Foreign Language Anxiety among Saudi EFL Students: A Study on Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation

Bader Mohammad Alshammari[1,2]
[1]Department of English Language, College of Arts, University of Hail, Hail 55476, Saudi Arabia, [2]Department of Language & Linguistics, College of Arts, University of Essex, Wivenhoe Park, Colchester, CO4 3SQ, United Kingdom.
Email: Bdr.Alshammari@uoh.edu.sa, Ba16317@essex.ac.uk

Abstract
Background: Foreign Language Anxiety (FLA) is a significant barrier for Saudi undergraduate EFL students, influenced by communication apprehension, exam anxiety, and fear of unfavourable evaluation. Sociocultural factors such as teacher-cantered pedagogy, public grade disclosure, and competitive classroom environments contribute heavily to the development of FLA. **Objectives:** The study aims to explore the main sociocultural causes of FLA among Saudi EFL students and propose culturally sensitive strategies to reduce anxiety in language learning. **Method:** A qualitative research design was employed using interviews with Saudi undergraduate EFL students to identify key sociocultural elements influencing FLA. **Results:** The findings reveal that anxiety primarily stems from fear of public humiliation, pressure from high-stakes assessments, and strict evaluation practices, intensifying students' anxiety levels within academic settings. **Conclusion:** The study concludes that addressing FLA requires the implementation of anxiety-aware teaching strategies and cooperative learning approaches tailored to the cultural context of Saudi Arabia. **Contribution:** This research provides practical insights for educators and policymakers aiming to create more supportive and anxiety-sensitive language learning environments within Saudi Arabia's educational system. **Ethical approval:** This study was reviewed and approved by the University of Essex Social Sciences Ethics Sub-Committee under ERAMS reference ETH2223-0213.
Keywords: Foreign Language Anxiety, Saudi EFL Learners, Communication Apprehension, Sociocultural Factors, Learning A Foreign Language

Introduction
The increasing globalization and demand for English proficiency in academic and professional settings have led to widespread efforts in enhancing English education in Saudi Arabia. Despite these efforts, many Saudi English as a Foreign Language (EFL) learners struggle with anxiety when using the language, which negatively impacts their performance and willingness to participate in classroom activities (Alsowat, 2016). Foreign language anxiety (FLA) has been

recognized as a key factor in language acquisition difficulties, leading to avoidance behaviours, poor engagement, and decreased motivation among learners (Horwitz, Horwitz, & Cope, 1986). Foreign language anxiety (FLA) is a Situation-specific type of anxiety that occurs exclusively in language learning environments. Horwitz, Horwitz, and Cope (1986) characterise Foreign Language Anxiety (FLA) as an umbrella term encompassing learners' beliefs about oneself, attitudes, and psychological responses during language utilisation in the classroom. In contrast to ordinary academic fears, Foreign Language Anxiety (FLA) necessitates elevated degrees of self-expression and is intricately linked to the learner's self-concept (refer to Figure 2.1).

Figure 2.1. Categorisation of Foreign Language Anxiety (Modified from Horwitz et al., 1986)

FLA is a complex psychological phenomenon comprising several components, including communication apprehension, test anxiety, and fear of negative evaluation (Dewaele & Al-Saraj, 2013). Communication apprehension refers to students' reluctance to engage in verbal communication due to fear of making mistakes or being judged. Test anxiety stems from pressure to perform well in assessments, often leading to cognitive disruptions (MacIntyre & Gardner, 1991). Fear of negative evaluation occurs when students worry about receiving criticism from peers and instructors, further inhibiting participation (Al-Saraj, 2014).

In the Saudi context, studies have highlighted the prevalence of moderate to high levels of FLA among university students (Alrabai, 2014). Research suggests that Saudi EFL learners face additional challenges due to traditional teacher-centered instruction, large class sizes, and limited exposure to authentic English interactions (Al-Saraj, 2014; Alsowat, 2016). These challenges contribute to heightened anxiety, particularly in speaking and test-taking situations. Additionally, sociocultural factors, such as the high value placed on academic success and fear of making mistakes in public, exacerbate anxiety levels (Al-Saraj, 2014). Recent research frequently highlights the ongoing impact of anxiety in foreign language acquisition across various worldwide contexts. Bintang Zul Hulaifah and Sibuea (2023) discovered that EFL university students in Jakarta often exhibited low to moderate levels of anxiety during English learning, indicating that while Foreign Language Anxiety (FLA) is prevalent, it varies considerably among learners. Naibaho (2022) reported considerable anxiety levels among Indonesian university students, especially regarding speaking and listening abilities, underscoring that oral proficiency is a significant anxiety catalyst globally. In the Saudi context, Alsalooli and Al-Tale (2022) found that first-year EFL students typically encountered moderate foreign language anxiety, primarily stemming from communication apprehension and concerns around negative feedback and assessments. These findings highlight the necessity of examining FLA characteristics in Saudi Arabia to create specific support methods adapted to the local educational and cultural context.

