

Cultural Identity and Language Anxiety: Axiological Perspectives on Adult High School Students in Saudi Arabia

Alshehri Hamoud A

Assistant Professor of Curricula and Teaching Methods, Department of Curriculum and Instruction, College of Education, King Saud University, Office# 56 2B, 12372, Riyadh, Saudi Arabia, 00966552266114

ORCID: <https://orcid.org/0009-0005-8939-7466>
hshehri@ksu.edu.sa

Abstract: This study examined language acquisition anxiety (LAA) among 318 adult high school students in Riyadh, focusing on its impact on self-efficacy, cultural identity, and classroom engagement. Students scored moderately on the Foreign Language Classroom Anxiety Scale (FLCAS) with results falling between 2.61 and 3.40 points out of 4 possible points. Among the three anxiety factors, communication apprehension ($M = 3.22$, $SD = 0.834$) along with fear of negative evaluation ($M = 3.06$, $SD = 0.749$) scored highest while test anxiety was at a lower rate ($M = 2.60$, $SD = 0.634$). Students who were older and also maintaining employment duties showed increased anxiety because they faced multiple time-related pressures. The study revealed how social conditions support LAA by displaying their relationship to linguistic advantage and cultural identification management. Research recommendations emphasized structured speech activities together with peer collaborations, alternative assessment approaches, and teacher development initiatives to build psychologically secure classrooms. The data implies Saudi Arabia should adopt language policies that integrate cultural protection alongside multilingual competence to decrease LAA and support national values. The investigation should analyze differences between male and female students, and it must examine the time-dependent effects of LAA while studying whether technology-based education matches classroom instruction.

Keywords: Second Language Acquisition, Bilingualism, Linguistic Capital, Psychological Safety, Pedagogical Strategies, Sociocultural Influences, Multilingual Education.

1. INTRODUCTION

For a very long time, child development, especially language development, was a crucial component of learning itself and, by extension, work in the modern world. Since the global processes progress each year and people interact with representatives of different cultures, being a polyglot with competencies for effective communication has become only more valuable. The process of learning a language is one of the primary benefits and, at the same time, a great prospect in the process of education

for those adults who have to come back to high school. This has an impact on the availability of extra time for learning, as most of these students also attend to other responsibilities such as working, child care, and other social activities cutting across their language acquisition programs. These psychological approaches, organized by Erik to foreign language acquisition, are relevant to the anxiety of adult classroom conditions. Such issues are handled positively, enhancing the educational result and fostering the well-being and confidence of the adult learners (Wang & Liu, 2024; Xiang, 2023). Researchers in both cognitive and emotional areas study factors that influence how people think and react to communication, such as communication anxiety and fear of negative feedback (Wang & Liu, 2024). This structure is expanded in the work of Richard S. Wurman as follows: Information anxiety arises from the urgent need to find information that increases at a fast pace (Richardson, 1989). Too much information at once creates a learning challenge for adult students who struggle to process it quickly. These issues significantly impact dynamic educational environments as students face challenges in language acquisition while still maintaining self-confidence. Effective learning is enhanced when instruction aids students in alleviating stress and preventing cognitive overload. Recent studies neglect the specific educational requirements of high school students transitioning to adult learners, highlighting the necessity for prompt examination (Chen & Wang, 2024). A historical perspective on psychological approaches to language acquisition and self-confidence is necessary to address the challenges of adult learning. Wang identified three subtypes of anxiety, namely, communication apprehension, test anxiety, and the fear of negative evaluation (Wang, 2024). Anxiety influences motivation, learning outcomes, and mastery of the language. Past experiences in learning might further lower or heighten classroom stress. Negative experiences accumulate in the past, increasing stress and uncertainty, while positive experiences reduce them. The contributions to the research evidence will be added to get insights into language anxiety and self-efficacy by the second language learners using educational psychology, linguistics, and adult education (Creswell, 2015). Although existing studies have targeted literacy education, language learning, and other kinds of education for adults, no research has explored the probable level of anxiety of adult high school learners. A good number of studies have been done to explain anxiety sources that confront traditional students learning a foreign language. However, it is revealed that the psychological and situational contexts pertaining to the adults learning have not been explored in depth.

This research intends to fill this void by examining and comparing the anxiety rates of adult high school students and how these can affect one's foreign language learners' anxiety and self-estimated learning abilities. Focusing on this less investigated category of learners, the present study seeks to extend the existing literature on adult education, thereby presenting empirical evidence that will inform the design of interventions that are more effective in addressing the needs of adult learners. Most of the students are Arabic-speaking; still, their results set a low average level (Alshehri, 2018). Likewise, ESL was introduced into the Saudi Arabian education system in the mid-twentieth century, but Saudi students have performed poorly (Al-Shammary, 1984; Alajlan et al., 2013; Alrabai, 2015). Within the context of the present paper, several factors that may hinder language learning in Saudi Arabia have been established (Al-Saraj, 2014; Alrabai, 2015). These are curriculum design, social and cultural beliefs, school classrooms, gender power relations, and restricted opportunity to learn language (Al-Otaibi, 2004) and FL classroom anxiety. More concern was highlighted on anxiety as a common characteristic exhibited in EFL classrooms because most students feel self-conscious and have fear of being negatively evaluated by fellow students and teachers (He, 2013; Horwitz et al., 1986). In addition, while engaging in communication in a FL, students do not feel as self-assured because mistakes they make cause misunderstanding, disrupted patterns of thinking, as well as more frequent mistakes. Cultural aspects affecting language acquisition and self-confidence in learning have also been studied by other scholars (political, social, and religious aspects presented by Alrabai, Asiri (Alrabai, 2015; Asiri, 2017)). These challenges are made worse by what Messaoud calls ethnocentric and authoritarian attitudes towards the language and the culture it prescribes or represents (Messaoud et al., 2023). Phobic interactions with FL learning and contexts in which Arabic is valued and demanded escalate other forms of anxieties unique to FL classrooms. According to Tanios et al., they observed that the level of anxiety disorders depends on certain types of assessment evaluation tools that are used as well as on the cultural level (Tanios et al., 2009). Implicit cultural beliefs, for example, the diminishment of culture due to globalization, influence learners' perceptions that in turn create barriers in their learning of an additional language. In this context, attitude has a key role in ensuring that the teachers are acquainted with the status of L1 of the learners. For instance, if teachers in Saudi Arabia, whether teaching Arabic or English, adopt a mechanical style of teaching, where the teacher simply narrates what is found in the books, they may not be able to determine whether the

