolous. Those features may contribute to the appearance of particular reactions in situations when someone is exposed to stress and adrenaline¹.

¹ J.E. Bourne, *Coping with Anxiety: 10 Simple Ways to Relieve Anxiety, Fear & Worry*, New Harbinger Publications, Oakland, CA 2003, P. 50.

Moreover, anxiety can be described as a very subjective feeling which is expressed and interpreted in various ways. Depending on people, reasons for being anxious might vary as well. For some people taking a very important exam or making a speech in front of the audience might be stressful, whereas for others asking about time or direction can evoke very similar emotions and feelings. As one can notice, some situations which are stressful for one group of people do not have to be hectic for others².

It is also important to mention that our brain plays a very important role in stress-related situations. Sometimes people concentrate more on what they feel inside or what other people might feel instead of conveying the message which should be the most crucial in this case. The more we think about a tense situation, the more our brain is engaged and consequently we find it more difficult to think rationally and fairly³.

2. Speech acts – general framework

2.1. How should we define speech acts?

A speech act is the performative, or action-accomplishing aspect of language use, and particularly the (illocutionary) force associated with an utterance⁴. In this case, the emphasis is put on the power of the utterances which we produce and the way we use them. However, it must be pointed out that a speech act is an action performed by the use of an utterance, in speech or writing in order to communicate. Not only should we take into consideration the way we use speech acts in written messages, but also how we exchange verbal and non-verbal messages in face-to-face conversations with other interlocutors⁵.

It is also claimed that people often try to use grammatically well-formed sentences in order to express their feelings and emotions. However, actions which they are trying to perform via those statements are more powerful than those utterances themselves⁶.

2.2. Austin's theory of speech acts

Austin was the most prominent figure associated with the study and the development of speech act theory⁷. It is crucial to mention that a logical positivism was the

² T.W. Machan, *Language Anxiety Conflict and Change in the History of English*, Oxford University Press, Oxford 2009, P. 85.

³ B. Subritzky, *How to Overcome Fear?*, Dove Ministries, Auckland 1991, P. 60.

⁴ P. Grundy, *Doing Pragmatics*, Arnold, London 2000, P. 276.

⁵ R. Ellis, *Second Language Acquisition*, Oxford University Press, Oxford 1997, P. 143.

⁶ G. Yule, *Pragmatics*, Oxford University Press, Oxford 1996, P. 47.

⁷ T.M. Holtgraves, *Language As Social Action: Social Psychology and Language Use*, Lawrence Erlbaum Associates, Mahwah, New Jersey 2002, P. 9.

main domain before speech act theory became popular. The main purpose of this domain was to verify whether particular sentences could be demonstrable or not. If one observed that the truth cannot be easily deduced from the utterance, it would be seen as meaningless. However, that approach turned out not to be successful enough owing to the fact that nearly all utterances, which people create, are meaningless within this theory. That was the reason why in 1962 John Austin decided to develop a totally new approach which was supposed to be more efficient than the previous one. He proved that we are not able to check whether our utterances are trustworthy or not, thus this approach is not valid anymore. It is believed that the main purpose of this new approach introduced by Austin was to illustrate how people use language to create an infinite number of sentences⁸.

2.2.1. A LOCUTIONARY ACT

A locutionary act is the most crucial in the process of giving a certain utterance owing to the fact that it is the moment when we choose sounds, put them together, pronounce them correctly and finally create words in order to make a speech⁹. Unfortunately, if one has problems with producing sounds or words, some disturbances may occur the moment we start creating sentences. As a result, these final utterances may be perceived as meaningless and incomprehensible by our interlocutors.

2.2.2. AN ILLOCUTIONARY ACT

An illocutionary act is strictly determined by the purpose of utterances which we produce. People use sentences to send certain information which might contain apologizing, complaining, asking, or even promising¹⁰. Furthermore, those sentences have either the imperative form (when we order somebody to do something) or interrogative (when we ask about something which seems to be interesting or crucial for us).