Foreign language anxiety is not a new phenomenon, but its impact on students' academic performance and long-term language acquisition is profound. Studies suggest that anxious learners are more likely to underperform in speaking and writing tasks, avoid participating in classroom discussions, and develop a negative attitude toward language learning (Horwitz et al., 1986; Dewaele & Al-Saraj, 2013). Moreover, the persistence of anxiety over time can create a cycle where students' fear of failure prevents them from improving their skills, further reinforcing their apprehension (MacIntyre & Gardner, 1991).

Given these concerns, it is crucial to explore ways to mitigate FLA in Saudi EFL classrooms. Previous research has emphasized the importance of creating a supportive learning environment, implementing anxiety-reducing teaching strategies, and incorporating technology to enhance student engagement (Alrabai, 2014; Aydın, 2018). This study aims to investigate the manifestations of FLA among Saudi EFL students, focusing on their experiences with communication apprehension, test anxiety, and fear of negative evaluation. By exploring these dimensions, the study provides insights into effective strategies that educators and institutions can implement to reduce anxiety and enhance students' confidence in language learning.

Furthermore, this investigation is already complicated enough without adding the cultural background of Saudi Arabia. As a teacher in this setting, I am well aware of the specific difficulties that Saudi EFL students face, such as language and cultural barriers, which can amplify their experiences of foreign language anxiety in tasks such as speaking, writing, and test-taking. Developing appropriate strategies to manage these anxieties may be achieved by investigating these context-specific elements, which this study offers the potential to do. Subsequently, I am driven by an ambition to make a positive impact on the wider domain of English as a foreign language instruction and can make use of the cultural knowledge I have to interpret the findings of the present study. While FLA has been the subject of many research studies, few have explored it within cultural settings and pedagogical stages.

 My objective is to help enlighten teachers in Saudi Arabia and throughout the world by filling a knowledge gap in the literature through my studies at the College of Arts and Letters of Saudi in Saudi Arabia on English as a foreign language (EFL). This study is significant because it addresses the pressing issue of FLA, which directly affects students' academic success and their ability to progress confidently in higher education. By identifying the factors that contribute to FLA in the Saudi context, the research provides valuable insights that can guide teachers in developing supportive classroom strategies. In addition, the findings may inform curriculum designers and policymakers in creating more effective EFL programs that reduce anxiety and enhance students' language proficiency. In this way, the study not only benefits learners by improving their academic performance and confidence but also supports educators and institutions in achieving stronger learning outcomes

Research Questions
The current investigation seeks to investigate the complex phenomenon of foreign language anxiety (FLA) among Saudi EFL learners by addressing the following research questions:
1. In what way do Saudi EFL students encounter and interpret communication apprehension within English language classrooms?

2. What are the most significant factors contributing to exam anxiety among Saudi undergraduate EFL students?

3. How does the fear of negative evaluation influence the participation and performance of Saudi EFL students in academic English tasks?

Methodology
This study employs a qualitative research design to explore the experiences and perceptions of Saudi EFL students regarding foreign language anxiety (FLA). A phenomenological approach was adopted to gain deeper insights into students' emotional and cognitive responses to language learning challenges.

Participant Demographics
The participants included 10 male college students from a Saudi university who participated in the study. Their ages ranged from 19 to 24 on average. Everyone who took part in the study was currently enrolled in English language classes and had previous experience learning English as a second language. Participants were carefully gathered to reflect a range of competence levels and to collect varied viewpoints on FLA. Despite the fact that the sample size was small, the participants were taken into consideration.

Data Collection Methods
This section describes the approach used to gather qualitative data through semi-structured interviews, ensuring comprehensive insights into students' experiences with foreign language anxiety (FLA).

Interview Procedure
To gain a deeper understanding of foreign language anxiety (FLA), this study employed semi-structured interviews as the primary data collection method. This study utilized semi-structured interviews as the primary data collection method to explore students' experiences with foreign language anxiety (FLA). One-on-one interviews were conducted with participants to capture their personal insights regarding communication apprehension, test anxiety, and fear of negative evaluation. The interview guide consisted of open-ended questions designed to elicit in-depth responses, allowing students to share their challenges and coping mechanisms. Each interview lasted between 30 to 45 minutes and was conducted in both English and Arabic to ensure clarity and comfort for participants. To maintain accuracy and facilitate analysis, all interviews were audio-recorded and transcribed verbatim.

Interview Structure and Questions
Every interview was carried out individually to investigate students' experiences with communication apprehension, exam anxiety, and fear of negative evaluation. The enquiries were open-ended and derived from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986), enabling participants to contemplate their difficulties and coping mechanisms.

Language and Duration
To accommodate participants' linguistic preferences and ensure clarity, interviews were conducted in English. Each session lasted between 30 to 45 minutes, allowing students

sufficient time to express their thoughts and emotions regarding their language-learning experiences.

Data Recording and Transcription
To maintain data accuracy and enhance the reliability of analysis, all interviews were audio-recorded and later transcribed verbatim.

