

LINGUISTIC APPREHENSION: THE RELATIONSHIP BETWEEN BODY AND MIND

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ABSTRACT: *The purpose of this research is to explore the linguistic apprehension that constrains an individual's approach to language learning. The study tries to explore the connection that exists between mind and body, which eventually affects the speaking performance of an individual due to the relationship between apprehension and oral performance. Using the qualitative approach and published journals, the research is developed. The research will provide a general review of the connection between the mind and the body and the influence of that relationship upon cognitive apprehension. The study also reflects that awareness of weakness in a particular language, duration of exposure to that language and the type of environment that surrounds individuals while they are learning languages impact their linguistic abilities, suggesting a clear connection between mind and body that has an impact on linguistic apprehension. The data is analyzed using the historical method, providing evidence and information to support the conclusions made.*

KEYWORDS: Language acquisition, linguistic apprehension, language anxiety, stress

1.0 INTRODUCTION

This study focuses on foreign language anxiety (FLA), which is characterized as a sense of dread, nervousness, and tension associated with learning and utilizing a foreign language. Its impact can overwhelmingly impede individuals' ability to achieve their linguistic objectives. FLA is also known as xenoglossophobia, which in itself could cause anxiety just by trying to say it! According to research, FLA is a major issue in language schools across the world, particularly in the context of the anxiety of speaking another language.

FLA can be described as a type of specialized anxiety that is more likely to occur in anxious people. Various papers describe anxiety and apprehension as being important to language acquisition, potentially impeding a person's learning process and affecting his or her ability to acquire that language. It is believed that hesitation, poor understanding skills, a lack of confidence, and anxiety can all lead to natural issues in speaking that bring up difficult issues or linguistic barriers. Many variables might contribute to linguistic apprehension in those attempting to learn a new language or converse in a language due to FLA [1].

A second language is not an individual's native language but is one learned after the native language. A second language might be regarded as strange, and some individuals experience feelings of worry and dread when using a second language.

The study emphasizes the fact that the emotional attachment to a foreign language is often investigated in the context of linguistic perception. A common trigger for linguistic apprehension is the fear of being judged by an audience; however, anxiety associated with low self-esteem may also

restrict and limit a person's foreign language learning process or communication process [2].

The relationship between the body and the mind is considered to result in intricately connected health and exterior physiological reactions. The ability of the central nervous system to create emotional reactions is tied to the messages the brain generates. Scientists who have investigated the effects of stress report that it can alter how people make decisions [3].

Subjects in a study published in *Current Directions in Psychological Science* were stressed by immersing their hands in freezing water for a few minutes. The researchers determined that when individuals were stressed, they were more inclined to focus on good information

while dismissing bad information. This finding provides evidence that linguistic apprehension can be a result of stressful responses of the mind, which manifest in the body as fearfulness or anxiety. Furthermore, when an individual under stress or anxiety tries to achieve a conclusion or make an important decision, the individual is more likely to pay attention to the benefits and potential upside of the decision or situation rather than the potential downside. Up to an extent, slight stress can make the person feel slight pressure to make decisions [4]. Anxiety is a personality type that indicates that the person is predisposed to feel anxious throughout the social process. Despite the scenario, listeners, or situation being an element of their regular activity, an individual with this disposition will try to avoid circumstances that demand communication [5].

Some people are more vulnerable to communication anxiety due to a heritable condition called

communicology. However, many studies disagree with this notion, arguing that it is a personality attribute that is acquired rather than inherited and hence may be modified. Nonetheless, these studies concede that approximately 80% of the fear of failure with language originates from within cerebral structures, which are defined biologically. Language anxiety can be reduced with practice and other strategies; however, it will not disappear. Practicing speaking with peers has been shown to be useful in reducing public speaking fear. A study of high school students undertaken by [6] found that collaborative practice significantly reduced students' fear of language and promoted their language ability. Students who took part in peer practice demonstrated superior language comprehension than those who did not practice with their peers. It also found that the involvement of an audience is vital during practice. This study also showed the merits of coaching while employing peer practice, which is yet another approach for the individual to obtain input and enhance their voice while lowering their stress level. Conversation avoidance is evident when individuals live their lives in such a manner that they avoid any communication because it causes them distress. For instance, they would shun employment that required a lot of contacts or would opt to reside in places where interaction possibilities were scarce. Such cases aid in the need to study the connection between linguistic apprehension and emotional responses.