2.2.3. A PERLOCUTIONARY ACT

Finally, the last act called perlocutionary is characterized by evoking particular emotions, feelings, and other effects in our interlocutors. It can be stated that it is the final product of the speech. If our primary intention is to apologize somebody and if we use correct words in a certain context, then we might be sure that our interlocutor will understand us and will accept our apology. However, if our intention is to ask somebody for help and by any chance that person will not understand fully

⁸ L.R. Horn, G. Ward, *The Handbook of Pragmatics*, Blackwell Publishing Ltd, Oxford 2006, P. 54.

⁹ *Ibidem*, P. 54.

¹⁰ J.L. Austin, *How To Do Things With Words*, Oxford University Press, Oxford 1962, P. 15.

our point, it means that by choosing incorrect words our locutionary act failed and our interlocutor did not realize the main purpose of the utterance produced by us¹¹.

2.3. Searle's classification of speech acts

Austin's theory of speech acts was modified by John Searle who believed that speech acts can be interpreted in several ways depending on the situation¹². He classified them into five types: declarations, representatives, expressives, directives, and commissives. Apart from it, he came to the conclusion that well-formed speech acts can be successful in the situation when they meet certain criteria within the category called felicity conditions¹³. It means that different speech acts require various conditions, which enable us to perform a certain action. If one aims at expressing sorrow, only those felicity conditions must be taken into consideration which are typical of this particular speech act. Thus, it can be stated that there is just one general framework which has to be adjusted to each speech act separately¹⁴.

Searle decided to classify speech acts into the following sub-groups which are presented in Table 1¹⁵.

Table 1. Searle's classification of speech acts

sub-group	use	examples
declarations	<ul style="list-style-type: none"> – creating something new or changing the world 	<ul style="list-style-type: none"> – I pronounce you husband and wife (two totally different people become a couple). – I baptize this boy John Smith (a nameless child will be given the name).
representatives	<ul style="list-style-type: none"> – expressing belief that something is the case – showing belief or disbelief 	<ul style="list-style-type: none"> – I believe that the Earth goes around the Sun. – I know that the sky is blue. – I do not believe that he could have stolen this picture.
commissives	<ul style="list-style-type: none"> – by promising or offering we claim that certain actions will be performed in the nearest future – can be performed by a single person or by a group of people 	<ul style="list-style-type: none"> – I promise I will do my homework soon. – We will go to the cinema together.
directives	<ul style="list-style-type: none"> – showing our desires – expressing what we would like to get from someone else – forcing somebody to do something for us 	<ul style="list-style-type: none"> – Give me a glass of water, please! – Could you lend me your books, please? – Don't be late! I won't be waiting too long for you!

¹¹ N. Taguchi, *Pragmatic Competence*, Mouton de Gruyter, Berlin 2009, P. 109.

¹² J.R. Searle, *Expression and Meaning*, Cambridge University Press, Cambridge 1979, P. 68.

¹³ S.C. Levinson, *Pragmatics*, Cambridge University Press, Cambridge 1983, P. 229.

¹⁴ E. Bogdanowska-Jakubowska, *FACE – an interdisciplinary perspective*, Wydawnictwo Uniwersytetu Śląskiego, Katowice 2010, P. 126.

¹⁵ J. Cutting, *Pragmatics and Discourse – A Resource Book for students*, Routledge, London 2002, P. 16.

Table 1. Searle's classification of speech acts (cont.)

sub-group	use	examples
expressives	<ul style="list-style-type: none"> – showing what the speaker feels – showing off particular emotions and feelings 	<ul style="list-style-type: none"> – I am really sorry. I hope that you won't be sick anymore. – I love walking with you! I feel so good and excited then! – I cannot eat this soup. I have a terrible stomach ache.