students have understood or not. This teacher-centered model of classroom practice, which Paulo Freire characterizes as the “banking model,” treats generic dumps of knowledge into students, who file it away in preparation for tests or presentations. Some of these may not promote the self-efficacy that may be required to engage in effective language learning (Hussain, 2024).

2. DEFINITIONS OF KEY CONCEPTS

1. Language Acquisition Anxiety (LAA): A phenomenon that reflects the stress, anxiety, and nervousness that adult high school students undergo while attaining the second language. It includes aspects like communication apprehension, fear of others’ reactions, and test-taking stress (Wang & Liu, 2024).

2. Self-Efficacy in Language Acquisition: refers to the level of self-reported competence perceived by adult high school students with regard to the performance of tasks related to acquiring a foreign language. Such self-perception affects their drive, behavior, and determination within the learning process.

3. Foreign Language Classroom Anxiety Scale (FLCAS): This scale remains one of the most widely used self-report instruments for such measures. This measure evaluates three forms of anxiety, which include communication apprehension along with test-related stress and the fear of getting negative evaluations (Rohliah et al., 2023).

4. Speaking Anxiety in Language Acquisition: Learners develop uncertainty when they need to communicate in a target language according to this definition. According to Nugroho and Hapsari, anxiety demonstrates itself via avoidance conduct together with elevated internal uncertainty and body-based indications (Nugroho & Hapsari, 2024), including perspiration along with body tremors.

5. Barriers to Language Acquisition: A learner experiences stress as emotional distress while speaking in their target language. Nugroho and Hapsari explain that stress appears through anxiety combined with avoidance behaviors and strong self-doubts while causing sweating alongside shaking (Nugroho & Hapsari, 2024).

6. Cultural Identity Formation: Within different social systems, people develop and preserve their cultural identities through various factors that create their self-perception. Different cultural elements, including traditions and collective values along with language, form the basis of how

people see themselves in multicultural social settings (Zhang & Liu, 2013).

7. Ethical Relativism in Cross-Cultural Contexts: The concept delves into cultural differences in moral standards and ethical principles, which affect global ethical frameworks during international collaboration. The ethical relativist perspective undermines universal ethical frameworks to promote ethical approaches that value different cultural moral systems.

8. Interdisciplinary Approaches to Cultural Axiology: This concept evaluates the methods by which multiple fields of study identify values present in distinct cultural customs. Interdisciplinary methodologies that combine philosophy with sociology and anthropology create an extended cultural axiology framework which allows better ethical and cultural framework analysis across societies.

3. THEORETICAL FRAMEWORK

The acquisition of language anxiety has emerged as a major subject of study in educational psychology and applied linguistics because it affects student performance alongside their emotional state. Adult high school students who study while learning a new language require an analysis of how psychological theories connect with sociocultural structures that affect their experience. The study connects education theory to anxiety theories and sociocultural models in order to explore how anxiety modifies learning processes alongside self-assurance in second-language understanding. The philosophical and axiological viewpoints about language, together with power nuances and cultural identity, strengthen our understanding of learning mechanisms, which Cultura Journal promotes through its focus on cultural values.

3.1 Foreign Language Classroom Anxiety (FLCA)

FLCA creates substantial impact on language education and school work achievement. The use of first-language scaffolding and classroom strategies that promote interactive engagement allows learners to manage the effects of FLCA better (Zarei et al., 2024). The theory of linguistic capital according to Bourdieu shows that mastering foreign languages affects one's capacity to rise in social status while gaining acceptance in academic social groups. Students who have linguistic capital can enter more extensive social and professional networks, so educational institutions must work on reducing language anxiety for their students through targeted teaching improvements (Cantos et al., 2024; Zhang & Liu, 2013). Educational

achievement, along with social integration, benefits directly from linguistic capital, according to current research. An expansion of FLCA research requires investigation of the relationship between anxiety and cognitive engagement. Students dealing with FLCA demonstrate lower motivation levels and engagement; thus, their ability to understand new linguistic structures deteriorates (Shen & Li, 2024). Student academic stagnation develops when fear of making errors during language learning causes psychological avoidance leading to evaluation judgments (Okyar, 2023). Educational strategies developed to provide reassuring, low-stress spaces through active teamwork with comforting teacher communication demonstrate they enhance students' academic capabilities and language acquisition confidence levels (Nugroho & Hapsari, 2024).

4. COGNITIVE AND EMOTIONAL FACTORS

4.1 Self-Efficacy Theory

The self-efficacy theory developed by Bandura continues to be fundamental for explaining language learning behaviors between individuals. Anxiety levels in adult language acquisition rise substantially when self-efficacy is low, according to Shen and Li (Shen & Li, 2024). Educational practitioners support teaching techniques aimed at boosting student self-confidence by implementing peer partnership methods alongside stepped-up instructional approaches. The classroom's effective discourse practice serves as described by Habermas' theory of communicative action to strengthen self-efficacy through rational dialogue and collaborative learning settings (Okyar, 2023). Baker explains that students can reduce their foreign language anxiety through organized speaking practice and programs that boost self-confidence (Baker, 2018). Self-regulation strategies combine with positive effects to help students overcome language anxiety. Zhang & Liu establish that adult learners who practice structured peer communication usually develop enhanced linguistic self-confidence that helps reduce FLCA (Zhang & Liu, 2013).