The second behavioral pattern emerges when persons who are proficient in language find themselves in a situation in which they cannot avoid conversation. In such a situation, the individual might adopt a communication detachment behavior, which might be very limited communication or even complete silence. Examples include only speaking when spoken to or answering inquiries, as well as keeping comments brief. Non-verbal signals include walking or standing apart from others, sulking, and not maintaining eye contact [4]

2.0 RESEARCH AIMS

To identify factors that lead to linguistic apprehension.

To understand the role that apprehension plays in language acquisition.

To understand the role of mind-body connection or mental well-being in the context of linguistic apprehension.

The research will focus on how linguistic apprehension can result in various involuntary responses produced by the body in response to mental stress, such as stomach butterflies, where the body shuts down the digestive system. The body also produces a "fight or flight" response that can result in nausea, forgetfulness, shaking limbs, sweating, and difficulty in speaking [7]. Linguistic anxiety may arise when engaging in any of three types of communication: group communication, interpersonal communication, and mass communication.

Due to the data collection method, the research was limited to conventional and limited secondary sources. Although there is an abundance of literature stating the arguments in favor of the existence of language apprehension, they do not consider the major factors that instigate it. The study's significance is that it will improve the implications of the connection shared by teachers with their students, allowing the linguistic apprehension to be studied more thoroughly.

3.0 THEORETICAL FRAMEWORK

Linguistic apprehension refers to the fear or anxiousness of insufficient or inarticulate communication that one might go through as a consequence of acquiring a second or new language. Physical health has always received great importance; however, mental health is often overlooked as being an essential component of a healthy body. The connection between the mind and body can be described as the relationship between the physical being and the mental being to create a single entity. Due to communication channels between exchanges that are present inside the brain and neurobiological and immunological systems, knowledge and skills are shared. According to the biopsychosocial perspective, which substitutes the earlier biological model, there is no actual distinction between body and mind [8]. This study will focus on linguistic apprehension as the inability to communicate efficiently due to language anxiety in the context of the relationship between mind and body [1].

Lambert's Social Psychological Model is a key theory pertinent to second language acquisition. It is

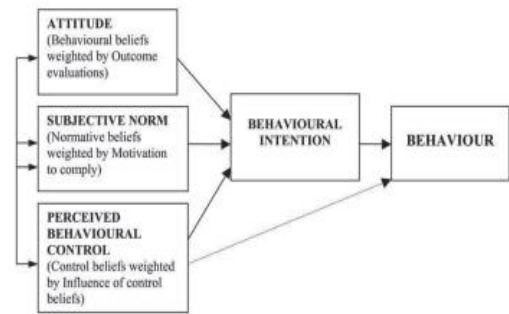
a hypothesis for multilingual self-actualization and self-alteration. According to Lambert, the essential component of this approach is that linguistic distinctiveness is a fundamental component of human identity. The success of learning a second language is largely dependent upon the learner’s self-identity. Lambert believes that pupils should be ready and able to identify with the population who natively use the second language. This paradigm has both emotional and cognitive components. Acculturation, according to Schumann's Acculturation Model, is the process of absorbing a new culture. The natural process is central to the acculturation concept. According to Schumann, this approach does not provide teaching but rather provides a natural environmental setting. He discusses the aspects that impact second language acquisition. He contends that there are two elements involved in language acquisition, which are social and emotive [9].