3. Definition of anxiety and its types

Anxiety can be described as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system¹⁶. It is not possible to provide one, general definition of anxiety due to the fact that the way we experience and express it vary a lot. Some people may be stressed and manifest their anxiety by means of biting their nails, or playing with hair, whereas others may stay calm and do not show their outer symptoms.

Anxiety is a part of our daily routines and affects not only children, but also teenagers and adults. Depending on the person, various situations may contribute to the emergence of some typical symptoms such as sweating, stammering, or having stomachache. Nevertheless, anxiety does not necessarily have to be associated only with some negative feelings such as stress, discomfort or embarrassment¹⁷. It can influence us in a positive way due to the fact that it prepares us for coping with threat and danger. Only by experiencing some stressful moments are we able to find solutions to stay calm and relaxed. These solutions depend mainly on our personality, attitude, and the situation which is stressful for us. Various types of anxiety can be described in terms of our age, attitude, context and situations¹⁸.

3.1. Stranger anxiety

This type of anxiety is noticeable between 6 or 7 months of age and is typical of children who become sad, upset, confused or even troubled when they see unknown people around them¹⁹. The only beneficial aspect of this kind of anxiety is that children develop some cognitive skills which enable them to differentiate fa-

¹⁶ H.D. Brown, *Principles of Language Learning and Teaching*, Longman, New York 2007, P. 161.

¹⁷ J.N. Salkind, *Encyclopedia of Human Development*, Sage Publication, Thousand Oaks, California 2006, P. 105.

¹⁸ E.F. Barkley, *Student Engagement Techniques*, Jossey-Bass, San Francisco 2010, P. 27.

¹⁹ C.A. Kearney, *Social Anxiety and Social Phobia in Youth. Characteristics, Assessment and Psychological Treatment*, Springer Science + Business Media, Inc, Las Vegas 2005, P. 7.

miliar and unfamiliar people in the surrounding. Only by being exposed to strangers is their brain able to recognize similar shapes, colors and make assimilations²⁰.

3.2. Separation anxiety

Children between 12 and 15 months of age can manifest this type of anxiety when they are left with strangers. The absence of parents at hand evokes negative feelings caused by the fact that children are afraid of being left by their parents at any time²¹.

3.3. Trait and state anxiety

There is a very distinct difference between these two types of anxiety. People who are characterized by possessing trait anxiety have a tendency to be constantly anxious. It is claimed that this kind of anxiety is strongly embedded in our personality and we cannot get rid of it. Moving from one place to another, meeting a new person or even going for a walk are examples of situations which may be the source of fear, worry, and confusion for people who have problems to control this kind of anxiety. Such people are overwhelmed by all potential and unpleasant things which may chance them²².

In contrast to trait anxiety, people who are characterized by possessing state anxiety may feel arousal of negative feelings only in some specific situations such as taking some important exams, giving a public speech or passing a driving test. It is easier for them to control the level of stress and cope with it successfully. Such people are not prone to concentrate only on negative things and they are likely to be more accurate in performing some actions than people who are constantly pre-occupied and baffled²³.

3.4. Debilitative and facilitative anxiety

The notion of anxiety can be correlated with attention which may be defined as the ability to focus on a particular thing located in our surrounding²⁴. Despite the fact that we may be bombarded with hundreds of various things at the same time, we are capable of concentrating on one specific item which seems to be the most desirable for us. In that case, anxiety can either motivate us for further actions or make us feel even more stressed than usual. For instance, during a lonely walk in a dark alley, we may be thoroughly frightened due to some potential threats which

²⁰ T.W. Machan, *Language Anxiety – conflict and change in the history of English*, Oxford University Press, Oxford 2009, P. 27.

²¹ A. Kępiński, *Lęk*, Państwowy Zakład Wydawnictw Lekarskich, Warszawa 1987, P. 42.

²² H.D. Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, Longman, White Plains: New York 2001, P. 161.

²³ M. Rosen, *The Effects of Stress and Anxiety on the Family*, Chelsea House Publications, Philadelphia 2003, P. 98.