Data Analysis
Thematic analysis was used to identify recurring patterns and themes related to foreign language anxiety. The process followed Braun and Clarke's (2006) six-step approach:

I.   Familiarization with Data: Transcripts from interviews were reviewed multiple times.
II.   Generating Initial Codes: Key phrases and patterns were highlighted based on frequency and relevance.
III. Searching for Themes: Codes were grouped into broader categories such as communication apprehension, test anxiety, and classroom-related factors.
IV.   Reviewing Themes: The identified themes were cross-checked with data sources to ensure consistency.
V.   Defining and Naming Themes: Themes were refined and contextualized within existing FLA literature.
VI.   Producing the Report: Findings were structured into meaningful narratives supported by direct student quotations.
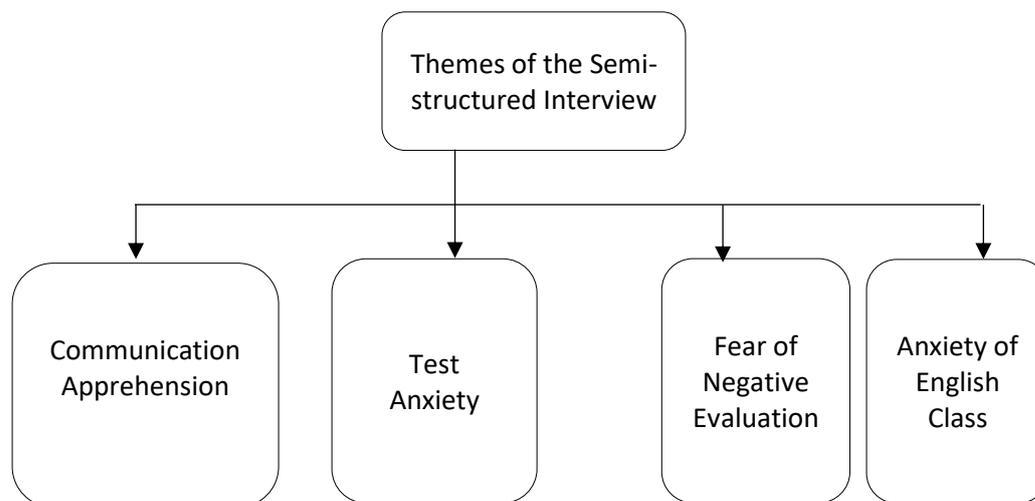

Figure 1 Themes of the Semi-structured Interview

Results
Communication Apprehension
Communication apprehension was a prominent challenge among students, characterized by a fear of speaking or presenting in English due to worries about making errors, facing ridicule, or experiencing embarrassment. Many participants described feeling stressed or confused when required to speak in front of peers, particularly when negative reactions from classmates went unaddressed by teachers. As Student 5 recounted, "A teacher told us to write and present it in front of students. When I presented mine, I made some mistakes, and I felt that the students laughed at me and made fun of me. The teacher did not do anything to stop

it, unfortunately." This lack of support amplified feelings of vulnerability. Further contributing to this anxiety was the pace and complexity of teachers' speech, with Student 1 explaining, "I feel anxious when my teacher speaks quickly because I can't get the whole words and phrases," highlighting how unclear communication intensified students' struggles. Compounding these issues were additional barriers, such as limited vocabulary knowledge, which impaired students' ability to express ideas clearly, and teachers' negative attitudes—including harsh criticism or a failure to offer encouragement—that eroded confidence. Classroom dynamics also played a role, as an excessive focus on competition during group activities fostered an environment where students prioritized outperforming peers over collaboration, heightening stress and reducing active participation. Together, these factors created a cycle of anxiety that stifled students' willingness to engage in language practice, undermining both their learning progress and self-assurance.
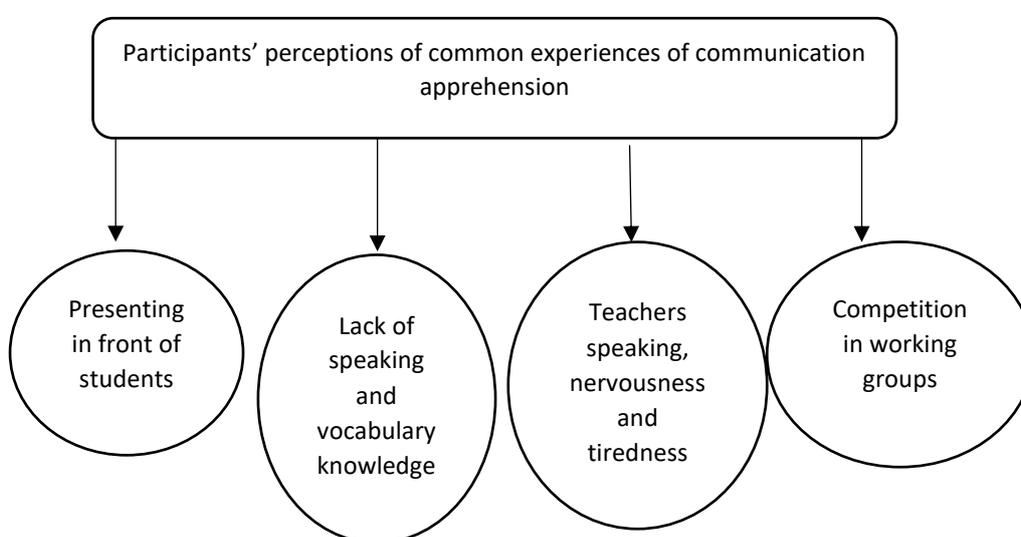