A behavioral hypothesis was used as a starting point to acquire insight into linguistic apprehension during language learning. There are many significant behavioral theories, including motivational theories or cognitive theories, which are incorporated into most modern comprehension models; these models share concepts such as attitudes, behavior, behavioral intents, self-efficacy, social impact, skills, and obstacles [10].

The Theory of Planned Behavior (TPB) is one such modern comprehension model that includes many of these concepts. Attitudes are defined as beliefs or coherent, external examinations of another human's initiative or concept; motive is the eagerness to adopt a certain behavior pattern; self-efficacy is the assurance and capacity to act adequately in a given situation; and social influence is the effect of the ideas and expectations of relevant others upon a person's actions. Skill refers to an individual’s ability to carry out a specific activity; obstacles are possible impediments that might prevent a specific behavior from occurring [11].

The TPB is based on three sets of beliefs: (1) beliefs about the likely outcomes of behavior, analysis of which results in forming attitudes toward behavior; (2) beliefs about and assessments of other people's pressures and practices, which eventually led to adherence with our denial of these facilitating conditions; and (3) beliefs about behavior-facilitating or behavior-impeding factors and one's resilience, which leads to behavioral control.

Behavioral intentions are the product of a combination of mindset, subjective standards, and behavioral intentions (also known as self-efficacy), which eventually result in behavior. The key distinction between perceived behavioral control and the ASE model is that the latter considers the impact of skills and obstacles, whereas the TPB does not seem to. However, TPB has been investigated more thoroughly than the ASE model [4].



Ajzen’s most based-referenced model: the theory of planned behavior

Theory of Planned Behavior, Source: [12].

The behavioral reasoning theory (BRT) is an investigation into the comprehension of human language. BRT aims to explain how individuals use their linguistic conduct as cues in their interactions, and how they behave and respond as a result of those interactions. This behavior is learned early in the language learning process and serves as a generic operant. A key aspect of language comprehension is having the ability to engage in mental simulations [13]. This allows individuals to create a variety of relationship frameworks between different inputs. People cannot operate without relational structures. The ability to create a structural framework is required for rule-governed behavior to emerge. Rule-governed conduct reduces the time it takes to make difficult decisions, improves interpersonal security, and allows for the anticipation of occurrences. Once established, relational frameworks dominate other kinds of behavioral control. As a result, rule-governed behavior may serve as the foundation for psychopathology. People with poor contextual control have a hard time paying flexible, focused, and deliberate attention to the current and aligning their behaviors with it. Contextual psychotherapy approaches based on the BRT begin as given. Through the deliberate strengthening of cognitive strategies and the construction of new rules that allow

for a change in the rule, new circumstances in therapeutic engagement may be targeted. Governed conduct allows for the overthrow of a dysfunctional rule[3].

Skinner proposed one of the first scientific ideas about language acquisition (1957). He was a pioneer of behaviorism a theory that accounts for language development through environmental influences. Skinner claimed that toddlers learn by employing behaviorist reinforcement principles to link words to their meanings. When an infant understands the expressive value of words and sentences, correct responses are rewarded favorably. Skinner's depiction was countered by Noam Chomsky, who argued that if the learning process is dependent solely on language input, infants would never acquire the necessary tools to evaluate an unlimited number of sentences. As a result, he devised the Universal Grammar theory, which is based on the notion of inherent, biological entity types, such as noun categorization and a verb category, which contribute to the development of children's language and adult language processing [14].

According to the Universal Grammar theory, grammar used around the world is designed to contain all of the strategies for basic learning needed to integrate diverse types of words, such as pronouns and verbs, into sentences. The youngster's sole responsibility is to learn the words in her tongue. Children, for example, know how to integrate a noun and an action into a coherent phrase, as per the Universal Grammar explanation. As a result of Chomsky's language acquisition theory, hundreds of researchers have investigated the nature of these potential linguistic forms, research that is still ongoing. However, a number of cognitive psychologists doubt the reliability of the Universal Grammar model. They contended that nouns and verbs are unsustainable categories from a medical, evolutionary, and psychological standpoint; they argued that science needed a theory to explain student learning in the absence of basic categories. Researchers predicted that instead of having a linguistic system for language understanding, children would use general linguistic and cognitive processes. While Universal Grammar advocates for an early higher management level, or young adult-like language understanding, constructivist researchers advocate for a more progressive developmental process. Children are

said to be responsive to linguistic patterns, which aid their learning [9].