²⁴ D. Evans, *Emotion: A Very Short Introduction*, Oxford University Press, Oxford 2001, P. 77.

can happen. The more anxious we become, the more we concentrate on potential risks. As a result, we react more quickly in case something bad occurs. This kind of anxiety is called ‘facilitative’ owing to the fact that it prepares us to be on alert in some emergency circumstances²⁵.

On the other hand, it might turn out that we will be supposed to give a very important speech in front of the audience. Tendencies to stutter or to sweat during this kind of performance are natural symptoms of anxiety which can make that instead of concentrating on our speech and a successful self-image, we will pay more attention to some potential problems which can occur such as butterflies in our stomach, having a red face or even fluffing some lines. Consequently, we might become more anxious, confused, stressed, and our performance will become a total failure. This example illustrates another type of anxiety called ‘debilitative’ which is counterproductive and responsible for evoking only negative feelings and emotions²⁶.

4. The Study

4.1. Participants and the main hypotheses

The participants of this study were the citizens of Poland and the USA (25 Poles; 25 Americans) who were asked to respond to some questions concerning expressing anxiety in two speech acts: apologizing and extending an invitation. The respondents were students at the age 19–26. Being native speakers of Polish and English was the most important requirement taken into consideration during the study. The main purpose of this research was to verify similarities and differences in expressing anxiety in mentioned speech acts by native speakers of both countries and check all possible symptoms which can be present. Therefore, some hypotheses needed to be tested in order to verify the main aim of this research:

1. It may be assumed that both for the Poles and the Americans apologizing will be more stressful and it will evoke more negative feelings than the moment they extend invitations.
2. Due to women’s character and personality, they will be more prone to experience the feeling of being anxious than men.
3. Symptoms which are typical of apologizing will differ a lot from these ones which will be present the moment we extend invitations.

²⁵ Z. Dörnyei, *The Psychology of the Language Learner*, Lawrence Erlbaum Associates, Mahwah, New Jersey 2005, P. 198.

²⁶ E.F. Barkley, *Student Engagement Techniques: A Handbook for College Faculty*, John Wiley and Sons Ltd, San Francisco, California 2010, P. 27.

4.2. The Procedure

In order to verify these hypotheses, two instruments were employed in this study: a questionnaire and an interview. On the grounds of the fact that it would be too difficult to find native Americans in Poland, four websites were used to collect data necessary for conducting this research:

- www.interpals.net,
- www.penpalworld.com,
- www.facebook.com,
- www.badoo.com.

Chosen citizens of Poland and the United States of America were informed about the purpose of the questionnaire and the anonymity of it. The surveys were distributed to people who were supposed to fill in them and send back their answers. Some of them sent the surveys back the same day they received them, others sent them back the following days. The process of conducting this research among the Americans was not as easy as one could suppose. Some of them were reluctant to complete the surveys due to some reasons such as lack of time or unwillingness caused by some personal matters. Carrying out the questionnaires among the Poles was much easier. They completed all of them off hand and they were given back the same day.

4.3. Results

Firstly, both the Americans and the Poles were asked to indicate which general situations can be anxious for them. Chart 1 and Chart 2 illustrate the results.