4.2 Affective Filter Hypothesis

According to Krashen's Affective Filter Hypothesis, both anxiety levels and motivation affect learning efficiency in language acquisition. Adult learners who experience anxiety at increased levels demonstrate lower performance in language processing (Parasulu et al., 2024). Reading Vygotsky's sociocultural theory guides the authors to suggest using

collaborative learning and peer mentorship because they lower the affective filter and build positive learning spaces. Pope demonstrated that specific approaches for adult learners help diminish their emotional and cognitive requirements to reduce both learning anxiety (Pope, 2020). Scientific research has validated the success of these methods both in lowering student anxiety and improving their educational achievement rates. The positive effect of structured exposure to real-life foreign language use causes a decrease in anxiety-based language barriers (Lin-Stephens, 2020). The combination of multimodal teaching methods that include visual equipment, recorded dialogues, and simulated settings within instruction leads to better foreign language learning outcomes (Talmy, 2015).

5. SOCIOCULTURAL INFLUENCES

5.1 Sociocultural Theory

According to Vygotsky's sociocultural theory (Vygotsky, 1978), the key aspect for learning occurs through social interactions between individuals. Nugroho and Hapsari discovered anxiety in language learning happens because students fear receiving negative assessments during communicative activities (Nugroho & Hapsari, 2024). The implementation of groups that provide peer support structures helps reduce these fears because it develops students' confidence and self-belief for success. The Orientalist concept developed by Said brings unique understanding to the way English learning impacts cultural identities within non-Western cultural settings. Multiple learners experience identity conflicts due to their belief that mastering English represents modernity. Visual instructional materials in language learning, according to Lin-Stephens, help decrease student anxiety and enhance understanding, which results in enhanced cultural and linguistic adaptation (Lin-Stephens, 2020). Talmy analyzes the impact of imagined communities on student motivation and language learning involvement (Talmy, 2015). Hedegaard and Hugo support the research that focuses on building identity and confidence in L2 language learners (Hedegaard & Hugo, 2022). Researchers have investigated imagined communities in language learning motivation through new studies (Lowrance et al., 2023). Language learners who understand that English proficiency helps them in professional and academic fields show higher persistence levels and intrinsic motivators, thereby advancing self-development (Pope, 2020). The study performed by Zhang & Liu established that cultural adaptations serve as a crucial mechanism to reduce

language anxiety specifically in adult students learning a foreign language (Zhang & Liu, 2013). The practice of multicultural classroom inclusivity enables students to connect their linguistic differences with cultural similarities and create feelings of acceptance (Okyar, 2023). Student language acquisition becomes easier to pursue when it moves beyond being an academic obligation toward being an extension of their cultural background and social beliefs (Lin-Stephens, 2020).

6. LITERATURE REVIEW

The literature review carefully combines the results of several studies and shows them in a matrix to compare areas of convergence and divergence. It highlights the study strengths, limitations, and implications while merging findings into a cohesive narrative. This approach identifies key developments and gaps in the field, guiding the study's direction.

6.1 Comparative Analysis of Key Studies:

Literature on FLA has long established it as a negative factor on learning achievement and class performance of high school students. In the ten studies reviewed, there is relatively consistent identification of the major causes of anxiety, which include communication apprehension, test anxiety, and fear of negative evaluation. Nevertheless, differences in sample populations, methods, and context give rise to dissimilar results in several aspects.

1. Sources of Foreign Language Anxiety: Wang and Liu (Wang & Liu, 2024) and Astuti & Rahmah pointed out communication apprehension and the unwillingness to engage in class as core factors toward FLA (Astuti & Rahmah, 2022). Wang and Liu focused on the Eastern-developed FLCAS measure and found self-efficacy and a sense of relative comparison made an important difference (Wang & Liu, 2024), while Astuti & Rahmah discussed the actual problem of distancing, which became a struggle due to the COVID-19 pandemic (Astuti & Rahmah, 2022). In this regard, Rohliah et al. argued that students had anxiety caused by fear of negative evaluation when learning in non-English major classes (Rohliah et al., 2023). However, Yu et al. incorporated more areas using the framework (Yu et al., 2023); the home environment and teacher influence are other causes of anxiety, according to the authors.

2. Strategies to Mitigate Anxiety: One commonality that has emerged in several studies is the key variables students use in order to lessen their

apprehension. Nugroho and Hapsari also appreciate that preparation, relaxation, and peer work are effective methods or strategies to overcome the speaking anxiety (Nugroho & Hapsari, 2024). This is in concordance with Parasulu et al., who also considered preparation and positive thinking as two ways to manage the anxiety of public speaking (Parasulu et al., 2024). These strategies are well-known, but Xiang namely stressed the necessity of the improvement of vocabularies and structured practice, especially in the international school context, and noted that anxiety reduction apparently could be context-bound (Xiang, 2023).

3. Online vs. In-Person Learning Environments: Astuti and Rahmah distinguish themselves by focusing on the anxiety-inducing nature of online learning, a topic rarely explored in other works (Astuti & Rahmah, 2022). Their findings reveal that such approaches to teaching exacerbate anxiety thanks to a lack of face-to-face communication and technological constraints. On the other hand, Wang established that writing anxiety was alike between both online and face-to-face classes, implying that, perhaps, writing anxiety is less situational (Wang, 2024).

4. Role of Teachers and Classroom Dynamics: Research based on Chen and Wang (Chen & Wang, 2024) and Xiang focuses on the teachers' contributions in either reducing or increasing language anxiety (Xiang, 2023). Chen and Wang suggested that teacher response and the academic teaching process could be the main cause of students' anxiety during reading practices (Chen & Wang, 2024). However, Wang and Liu emphasize self-efficacy, arguing that teachers should not only point out failures but also give students the confidence and skills to succeed (Wang & Liu, 2024).