4.0 RESEARCH QUESTIONS

1-What is the connection between mental health and the implications of language acquisition in the context of linguistic comprehension?

2-How can the limitations that emerged in terms of linguistic apprehension be overcome?

3-What are factors that can affect language learning or communication, and how can the interaction between the teacher and student affect language acquisition?

5.0 METHODOLOGY

This research paper will review the data about linguistic apprehension published in the journals. The study draws upon qualitative data, collected through the internet. The rationale for adopting this approach is that the method embraces technology and eliminates issues that might have arisen in face-to-face interviews with a vulnerable population. This approach also avoids traditional data collection methods, which might have hindered my approach to studying the phenomenon in global populations; traditional methods would limit data harvesting to just a particular population in a particular region. To cover the global perspective in the context of linguistic apprehension, it was necessary to use a qualitative approach to collect data, ensuring and maintaining the global approach of the study.

The study aims to provide an overview of insights into the connection between the mind and body and to provide supporting evidence. Furthermore, the work describes the role of the emotional state during linguistic apprehension and language acquisition [15].

Methodologies not only describe the process and the outcomes of the research but also aid in summarizing the study for readers and reviewers based on the conclusions drawn. Various actions were taken to research the connection between mind and body in the context of linguistic apprehension and to investigate the developed research questions with the rationale for the specific processes that occur in producing bodily responses.

This section will allow reviewers to evaluate the reliability and validity of this study, it will also provide some useful and significant insights into the

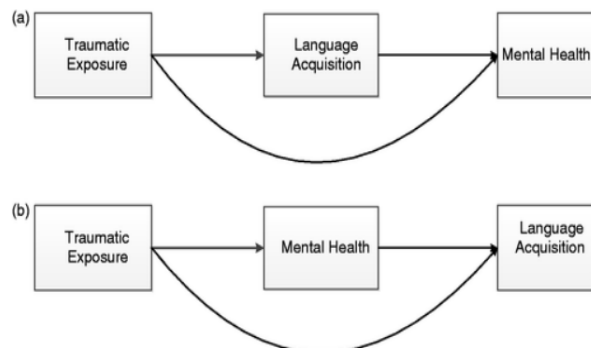
major elements of the research, which are the collection of the data and the sources utilized for data collection as well as the processes for conducting the research analysis.

After the data was collected from the online sources, it was arranged into a series based on the approaches as identified in the historical method. Historical theory was used to uncover the significance of the emotional responses, experiences, and social interactions of individuals. As the study researches the thoughts and feelings of the subjects who took part in the published studies. And from surveys available on the internet, the qualitative approach is an appropriate methodology to use [16]. Qualitative research added to understanding the occurrence of emotional responses and similar behaviors among individuals experiencing linguistic apprehension. The idea for researching linguistic apprehension was inspired by reading several pieces of relevant literature from secondary sources. Then a qualitative research topic was formulated. Further, fact-checking was done, and an evaluation of the reliability as well as the validity of the data was performed. Then the information and evidence that were gathered from the online sources were evaluated to form generalizations. The accepted literature was then further studied for the second time to form a generalized overview. It aided in gaining a perspective on the subject and shaping the study. The relationship between traumatic experiences, host language learning, and mental health in a sample of Bosnian refugees was studied using two models. To answer the research questions, additional data were analyzed, and the findings are discussed along with the evidence and interpretations of Chomsky's characteristics of language and TPB. The research approach provides evidence and a detailed discussion that support the conclusion made [17].