Figure 2 Participants' perceptions of common experiences of communication apprehension

Test Anxiety

Test anxiety emerged as a significant barrier to language learning, particularly during writing exams and oral assessments, with students highlighting multiple stressors that exacerbated their anxiety. One key issue was time pressure, which often forced students to rush through tasks, resulting in incomplete or poorly constructed answers. As Student 6 explained, "I would definitely feel anxious in a writing exam… It is because of the time limit during the exam. I'm thinking my writing is going to impact my outcome due to the limited time and interfering ideas." Another significant stressor was the perception of unfair writing requirements, where exams demanded extensive content within unrealistically short timeframes, as noted by Student 3: "Yes, like in examination time, final exam there's so much to write and little time. That's a very pressuring time." Additionally, sudden quizzes intensified anxiety due to the lack of prior preparation, with Student 1 stating, "Quizzes and sudden tasks made me extremely anxious." To manage these challenges, students adopted coping strategies such as thorough preparation, seeking peer support, and practicing positive thinking to mitigate the emotional and cognitive impacts of test-related stress.
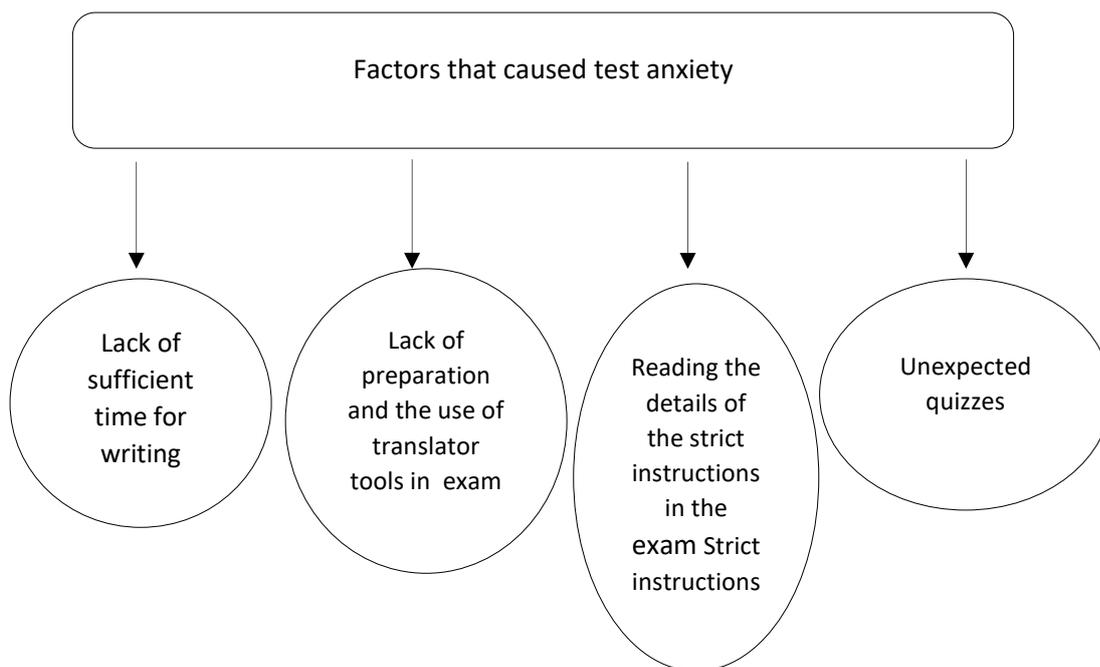
Figure 3 Factors that caused test anxiety