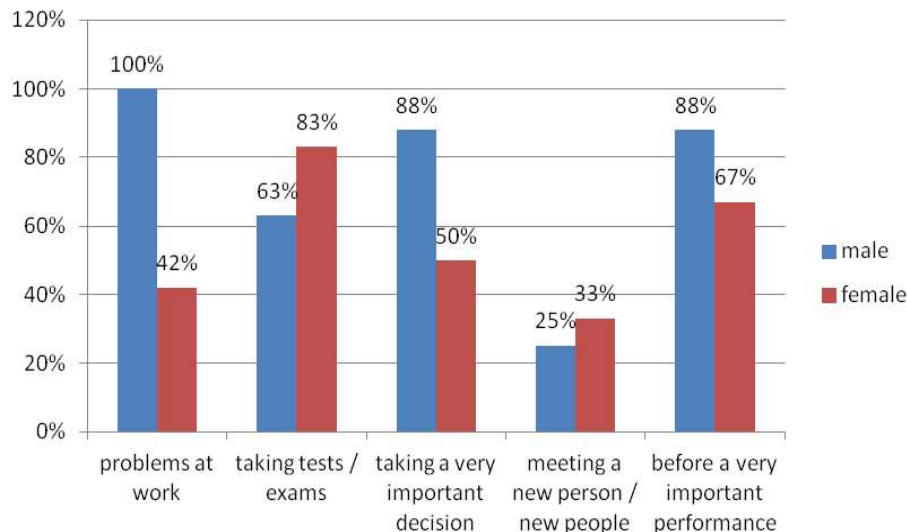


Chart 1. General situations responsible for causing anxiety among the Polish people

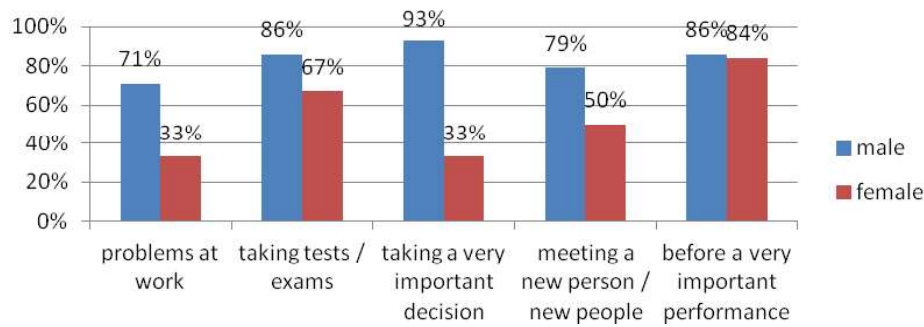


Chart 2. General situations responsible for causing anxiety among the Americans

Of the 50 Polish and American male respondents who were questioned, more than 80% of them state that they are anxious before taking some important decisions and before an important performance. Surprisingly, 100% of them claim that they are stressed because of some problems at work. It is crucial to mention that when they were supposed to give their own examples of general situations which are anxious, they admitted being stressed because of factors such as a very demanding boss, overwork or even difficult conditions in their workplace. A significant percentage of the American women reported that they are anxious during the examination (67%) and meeting new people (50%). 71% of the American male respondents are not afraid of problems at work due to relatively stable economical situation in their country. One of the respondents gave the following answer: ‘I have enough qualifications and I am sure of my skills. I am a good IT worker and I am sure that many companies will not have any problems to hire me.’

Afterwards, the respondents were asked about the main reasons for being anxious the moment they apologize. Table 2 presents the final results.

Table 2. Reasons for being anxious the moment we apologize somebody

Reasons for being anxious	The Poles		The Americans	
	Male	Female	Male	Female
being aware of the fact that something bad had been done	0%	17%	29%	50%
being afraid to say ‘I am sorry’	0%	25%	5%	60%
being afraid that our apology won’t be accepted	25%	25%	21%	50%
it is not in someone’s style to apologize	0%	0%	14%	0%
being afraid that other people’s feelings have been hurt	38%	25%	21%	33%
being afraid of receiving negative feedback from the second person	30%	55%	20%	80%

As one can notice, there are some distinctive discrepancies in answers between Polish and American male respondents. The Polish male respondents do not feel anxious owing to the fact that something bad had been done and it is time to apologize, but mostly because of being aware that someone's feelings and emotions could have been hurt (38%). When it comes to the American men, only some of them (14%) are of the opinion that it is not in their style to apologize others. It may be connected with the fact that values such as a well-paid job and career are more important than paying attention to other people's emotional sphere of life.