5. Age and Grade-Level Differences: Most existing research has compared high school students' levels of anxiety, and yet Wang and Liu seek to compare junior high students and identify that they have different levels of anxiety (Wang & Liu, 2024). This is contrary to some of the related papers, like Yu et al. (Yu et al., 2023) and Rohliah et al., which focus on university students and nontraditional learners and thus provide a greater outlook on the progression of anxiety across stages of education (Rohliah et al., 2023).

6.2 Summary of Key Findings and Themes

Key implications reveal general low-risk causes, such as communication apprehension, fear of negative evaluation, and low-risk test anxiety, along with pervasive low-risk reduction techniques like communication preparation, support, and relaxation techniques. These include socio-

environmental factors influencing online learning (Yu et al., 2023) and barriers to learning (Astuti & Rahmah, 2022), teacher feedback, and instructional design (Chen & Wang, 2024). One of these is the study by Astuti and Rahmah, which compares online learning environments. Another is the study by Wang and Liu, which includes students in junior and senior high school and can therefore generalize anxiety in different learning settings.

6.3 Points of Agreement and Disagreement

6.3.1 Agreement and Disagreement on FLA

The findings concur with the general perception that FLA is a negative factor to performance and that measures like peer interaction and tutor assistance significantly contribute to decreased anxiety. Though controversy continues, for some investigations upgrading specific types of learning with online technologies presents it as a strong magnifier of the level of anxiety, for other research, online and face-to-face learning environments could not be significantly distinguished. Additionally, there are disagreements regarding the factors that significantly influence anxiety levels, such as an individual's age and academic level. Some studies suggest that these factors are more significant at certain times, while others find them to be less significant.

6.3.2 Research Gap

However, in the current study some limitations emerge even though the findings are acceptable; these are: First, there is not much work done on the adult high school students, to begin with, as many works largely include traditional high school or university students only. Further, there is no research that addresses the comparison of socio-economic factors as well as their impact that can cause language acquisition anxiety.

6.3.3 Problem Statement

Language acquisition anxiety is widely acknowledged as a significant factor affecting students' performance, self-image, and motivation in classroom activities. Common symptoms include difficulty communicating, fear of isolation from peers or instructors, and stress related to examinations. While these challenges impact traditional high school and university students in psychological, social, and academic domains, limited research has explored the specific relationship between language acquisition anxiety and adult high school students. This

demographic often faces unique forms of psychological distress, making it imperative to examine their experiences more closely. The learning experiences of college students who handle their professional and family responsibilities differ from those of younger students. Students face these challenges mainly because they handle numerous responsibilities and have to adjust to academic requirements. The study aims to evaluate anxiety levels among high school language learners as well as determine what elements affect their learning speed. Development of suitable support systems for adult education requires comprehensive knowledge about how learning environments impact them. Research evidence establishes that language learning anxiety occurs frequently in high school settings. Wang and Liu studied the FLCAS to confirm its factors, including perceived stress as well as behavioral control and social norms and reluctance to attend classes (Wang & Liu, 2024). Astuti and Rahmah observed that education disruption through online learning during COVID-19 elevated anxiety by diminishing direct teacher-student engagement (Astuti & Rahmah, 2022). Student difficulties become clear through research that demonstrates the ongoing difficulties students experience, especially during non-standard educational circumstances. The bulk of academic research concentrates on adolescent high school students without pertinent information about adult education experiences. Additional obstacles prevent adult high school students from succeeding in school due to their age-related doubts along with technology barriers and problems adapting to formal educational structures. Nugroho and Hapsari (Nugroho & Hapsari, 2024) and Wang demonstrated through their research that maturity levels lead elderly students to face inflated speaking anxiety and produce writing concerns that impact their academic outcomes negatively (Wang, 2024). The observed issues reveal the necessity to produce specialized research dedicated to studying adult students. The shift to blended and online learning methods heightens stress levels among adult high school learners even more. Astuti and Rahmah discovered that distant education creates more isolation and unease for students who struggle to manage technology effectively (Astuti & Rahmah, 2022). Xiang observed that speech anxiety grows because adult learners receive restricted vocabulary exposure and practice sessions, yet his study omitted investigations into these difficulties in this particular population (Xiang, 2023). The research needs additional exploration of anxiety relief strategies together with self-efficacy enhancement methods that specifically target adult high school students. It is essential to reduce language acquisition anxiety for adult high school students to break education barriers and

achieve better academic results. This study investigates the main stressors that adult learners face along with their comparison to standard high school students without neglecting the important lack of studies in this field. The study analyzes their varied situations because researchers want to identify effective methods to decrease anxiety and enhance self-confidence among adult high school learners. The main investigational inquiry investigates which fundamental elements push adult high school students toward language acquisition anxiety and whether the factors diverge between traditional and adult high school student populations.

6.4 Study Questions

1. What level of language learning anxiety do adult Riyadh high school students face along with its impact on their cultural identity?
2. What are the main causes that lead adult high school students to experience language acquisition anxiety while probing the social factors that influence this anxiety?
3. How does language acquisition anxiety relate to academic results and social advancement in adult students enrolled in high school?
4. What influential factors from demographic characteristics that influence language learning anxiety in adult high school education students also affect their development of bilingual identity?
5. Which effective measures exist to prevent language acquisition anxiety among adult high school students while helping them develop cultural and linguistic identities?

6.5 Study Objectives

1. To measure anxiety levels during language acquisition in Riyadh high school students through validated tools at two times: the beginning and end of the year. It also analyzes the impact on cultural identity.
2. To identify key factors contributing to language acquisition anxiety through surveys and interviews conducted over six months, integrating an analysis of societal and cultural influences.
3. To examine the relationships between students' language acquisition anxiety, academic results, and bilingual self-perception through grade assessments at the end of the term.
4. To investigate how age as well as employment status and academic year level affect anxiety levels and their influence on bilingual identity development and self-efficacy development.
5. To propose research-based strategies that will lower language

acquisition anxiety while protecting cultural and linguistic identity, which will be ready for academic application during the next school year.