Fear of Negative Evaluation
The fear of negative evaluation significantly impacted students' language learning experiences, as they expressed deep concerns about being judged by both teachers and peers. One prominent source of anxiety stemmed from the pressure to meet high academic expectations, particularly when reflecting on final grades and assessments. As Student 1 noted, "Well, I think writing anxiety might happen when you're writing and thinking about the final grade and assessment. This will get me nervous." Another factor was the discomfort of being compared to classmates, especially when teachers openly praised high-performing peers. Student 9 highlighted this issue, stating, "I feel anxious and disappointed when my teacher praises some good students for their performance in writing and some tasks in front of us. I think it's not fair for some students." Additionally, the public posting of grades exacerbated feelings of embarrassment and social scrutiny. Student 9 further explained, "What scares me is when final marks come out, the department would post them on the public boards at the campus with our names and grades. This way terrifies me because of the judgments I will have from my colleagues and teachers." Together, these experiences created an environment where students felt constantly evaluated, fostering self-doubt and undermining their confidence in both written and oral language tasks.
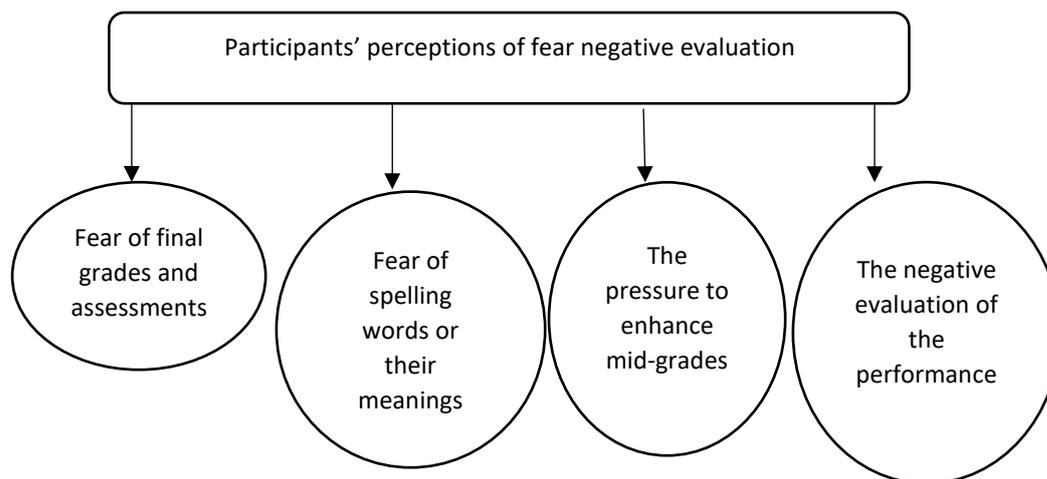
Figure 4 *Participants' perceptions of fear negative* evaluation

Anxiety in English Class

Many students reported reluctance to actively engage in English classes, attributing their anxiety to a combination of academic, environmental, and interpersonal factors. A primary concern was the steep transition to complex university-level writing expectations, which many found overwhelming compared to their high school experiences. As Student 1 explained, "Writing at the university level increases my anxiety because when I was in high school, my teacher didn't train us properly to write on a daily basis," a sentiment echoed by Student 5, who noted, "I feel anxious because my previous teacher at high school didn't train us well in writing." This gap in foundational preparation left students feeling ill-equipped to meet higher academic demands. Compounding this stress were heavy workloads and large class sizes, which made managing assignments feel unmanageable. Student 4 emphasized this strain, stating, "I can't prepare 8 modules at weekends. It caused anxiety and ambiguity." Additionally, teacher behavior significantly influenced students' confidence, with strict, overly critical, or unsupportive instructors exacerbating fears of making mistakes. Student 9 described how a teacher's feedback affected them: "Some teachers look upset about my repetition… There was a teacher who once told me that you are a good writer, but you must stop the repetition… I felt threatened about my progress." Together, these factors—rigorous academic expectations, insufficient prior training, overwhelming workloads, and discouraging teacher interactions—created a climate of anxiety that stifled students' willingness to participate actively, hindering both their engagement and growth in language learning.
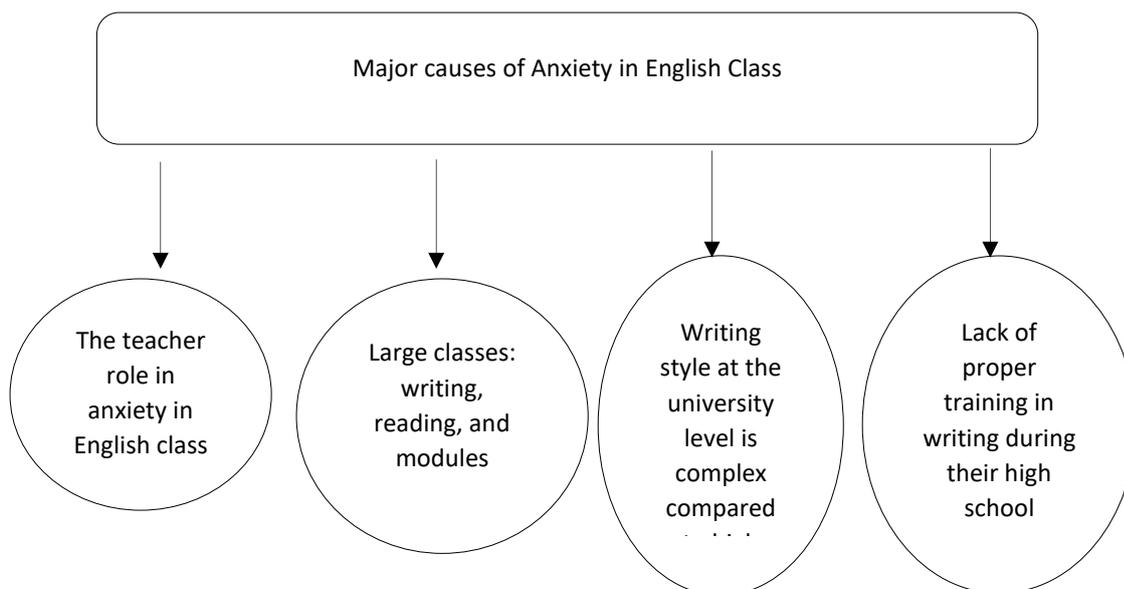
Figure 5 Major Causes of Anxiety in English Class