The Polish women's anxiety can be caused by the fact that they are aware that someone's feelings could have been hurt (25%) and they are anxious owing to the fact that their apology may not be accepted then (25%). In contrast to the Polish women, the American ones are anxious due to the fact that they are obliged to apologize (50%) and that their apology may be rejected (50%). Both the Polish and the American women are the most anxious in the situation when they are afraid of receiving a negative feedback from the second person.

It is interesting to observe how the Poles and the Americans behave when they are supposed to formulate a face-to-face invitation. Their answers are presented in Table 3.

Table 3. Reasons for being anxious the moment we extend invitations

Reasons for being anxious	The Poles		The Americans	
	Male	Female	Male	Female
not being anxious at all	25%	0%	14%	11%
being anxious connected with the fact that our invitation may be rejected	58%	33%	36%	83%
not being sure how to formulate an invitation	50%	9%	43%	17%
being afraid of speaking to the second person face-to-face	40%	0%	0%	0%
anxiety connected with being perceived as too personal and direct	25%	10%	30%	20%

Of the 50 respondents who took part in this research, only 40% of the Polish men feel anxious owing to the fact that they are afraid to talk to the second person face-to-face. It is interesting to notice that in general the Polish male respondents feel more anxious than women when it comes to extending invitations. The comparison of answers given by the Americans is quite similar to these ones given by the Poles, apart from this one where 83% of the women declare that they feel anxious on the ground of the fact that their invitation may be rejected. It seems that neither the Polish nor the American women have problems with formulating invitations, in comparison to the Polish (50%) and the American men (43%). One may also conclude that both the Polish and the American women are more open minded and

easing going owing to the fact that less than 50% of them feel anxious because of being perceived as too personal and direct.

The second part of the research was devoted to some typical symptoms which appear the moment we apologize and extend invitations. During the interview 10 out of 25 respondents from both countries (5 male and 5 female) were asked to give their answers together with a short explanation. Table 4 presents symptoms which are typical of apologizing.

Table 4. Symptoms typical of apologizing

Apologizing			
The Poles		The Americans	
Male	Female	Male	Female
<ul style="list-style-type: none"> - sweating - headache - stammering - blushing - biting nails - avoiding an eye contact 	<ul style="list-style-type: none"> - stomach ache - shivering - headache - maintaining an eye contact - repeating some words 	<ul style="list-style-type: none"> - sweating - speaking falteringly - speaking slowly and quietly - avoiding an eye contact 	<ul style="list-style-type: none"> - shivering - playing with hair - speaking very fast - using gestures and mimics to express more

Data which have been obtained from this interview show some similarities and differences in symptoms typical of apologizing. In comparison to women, men try to avoid an eye contact since it is embarrassing and confusing for them. It is interesting to notice that speaking very fast and using both gestures and mimics are typical of American women. Some of them are of the opinion that thanks to our body movements we can express more than by using simple words. Nevertheless, speaking slowly, quietly, and falteringly is attributed to men who do not find apologizing too pleasant. Table 5 illustrates symptoms typical of extending invitations.

Table 5. Symptoms typical of extending invitations

Extending invitations			
The Poles		The Americans	
Male	Female	Male	Female
<ul style="list-style-type: none"> - speaking falteringly - smiling in order to hide anxiety - keeping hands crossed behind back - shivering 	<ul style="list-style-type: none"> - smiling a lot to make a good impression - playing with hands - maintaining an eye contact 	<ul style="list-style-type: none"> - stammering a bit - having butterflies in stomach - trying to take deep breaths to stay fully relaxed 	<ul style="list-style-type: none"> - laughing and smiling - using lots of nice and pleasant words - trying to relax the second person as much as possible

Inviting itself has some common features with apologizing. Shivering, speaking falteringly, and stammering are these ones which also appear here. However, it is in-

interesting to notice that both nations implement some solutions which enable them to stay calm and relaxed. For example, smiling, laughing, and trying to take deep breaths.