6.6 Significance of the Study

6.6.1 Theoretical Importance

1. Understanding Language Acquisition Anxiety: The study examines communication apprehension alongside fear of evaluation and test anxiety because it explores their combined effects on adult learners' achievements as well as psychological aspects.

2. Bridging Research Gaps: The study examines Saudi Arabian adult learners through an analysis of factors affecting their language learning anxiety among Saudi Arabian populations.

3. Contributing to Linguistic and Educational Theory: It demonstrates successful methods of learner autonomy alongside communication and community participation for managing anxiety while improving self-learning approaches.

6.6.2 Practical Importance:

1. Guiding Educators and Policymakers: It enable educators to create educational programs that respond effectively to adult learning requirements and reduce their foreign language stress.

2. Improving Classroom Dynamics: Recommends fostering teamwork and communication to create a constructive learning atmosphere and reduce psychological barriers.

3. Tailoring Instructional Design: Emphasizes customizing teaching methods based on demographic variables to ensure equitable and effective learning experiences.

4. Developing Interventions: Advocates for programs like anxiety-reduction activities, classroom sessions, and peer support systems for adult learners and teachers.

7. METHODOLOGY

7.1 Study Approach

The research used a quantitative research method with an aim of assessing the levels and different dimensions of FLA among the adult high school students. This approach allows for the collection of structured data for the analysis of patterns and relationships between anxiety level and learning in students.

7.2 Study Design

This research designed its assessment as a survey to find data from adult high school students in Riyadh, Saudi Arabia, in the year 2023. Convenience sampling was applied in this study to identify participants for the study; meanwhile, descriptive results were used to analyze the data collected.

7.3 Research Design and Procedures

The research design employed used the self-developed FLCAS to determine frequency. To fill these gaps in the information, the study widened its ability in demographic characteristics that could moderate anxiety levels, including age, employment status, and year of study. Data was collected through an online survey that also made sure that it did not compromise on the ethical issues of the participants. This approach allowed for the inclusion of more data into the study since the participants had more to share concerning what they experienced regarding anxiety factors. Furthermore, inferential statistics were used to determine significant predictors of anxiety levels, including communication apprehension, test anxiety, and fear of negative evaluation. These improvements are intended to allow for a clearer picture of predisposing factors and factors contributing to anxiety in adult FL learners.

7.4 Sampling Technique, Population, and Sample Size

The study employed a convenience sampling technique targeting adult high school students in Riyadh, Saudi Arabia. The sample size was 318 participants, reflecting a reasonable proportion of the total population of adult high school students.

7.5 Data Collection

Participants completed the FLCAS questionnaire that was obtained by the use of Google Surveys where participants consent was sought. The instrument comprises 33 items, which measure communication apprehension, fear of negative evaluation, and test anxiety. The ethical issues of covering the data collection process were followed.

7.6 Reliability and Validity Statistics

The FLCAS instrument yielded high internal consistency with a Cronbach's alpha coefficient of 0.8573. The credibility of the instrument was checked by translating the Arabic version from English and back-translating the process back to Arabic to make sure it is clear and

understandable by the Arabic-speaking sample.

7.7 Statistical Tools

The current data were analyzed using the Statistical Package of Social Sciences (SPSS version 28). Mean, standard deviation, frequencies, and percentages were used as the measures of descriptive analysis. Furthermore, inferential analyses were also performed to test hypotheses about associational relationships and identify predictors of the amount of anxiety.

7.8 Demographic Information

At the start of the survey questions, the students were asked about their year of study, age, and job status. The year of study was categorized into three levels: first, second, and third-year students, etc. Age groups were divided into three categories: 3. The age groups are 21–30 years, 31–40 years, and over 40 years. Participants and the target population for this study therefore consisted of adult students in adult high schools in Riyadh in the year 2023. A total of 318 students were used as a sample for the study. As shown in table 1 below, the respondents were distributed according to the identified independent variables, namely year of study, age, and occupational status.

Table 1: Participant Distribution by Year of Study, Age, and Employment Status

Variable	Group	N	% *
Year of Study	First Year	158	49.7
	Second Year	92	29.0
	Third Year	68	21.4
Age (Years)	21–30	70	22.01
	31–40	184	57.9
	>40	64	20.13
Occupational Status	Employed	227	71.38
	Unemployed	91	28.61

N = 318 * May not equal 100 due to rounding

First-year adult high school students were 158 (49.7%); 92 (29.0%) were second-year students, and 68 (21.4%) were the third-year students. In relation to age, 70 students (22.01%) were between 21 and 30 years; 184 students (57.9%) were between 31 and 40 years; and 64 students (20.13%) were above 40 years of age. In terms of occupational status, 227 respondents (71.38%) had a job, and 91 respondents (28.61%) had no job.

7.9 Instruments

The rated measures of anxiety were assessed from a demographic

questionnaire and the FLCAS by Zhang and Liu (Zhang & Liu, 2013). FLCAS is a self-assessment tool that comprises 33 items developed and validated for use with adult learners in foreign language contexts. All statements are measured with a five-point Likert scale from 1, which is strongly agree, to 5, which is strongly disagree. FLCAS total scores range from 33 to 165, and higher scores represent a lower level of anxiety, while lower scores represent a higher level of anxiety. Among the 33 items, 9 are stated in the negative form while the rest, 24, are stated in the positive form. To check ethical compliance in the use of human participants, consent was done from the King Saud University Institutional Review Board. Also, permission from all respondents was sought before participation in the study, and they all agreed and understood that they met the requirement for the sample.