6.0 RESULTS AND DISCUSSION

6.1 RESULTS

Kartal used two models to study the link between traumatic experiences, host language learning, and mental health in a sample of Bosnian refugees. While



Source: [18].

traumatic exposure has a direct influence on mental health, the first model (Model A) posits that it also has an indirect impact on mental health through its association with host language learning. While no previous study has explored this proposed model, several investigations have backed up its components. The purpose of this study is to highlight that trauma reduces one's ability to cope with stress, making one more vulnerable to stress-related psychopathology. Professionals are also concerned about the impact of language acquisition challenges on the mental health of refugees. In Australia alone, linguistic challenges have been linked to the inaccurate identification of mental disorders, low hospitalization rates, a greater hospitalization duration, and increased rates of involuntary admissions. Language aids therapeutic effectiveness by changing perceptions of suffering and mental health prodromal symptoms, as well as the development of sympathy and trust. Assisting refugees in acquiring the host language can help them adjust to immigration and rehabilitate those refugees who experience mental health difficulties due to being exposed to traumatic events in their home country. According to research, learning the language of the host country appears to be a major stressor in the migration process. The importance of language learning and its influence on the mental health and integration of refugees cannot be overemphasized. Communication obstacles not only exacerbate the symptoms that existed before the traumas, but they also hamper adjustment and individuals' everyday functioning, including their ability to engage in the community, participate in the labor market, and experience job satisfaction.

As a result, pre-existing psychopathologies can be aggravated in those immigrants who experience difficulty acquiring the host language. Also, the capacity to adjust to the new cultural setting is hindered for those who struggle to learn the host language [18].

The study "*Overcoming Skill-Specific Language Learning Anxiety: Research-Based Tools*" by Olofson provides insights into the limitations of skill-specific language learning anxiety. There are two forms of anxiety: trait anxiety and state anxiety. The latter describes anxiety that emerges when students are exposed to specific settings or scenarios. For example, some learners become apprehensive when they are asked to speak in public or when they do not comprehend many of the words used in class by the teacher. In contrast, "trait anxiety" is a person's proclivity to feel nervous regardless of the circumstances. Olofson contends that trait anxiety is a persistent condition that is part of a person's personality. The study focuses on language anxiety and how it affects students' learning processes and academic achievement. Until recently, the success of the learning process was assumed to be attributed to personality traits activated by specific scenarios in which students had to grasp or produce words. However, a new study reveals that anxiety among students at global language institutions is significantly more complicated than at national ones. Language learning can be contextual, change with time or skill level, and be limited to certain language skills alone. This realization has caused experts to call for more research into the dynamic relationship between anxiety and each of the four competencies taught in foreign language schools. This understanding of the complexity of language anxiety emphasizes the possibility that any skill may have both related and distinct anxiety issues. Another important underlying concept for reducing anxiety is the need to create a classroom environment that encourages student participation in the dialogue. These educational methods promote collaboration and peer formation in their context. It becomes desirable among nervous students to develop strong interpersonal relationships, assist others in achieving their goals, and become familiar with classroom norms in order to feel safe in that environment [19]. The study by Loewen on interaction and instruction in second language acquisition emphasizes the importance of input, communication, and output.

This approach has been extensively researched within the larger ISLA framework, and theorists have recognized a shift from examining whether the interaction is good for second language development to the conditions required for its success. Replication studies are essential to back up previous research results, especially given the methodological shortcomings in many previous studies [20]. According to [21], replication studies can show „how far we can detach knowledge from the unique circumstances of time, location, technique, or individuals that were part of the original experiment or research.

6.2 DISCUSSION

From the above study, it can be stated that the inability to understand or communicate effectively with mentally well-being people not only obstructs communication but also poses a barrier to treatment access and use. As studied in Karl's survey given by [22]. Academics have recently focused on mental health to make a point and eliminate stigmas associated with mental illnesses. Some people who have had mental illness have also experienced physical self-isolation and communication problems, which have resulted in their inability to feel "normal." Individuals suffering from mental illnesses have communication problems [19].