Summary of Key Findings

The study identified multiple interrelated sources of anxiety among Saudi EFL students. Communication apprehension emerged prominently, with students fearing mistakes, ridicule, or embarrassment during speaking tasks, exacerbated by unsupportive teacher responses and fast-paced instruction. Test anxiety was pervasive, driven by time constraints, perceived unfair exam expectations, and sudden assessments. Fear of negative evaluation stemmed from concerns about grades, public comparisons (e.g., posted grades or praise for high performers), and harsh teacher feedback. Classroom participation reluctance was tied to overwhelming academic transitions (e.g., university-level writing demands), inadequate prior preparation in writing, large workloads, and competitive dynamics. Students explicitly linked these stressors to emotional and cognitive barriers, such as diminished confidence, avoidance of participation, and reduced engagement in learning activities.
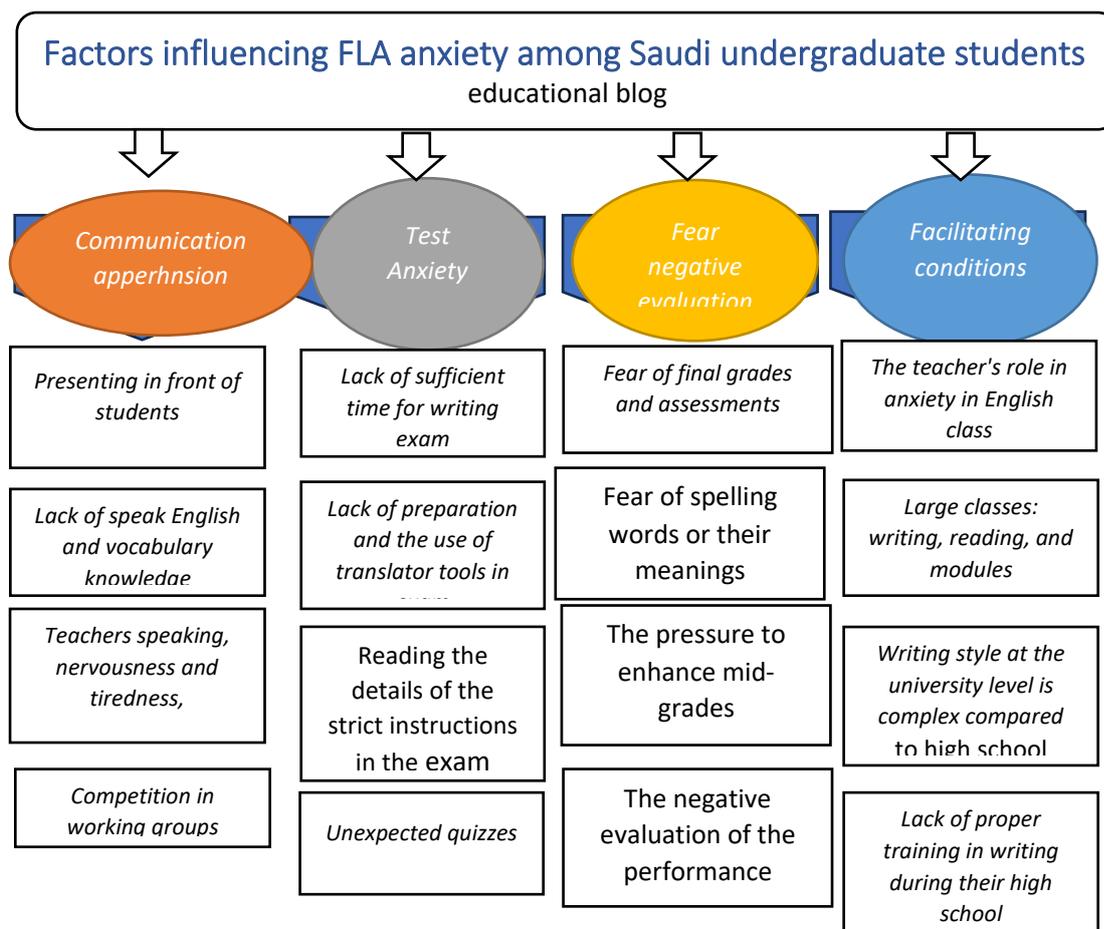
Figure 6 Summary of Participants' perceptions of Factors influencing FLACS anxiety among Saudi undergraduate students