7.10 Reliability and Validity of the FLCAS

The reliability of the FLCAS has been established through a Cronbach's alpha coefficient of $\geq .90$ for all the subscales. The FLCAS instrument, which was initially constructed in English, has been very carefully translated for the present study. It was translated into Arabic by two translation offices and was then back-translated into English by two other offices for the comparative check. In order to establish the reliability of the translation and precision of the questions, the pilot test was conducted among 12 Saudi adult high school students in Riyadh. The instrument was administered to all participants, and all of them gave a positive response with no concerns on the translated questions or the questions posed on the demographic information sheet. Before examining the data, the internal validity of the Arabic version of the FLCAS was tested through Cronbach's alpha (α) test, which equals .8573, a reasonably good scale reliability score. The interpretation of the FLCAS scores in relation to anxiety levels is outlined below in table 2.

Table 2: Interpretation of FLCAS Scores for Anxiety Levels

N	Range	Explanation
1	5.00–4.21	Strongly Agree
2	4.20–3.41	Agree
3	3.40–2.61	Neither Agree Nor Disagree
4	2.60–1.81	Disagree
5	1.80–1.00	Strongly Disagree

7. 11 Data Collection and Data Analyses

Participants in the present study were adult high school students in Riyadh City, and the data was gathered using a convenience sampling technique. As Creswell points out, with this approach, it becomes easier to get participants who are willing and available for the study and those exhibiting characteristics that fit the research aim and objectives (Creswell, 2015). The questionnaire was administered through Google Surveys, and the sample was gathered from September 6 to September 21, 2023. All the data collected from the participants were analyzed using descriptive statistics. The analysis was therefore carried out using SPSS28. Descriptive analyses, including measures of central tendency, frequencies, and percentages, were performed to provide an overview of the sample based on the independent variables: year of study, age, and occupational status and their interaction effect on the reasons for attending university. For the first research question, overall descriptive statistics in the form of mean values and standard deviations were used on the responses to the FLCAS.

8. RESULTS

As was pointed out earlier, Zhang and Liu have designed a self-assessment inventory of adult students' anxiety in FL class, which consists of 33 statements, and this study used these (Zhang & Liu, 2013). The mean ratings for most of the twenty-six items constituted less than 3: The results indicated that learners responded moderately to 20 items with mean scores ranging from 2.61 to 3.40, thus indicating that the response was generally neutral. Mean values of the rest of the six items implied that the learners' responses were in disagreement since the scores varied from 1.80 to 2.60. This implies that the adults in the sample had high anxiety levels and as a result presented with the related manifestations, including palpitations, when asked to speak to the instructors and other learners. Communication apprehension is just one of the factors that make FL learners feel anxious when speaking the targeted language. This anxiety is compounded where there is little structured information in learning situations, as in the following example. This is a state where content is delivered without proper arrangement such that it overloads the brain and brings confusion. For instance, when an idea is taken in bits and pieces—the rules of grammar, the choice of vocabulary, or its practical application—learners fail to see any connection. This problem must be solved by forcing the organization of information into patterns that result in a logical progression and proper

support of instructional materials. It shows that characteristics of organization, like putting the basic knowledge before complex knowledge and the required formats for the materials, decrease anxieties substantially. They enhance learners' capacity to comprehend, store, and use information more efficiently and effectively to execute learning activities most supportively and engagingly in an FL context. The phenomenon of test anxiety usually occurs when students take oral or written exams, while it occasionally appears during the lesson when the teacher asks questions and demands an answer. The following statements were employed to assess test anxiety: The self-esteem score was low for the statement that read, "I tremble when I know that I am going to be called on in my language class." $M = 2.98$, $SD = .765$. These include, "I start to panic when I have to speak without preparation in my language class" ($M = 2.91$, $SD = .763$); "I worry about the consequences of failing my FL class" ($M = 2.60$, $SD = .634$); "In my language class, I can get so nervous I forget things I know" ($M = 2.73$, $SD = .812$). The responses to these statements showed that students were not generally worried or stressed by FL tests as their primary source of stress.

The anxiety that originates from negative evaluations by teachers or peers may also affect FL adult learners as well as mainstream students. To assess this form of anxiety, the following statements were utilized: "I keep thinking that the other students are better at languages than I am" ($M = 3.22$, $SD = .834$); "I feel very self-conscious about speaking the FL in front of other students" ($M = 2.79$, $SD = .934$); "I am afraid that the other students will laugh at me when I speak the FL" ($M = 3.06$, $SD = .749$); and "I would probably feel comfortable around native speakers of the FL" ($M = 2.56$, $SD = .873$). FL classroom anxiety decreases the extent of learning an FL among students. This anxiety may result in actions like missing classes or delaying homework, as shown by the following statements: "While in my language class day, a thought comes in like this—this has nothing to do with this class." ($M = 3.00$, $SD = .921$); "I don't worry about making mistakes in my language class" ($M = 3.12$, $SD = .923$); "Even if I am well prepared for my language class, I feel anxious about it." ($M = 2.40$, $SD = .935$); "I often feel like not going to my language class" ($M = 2.45$, $SD = .991$); "I feel more tense and nervous in my language class than in my other classes" ($M = 3.33$, $SD = .934$); and "When I am on my way to language class, I feel very confident and relaxed." ($M = 2.74$, $SD = .948$). The responses to these statements suggest that students generally experienced minimal anxiety related to their FL classes.