They also have a "diseased" brain that impairs their communication abilities. This implies that when the brain is damaged by a mental disease, the individual may be unable to think or communicate coherently or may even have problems using appropriate body language. According to a *Collaborative Treatment Approach*, people with anxiety have been described as being unable to decipher incoming messages confidently (information processing difficulties). Being unable to maintain a conversation, and exhibiting a lack of interest in socializing, having difficulty making decisions, and solving problems, people with anxiety may want to say little. People with mental illness frequently have cognitive deficits [18].

According to [18], learners frequently use four strategies to deal with their linguistic apprehension. These are preparation, relaxation, hopeful thinking, and peer seeking. All of these strategies can help learners reduce their linguistic apprehension and anxiety. Kartal et al. go on to say that students must identify the sources of their linguistic anxiety and use

appropriate coping strategies. Only one of the five coping strategies investigated (the resignation strategy) was not used by students to deal with their anxiety because it did not appear to be a popular approach. It can be shown that virtually all participants in Karl's study reported using anxiety-coping tactics. Linguistic apprehension can be affected by interaction and the aptitude for interaction one individual has with others, as it can enhance the quality of communication as well as enhance the individual's confidence in the subject. Interaction with peers can enhance a person's communicative abilities and thus aid in the process of acquiring language.

The above studies highlight that peer contact is widely seen as the primary interaction structure. Other research has recently focused on the effects of peer contact, in part because it is the most common type of interaction in many schools that are oriented toward communication.

Researchers have investigated student engagement with other learners, in particular, to determine whether peers might also be a beneficial learning resource. Peer involvement might provide psycholinguistic benefits, such as increased input and reduced output processing time, resulting in a higher frequency of responses and the possibility to check or practice the language [20]. Other factors like language anxiety, low self-esteem, poor grasp of language, and unconventional scenarios can impact language learning, which eventually results in linguistic apprehension.

Learners may feel nervous in the case of language acquisition owing to communication challenges, apprehension, negative assessment, and a general sense of uneasiness. Students who have poor oral and written skills in their home language are more likely to experience linguistic anxiety than those who are proficient in their native tongue. Aside from the variables mentioned above, teachers who use unsuitable teaching methods and are reluctant to develop what is relevant to their students can also influence learners' anxiety in their foreign language learning.

7.0 SCOPE AND IMPLICATIONS

The current study has taken a few incidental approaches to establish a conclusion to fill the knowledge gap regarding linguistic apprehension. There is limited information about linguistic apprehension available, so this study adds to earlier findings. Due to the limited sources and materials available for research analysis, it was difficult to gather secondary data, and forming a generalizable conclusion for this study was a challenge.

The findings suggest that there is a wide scope for studying linguistic apprehension, and discussing a few facts alone cannot outline a collective outcome. It is necessary to pay attention to all the factors affecting and causing linguistic apprehension.

8.0 CONCLUSION

Many variables might contribute to linguistic apprehension in those attempting to learn a new language or converse in that language. The fear of being assessed by an audience or anxiety related to poor self-esteem are common causes preceding linguistic apprehension, which can impede and disrupt a person's learning or an entire course in a foreign language [20]. When a person is stressed or anxious, attempts to reach a conclusion or make an important decision are more likely to focus on the benefits and potential upside of something like the decision or scenario rather than the potential harm. The link between mind and body may be considered a technique for characterizing the link between an entity's physical and mental beings as a unit.

Linguistic apprehension can occur in many ways, but this research emphasizes an inability to communicate effectively owing to linguistic anxiety established during language learning in the context of the mind-body relationship. Although there are various factors affecting linguistic apprehension and enhancing its implications, this study has discussed the impact of anxiety and language fear, which individuals develop during language acquisition or later during communication in a new language. The fear of language or the anxiety of acquiring a language can result in less efficient conversation and enhanced linguistic apprehension.

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