Discussion

The findings of this study align with and extend prior research on foreign language anxiety (FLA), particularly in the Saudi EFL context. The results revealed four major themes—communication apprehension, test anxiety, fear of negative evaluation, and anxiety in English class—all of which significantly affected students' willingness to participate and their overall performance in English language learning. The findings of the present study align with previous studies indicating that communication apprehension and test anxiety are significant contributors to foreign language anxiety. In alignment with Daud et al. (2022), who identified that Malaysian undergraduates faced speaking-related apprehensions stemming from communication anxiety and negative assessment, Saudi students in this study likewise expressed worry when speaking in English classrooms. Additionally, Daud et al. (2021) highlighted that adverse emotional experiences, such as humiliation in the presence of peers or native speakers, detrimentally affected learners' engagement, aligning with participants' accounts of classroom-related stressors in this study. Almesaar's (2022) study of Saudi business and accounting students indicated that foreign language anxiety (FLA) did not significantly predict academic English achievement. This suggests that while anxiety may affect participation and confidence, its impact on quantifiable outcomes such as grades may be less direct, contingent upon context and learner characteristics. The similarities and distinctions underscore the intricate interaction among emotional, cognitive, and academic dimensions of Foreign Language Anxiety across various learner demographics.

Communication apprehension**,** prominently featured in this study, mirrors earlier findings by Horwitz et al. (1986), who conceptualized FLA as consisting partly of a fear of oral communication. The participants' hesitation to speak, due by fear of making mistakes or being laughed at, was amplified by teacher behaviour and peer reactions—factors also highlighted in Alrabai's (2014) model of Saudi EFL anxiety. Similarly, Dewaele and Al-Saraj (2013) emphasized that learners in conservative cultural settings may be particularly vulnerable to communication anxiety due to heightened sensitivity to public embarrassment and correction.

Test anxiety**,** as reported by participants, involved feelings of pressure related to time constraints and sudden assessments. These findings resonate with MacIntyre and Gardner's (1991) assertion that FLA includes anxiety over performance in evaluative situations. Participants in this study described test anxiety not just as fear of failure but as a paralyzing barrier to demonstrating knowledge, similar to what was reported in previous studies on Saudi learners (Al-Saraj, 2014). Moreover, sudden quizzes and unclear exam formats echoed the findings of Wan Iman Wan Salim et al. (2017), who noted that unpredictability in assessments exacerbates anxiety among university students.

Fear of negative evaluation emerged as a crucial theme, with students expressing distress over grades, peer comparisons, and public feedback. This is consistent with Horwitz et al. (1986) and Al-Saraj (2014), who both found that students fear judgment not only from instructors but also from classmates, leading to reduced participation and self-confidence. Public posting of grades, as reported in this study, further intensified this anxiety, a culturally sensitive issue that aligns with Alrabai's (2014) observations about face-saving behaviors among Saudi students.

The fourth theme, anxiety in English class, highlighted students' struggles with the transition from high school to university writing standards, lack of foundational training, and unsupportive teacher attitudes. These challenges reflect structural and pedagogical gaps in the Saudi education system and have also been documented in past studies (Alsowat, 2016). Furthermore, the role of teacher feedback, particularly when delivered in a critical tone, was found to negatively influence students' self-efficacy—an outcome consistent with Aydın (2018), who emphasized the importance of emotionally supportive instruction in reducing FLA.

Technology, while not the primary focus of this study, has been identified in related research as a potential tool to lower FLA by offering private, self-paced, and less judgmental learning environments (Aydın, 2018; Melchor-Couto, 2016). Future interventions in Saudi classrooms could benefit from integrating such tools to reduce student anxiety, especially in speaking and writing tasks.

In summary, the study reinforces the multidimensional nature of FLA among Saudi EFL students and adds qualitative depth to previously established constructs. It also supports the need for culturally aware teaching practices and anxiety-reducing strategies, such as moderated teacher feedback, fair assessment design, and classroom environments that value effort over perfection. These recommendations echo broader calls in the literature for a more

empathetic, learner-centered approach to language teaching (Horwitz, 2001; Dewaele & Al-Saraj, 2013).

Researcher' Positionality and the Concept of Flexibility
This study was approached with both empathy and critical knowledge on my part because I am a Saudi researcher who is familiar with the educational system in the region as well as the difficulties associated with language learning. Despite the fact that this common history helped to strengthen rapport with the participants, it also necessitated conscious consideration in order to avoid making assumptions. I maintained a neutral posture throughout the process of data collecting and analysis in order to guarantee that the interpretation would be fair and impartial. I also confirmed the themes with previously published literature.