Table 3(A): Analysis of FLCAS Results: Anxiety Levels and Dimensions in Language Acquisition

Item	Question	Mean	SD
1	I never feel quite sure of myself when I am speaking in my FL class.	3.21	.956
2	I never get worry about committing mistakes in my language class.	3.12	.923
3	I shiver, especially when I am aware that I am going to be asked in my language class.	2.98	.765
4	I feel afraid when I don't understand what the teacher is saying in the FL.	3.11	.785
5	I do not get bothered when I take more FL classes.	3.05	.987
6	During my language class, I find myself thinking about things that irrelevant to the course.	3.00	.921
7	I keep thinking that my classmates are better at languages than I am.	3.22	.834
8	I usually feel at ease during tests in my language class.	3.09	.645
9	I start to panic when I have to speak without prior preparation in my language class.	2.91	.763
10	I'm concerned about what would happen if I didn't pass my FL class.	2.60	.634
11	I don't understand why some individuals find FL classes so upsetting.	2.33	.834
12	I sometimes become so anxious in language class that I forget stuff I know.	2.73	.812
13	It is embarrassing for me to give answers in my language class.	3.01	.739
14	I do not get nervous speaking the FL with native speakers.	3.13	.826
15	When I don't comprehend what the teacher is correcting, I become agitated.	3.12	.961
16	I feel anxious about my language class, even if I am well prepared.	2.40	.935
17	I frequently want to skip my language class.	2.45	.991
18	Speaking in front of my FL class gives me confidence.	3.03	.823
19	I fear that my language instructor is prepared to rectify every error I commit.	2.85	.956
20	When I am called upon in my language class, I can feel my heart racing.	2.42	.723
21	I am becoming increasingly bewildered as I prepare for a language exam.	2.79	.653
22	I do not experience significant pressure to adequately prepare for my language class.	3.05	.629
23	I perceive that my peers demonstrate superior proficiency in the foreign language compared to my own abilities.	3.12	.754
24	I experience significant self-consciousness when speaking the foreign language in front of my peers.	2.79	.943

Table 3(B): Analysis of FLCAS Results: Anxiety Levels and Dimensions in Language Acquisition

Item	Question	Mean	SD
25	The pace of my language class is rapid, raising concerns about my ability to keep up.	2.90	.961
26	I experience greater tension and anxiety in my language class compared to my other classes.	3.33	.943
27	I experience anxiety and confusion during my language class discussions.	2.94	.987
28	When I am on my way to my language class, I feel very confident and relaxed	2.74	.948
29	I have anxiety when I fail to comprehend every word articulated by the language instructor.	3.03	.760
30	I am overwhelmed by the multitude of rules necessary to study a foreign language.	2.92	.834
31	I fear that my peers would ridicule me when I engage in language acquisition tasks.	3.06	.749
32	I would likely feel at ease around native speakers during language acquisition tasks.	2.56	.873
33	I have anxiety when the language instructor poses questions for which I am unprepared.	2.93	.649

Table No. 3 offers a summary of several factors of anxiety regarding language acquisition in the classroom environment. The data are quantized using mean (M) scores and standard deviations (SD) for 33 items, which are markers of specific dimensions of anxiety for learners acquiring a second language. It was found that the anxiety level of students is moderate based on the mean scores ranging between 2.61 and 3.40. It is supposed that most of the participants agreed but not intensely toward statements posed for the aspect of classroom anxiety in the acquisition of language. For instance, an item that depicted one as ‘never quite sure of oneself when speaking to this class because it is the language acquisition class scored a mean of 3.21, S.D. = .956, points out an area one feels insecure. Thus, in this study, self-comparison was revealed by the mean value of the statement “I keep thinking that the other students are better at languages than I am,” which equaled 3.22 (SD = .834).

9. DISCUSSION

This research provides substantial knowledge about language acquisition anxiety (LAA) within adult learners of Riyadh high schools. The study outcomes establish a connection with its aims by demonstrating how LAA affects educational learning while altering personal views of students.

Almost half of the participants displayed moderate anxiety, indicating the answer to our first research query about language anxiety intensity. Students exhibited the highest fear symptoms during times they needed to present information before their classmates and instructors. Students demonstrate increased anxiety in their language acquisition classes through their self-report statements such as “I am more tense and nervous in my language class than in any other of my classes” ($M = 3.33$, $SD = .934$). Previous studies show that language-learning situations generate higher anxiety from social and cognitive aspects. The investigation demonstrates that educational institutions need to strengthen their organizational structure because improved conditions help students develop language skills and increase their sense of self-efficacy.

9.1 Linking Findings to Philosophical and Cultural Contexts

Language exists beyond its communicative function to serve as essential to building both personal identity and cultural identity and self-concept philosophical views. National identity in Saudi Arabia heavily depends on the Arabic language, as people who learn Arabic demonstrate different self-perceptions. Second language engagement leads students to experience cognitive and emotional changes that transform their cultural relationships in a challenging way. Students develop language learning anxiety that proceeds beyond psychological constraints by demonstrating cultural and philosophical effects on students' self-perception and their position within bilingual and multilingual environments. Students develop language anxiety from their personal beliefs about how well they should perform in terms of language proficiency. Middle Eastern students who attend Saudi educational institutions experience unnecessary pressures from their community to perform English language tasks without compromising their Arabic language abilities. Students in many situations experience cultural conflicts because they must adopt flexible language skills but maintain loyalty to their cultural heritage, thus creating identity-based stress. The comprehension of philosophical anxiety in language learning enables educators to transform their pedagogical methods toward a dynamic and transformational perspective instead of presenting standardized high-pressure learning environments.

9.2 Beyond Anxiety Reduction: Exploring the Impact of Language Learning on Cultural Identity and Self-Perception

The educational research investigates the important educational

outcome of anxiety reduction while introducing a framework that examines how language learning forms self-concept and cultural identity. Language serves beyond rules of grammar as it enables students to think and communicate alongside providing them social opportunities for integration. The acquisition of a second language enables students to develop both advanced linguistic abilities and expanded views of the world as well as multi-faceted self-identity. Adult students undergo changes in cognitive skill and cultural knowledge because they study a second language. Learning a foreign language or English creates enhanced job prospects and helps individuals improve social position, which builds their sense of competence along with self-efficacy. Adult language learners experience an identity-based struggle between their original culture plus language and their acquired knowledge and speech patterns. Different factors that influence student outcomes include learning motivation together with their background language knowledge and how much sense a foreign language makes in their professional or personal life. Educational intervention programs should shift from standard anxiety reduction methods to programs that advance language confidence and strengthen understanding of student identity. Students will reduce their language-learning anxiety through self-reflection training and intercultural education, which helps them learn to view language acquisition as enriching rather than threatening to their well-being.