5. Conclusion

All in all, it must be stated that expressing anxiety in mentioned speech acts is a very complex process which depends on many factors. After verifying the main hypotheses of this research, we can finally resolve all doubts. Surprisingly, it can be noticed that in some cases apologizing and the moment of extending invitations evoke lots of negative feelings and emotions. One could think that the moment we invite somebody seems to be nothing extraordinary, however, it turns out that the students of both nations feel stressed and confused because of factors such as problems with formulating invitations, speaking face-to-face, or even a potential rejection of the invitation. The results show that actually both men and women are prone to experience the feeling of being anxious on the grounds of various reasons. Finally, it cannot be stated that symptoms which are typical of apologizing differ significantly from these ones which appear the moment we invite somebody. Some of them such as stammering, sweating, or having a stomach ache are common, nevertheless, it must be pointed out that avoiding an eye contact or biting nails are not typical of extending invitations.

Taking everything into consideration, one has to remember that despite our nature and some external factors, we must learn how to control the level of anxiety in various speech acts which we use on a regular basis and find only these solutions which will help us to stay calm, relaxed, and maintain our conversation in a successful way.

References

- Austin, J.L. 1962. *How To Do Things With Words*. Oxford: Oxford University Press.
- Barkley, E.F. 2010. *Student Engagement Techniques. A Handbook for College Faculty*. San Francisco, California: John Wiley and Sons Ltd.
- Bogdanowska-Jakubowska, E. 2010. *FACE- an interdisciplinary perspective*. Katowice: Wydawnictwo Uniwersytetu Śląskiego.
- Bourne, J.E. 2003. *Coping with Anxiety: 10 Simple Ways to Relieve Anxiety, Fear & Worry*. Oakland, CA: New Harbinger Publications.
- Brown, H.D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy. Second Edition*. White Plains, New York: Pearson Education: Longman.
- Brown, H.D. 2007. *Principles of Language Learning and Teaching*. New York: Longman.
- Cutting, J. 2002. *Pragmatics and Discourse – A Resource Book for students*. London: Routledge.

- Dörnyei, Z. 2005. *The Psychology of the Language Learner*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Ellis, R. 1997. *Second Language Acquisition*. Oxford: Oxford University Press.
- Evans, D. 2001. *Emotion: A Very Short Introduction*. Oxford: Oxford University Press.
- Grundy, P. 2000. *Doing pragmatics*. London: Arnold.
- Holtgraves, T.M. 2002. *Language As Social Action: Social Psychology and Language Use*. Mahwah, New Jersey: Lawrence Erlbaum Associates
- Horn, L.R. & G. Ward. 2004. *The Handbook of Pragmatics*. Oxford: Blackwell Publishing Ltd.
- Kearney, C.A. 2005. *Social Anxiety and Social Phobia in Youth. Characteristics, Assessment and Psychological Treatment*. Las Vegas, Nevada: Springer Science + Business Media, Inc.
- Kępiński, A. 1987. *Lęk*. Warszawa: Państwowy Zakład Wydawnictw Lekarskich.
- Levinson, S.C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.
- Machan, T.W. 2009. *Language Anxiety Conflict and Change in the History of English*. Oxford: Oxford University Press.
- Rosen, M. 2003. *The Effects of Stress and Anxiety on the Family*. Philadelphia: Chelsea House Publications.
- Salkind, J.N. 2006. *Encyclopedia of Human Development*. Thousand Oaks, California: Sage Publication.
- Searle, J.R. 1979. *Expression and Meaning*. Cambridge: Cambridge University Press.
- Subritzky, B. 1991. *How to Overcome Fear?* Auckland: Dove Ministries.
- Taguchi, N. 2009. *Pragmatic Competence*. Berlin: Mouton de Gruyter.
- Yule, G. 1996. *Pragmatics*. Oxford: Oxford University Press.