The Limitations
Generalisability is hindered by the fact that this study only has ten participants, which is a relatively small sample size. In consideration of the fact that all of the participants were male, the study does not take into account any possible differences by gender in FLA experiences. Additionally, the data was derived only from self-reported interviews, which may not accurately reflect the overall behaviour or feelings of the participants while they were in the classroom. For the purpose of triangulation, future research should strive to include samples that are both larger and more diverse, and it should also investigate the possibility of integrating interviews with classroom observations or survey instruments.

Future Research
Further studies should investigate wider emotional variables in English-medium instruction (EMI) contexts. Hopkyns and Gkonou (2023) shown that EMI students and educators in the UAE encounter anxiety, guilt, and fluctuating identities. As Saudi institutions use English Medium Instruction, subsequent research may explore these emotional dynamics. Longitudinal studies could monitor temporal variations in anxiety, adhering to the suggestion of Alsalooli and Al-Tale (2022) to investigate periods of significant fluctuation in anxiety levels.

Conclusion
This study explored the multifaceted nature of foreign language anxiety (FLA) among Saudi EFL students, focusing on communication apprehension, test anxiety, fear of negative evaluation, and classroom-related challenges. Through in-depth interviews with 123 undergraduate students, the findings revealed a complex interplay of emotional, cognitive, and social factors that significantly hinder learners' engagement and performance in English language classes.

In conclusion, the study highlights the urgent need for more empathetic, student-centered pedagogical strategies that foster psychological safety and active participation. Teachers should be trained to recognize signs of anxiety and implement inclusive practices such as positive feedback, collaborative learning, and clear, achievable performance expectations. Educational institutions should also consider structural reforms, including smaller class sizes, fair assessment designs, and the gradual integration of English skills across curricula. By addressing these factors, Saudi universities can better support students in overcoming anxiety and developing greater confidence in their English language learning journey.

Ethical Considerations

Ethical considerations were strictly followed in this study. Written informed consent was obtained from all participants before conducting interviews, ensuring that they fully understood the purpose and scope of the research. Participants' anonymity and confidentiality were maintained throughout the study to protect their privacy. Ethical approval for this study was obtained from the University of Essex Social Sciences Ethics Sub-Committee (ERAMS reference: ETH2223-0213), ensuring compliance with institutional and ethical research standards.

Funding

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Conflict of Interest

The author declares that there is no conflict of interest regarding the publication of this study.

References

Al-Saraj, T. M. (2014). Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS): The anxiety of female English language learners in Saudi Arabia. *L2 Journal, 6*(1), 50–76.

Almesaar, A. A. (2022). The impact of foreign language anxiety on academic achievement among Saudi university students. *Arab World English Journal, 13*(4), 325–338. https://doi.org/10.24093/awej/vol13no4.21

Alrabai, F. (2014). A model of foreign language anxiety in the Saudi EFL context. *English Language Teaching, 7*(7), 82–101.

Alsalooli, A., & Al-Tale, S. (2022). Foreign language anxiety among first-year EFL students: Causes and gender-based differences. *Journal of Language Teaching and Research, 13*(2), 285–293.

Alsowat, H. H. (2016). Foreign language anxiety in higher education: A practical framework for reducing FLA. *European Scientific Journal, 12*(7), 193–210.

Aydın, S. (2018). Technology and foreign language anxiety: Implications for practice and future research. *Journal of Language and Linguistic Studies, 14*(2), 193–211.

Bintang Zul Hulaifah, D., & Sibuea, H. R. (2023). Investigating the levels of anxiety among EFL students in a private university in Jakarta. *International Journal of Education and Humanities, 3*(1), 40–46.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101.

Chuang, Y. (2019). Teaching strategies that reduce foreign language anxiety. *International Journal of Instruction, 12*(4), 701–714.

Daud, N. M., Mohd Nor, M. R., & Bakar, A. A. (2021). The impact of emotional factors on foreign language learning: A study on learners' negative experiences. *International Journal of Academic Research in Business and Social Sciences, 11*(3), 876–886.

Daud, N. M., Mohd Nor, M. R., Bakar, A. A., & Li, S. (2022). Exploring communication apprehension and fear of negative evaluation among ESL learners. *Journal of Language and Linguistic Studies, 18*(1), 456–470.

Dewaele, J. M., & Al-Saraj, T. M. (2013). Foreign language anxiety: Some conceptual and methodological issues. *Language Teaching, 46*(1), 66–80.

Hopkyns, S., & Gkonou, C. (2023). Emotional experiences in EMI contexts: Teachers' and students' perspectives from the UAE. *System, 114*, Article 102992. https://doi.org/10.1016/j.system.2023.102992

Horwitz, E. K., Horwitz, M. B., & Cope, J. A. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125–132.

MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning, 41*(1), 85–117.

Naibaho, L. (2022). The effect of English learning anxiety on students' performance: A case study in Indonesia. *Asian EFL Journal, 29*(2), 125–137.

Shah, R. (2022). Investigating language anxiety among Year 5 learners in English language classrooms. *International Journal of Educational Research, 10*(1), 15–24.