9.3 Saudi Educational Policies: Protecting Linguistic Heritage or Embracing Multilingualism?

The Saudi education system must make a difficult decision whether to protect Arabic as their national heritage and cultural foundation or accept international languages for global integration goals. The discussion holds important significance for the implementation of Vision 2030 because it balances cultural heritage protection with international business achievements. Cultural preservation, together with religious education and national identity, depends on maintaining Arabic proficiency. Through the Arabic language, the population maintains historical knowledge exchange and religious and philosophical transmission as well as connecting through communication. The heavy use of foreign tongues stands before cultural originality and overall population unity. English language promotion along with multiple foreign languages serves economic development and technology needs by training Saudi students to adapt to international markets. The ability to speak English functions as an essential key to unlock academic achievements alongside career development and international

cooperative work. The perspective views bilingual or multilingual competence as a cultural identity enrichment rather than a dilution because it extends intellectual and social capacities. Educational policies in Saudi Arabia should establish a harmonious strategy that upholds Arabic status alongside providing effective practices for mastering foreign languages, which reduce anxiety levels while achieving optimal learning results. Educational institutions and policymakers need to create programs that link cultural preservation of native language with global readiness by supporting students across multilingual contexts.

9.4 Conclusion: Addressing Language Anxiety While Promoting Cultural and Cognitive Growth

The analysis demonstrates that second language learning anxiety exists as an educational symptom with roots extending into cultural, philosophical, and policy-based environments. Studying self-perception alongside identity formation together with linguistic heritage broadens the examination of learning a second language deeper than just anxiety reduction methods. Learning environments can become more productive through instructive speaking practice and constructive classroom settings that promote comfort while using the second language along with assessment approaches that embrace flexible student-oriented assessments. Students need guidance to change their language learning perception from performance assessment to a personal expansion pathway. The educational policies of Saudi Arabia need to develop a vision for preserving culture and global participation so students will gain language skills that honor their cultural background. This research offers useful perspectives on how languages mold thinking while affecting identities and human interpersonal relations because it reinterprets knowledge acquisition as scientific learning and neurological processing along with a social construct. A complete approach needs to merge psychological wellness with cultural and educational systems to help students become confident bilingual participants in an interconnected world.

10. CONCLUSION

The study gives detailed insights about language acquisition anxiety (LAA), which substantially influences the educational experiences of adult high school students studying in Riyadh. Students' classroom commitment and self-identity, along with cultural background, develop through LAA,

while anxiety produces psychological impacts. Research results show that communication apprehension together with fear of negative evaluation (FNE) serves as a major anxiety factor that mainly affects unstructured speaking tasks. Adults encounter special difficulties due to their roles in work and family life, so educators must create strategies that assist their linguistic and emotional growth. The study provides complete information regarding language acquisition anxiety (LAA) that significantly affects the educational experiences of adult high school students attending classes in Riyadh. Students undergo LAA that develops their classroom commitment and self-identity and cultural background but leads to psychological anxieties. Research findings establish that the combination of communication apprehension and fear of negative evaluation (FNE) functions as the primary anxiety factor, which primarily impacts unstructured speaking tasks. The dual role of adult students in work and family makes them face special challenges, so educational strategies must address both linguistic and emotional growth. The role of educators as anxiety reducers depends on building psychological safety within classrooms where peer collaboration combined with self-efficacy and structured speaking opportunities takes place. The implementation of culturally responsive pedagogical methods helps teachers develop stronger language learning success alongside student cultural self-identification. The interpretation of language education in Saudi Arabia should develop past anxiety management toward an educational model uniting traditional values with contemporary methods. The findings confirm the need to develop better educational policies that address specific requirements of adult learners so their language learning experiences meet cognitive and cultural requirements. Researchers need to delve into how LAA affects academic results together with professional development along with cross-cultural integration over time. An integrated view of philosophy, education, and culture enables sustainable learner empowerment for adults in our modern connected world.

10.1 The Recommendations

Educators should apply research-driven methods that both reduce language anxiety and involve active participation when teaching language acquisition to adult learners. The main approach includes structured communication training activities that both reduce anxiety and teach learners to speak spontaneously in real-world situations. Students should receive these training activities regularly within their daily instruction to develop confidence through steady, continuous practice. Building a

classroom atmosphere that includes everyone is vital, along with creating opportunities for student collaboration. The classroom atmosphere must be designed for open talks between students so they feel comfortable without fear and participate actively in meaning-based conversations. Through structured group discussion and peer feedback periods as well as cooperative group work, students improve both their language abilities and social comfort level. Curricula need specific modifications to match adult learning requirements because this allows instructional content to be both relevant and useful. Material learning success improves when educators modify their methods to suit the needs of their adult students through adjustments to material formats and teaching speeds. Having various assessment techniques, including low-stakes presentations combined with interactive assignments alongside portfolio-based evaluations, helps students manage their test anxiety without compromising educational standards or responsibility. Professional training programs for educators serve as vital components to maintain these initiatives. Educational training must teach instructors techniques to detect anxiety causes while developing culturally sensitive instructional methods and secure educational environments. The practical recommendations, when implemented, can turn language education into an adaptive, supportive system that strengthens both the linguistic ability and the cultural and professional identity of adult learners.

10.2 Study Implications and Future Directions

This study aims at suggesting eradicating measures of avoiding LAA, which would ultimately promote academic success and the well-being of adult high school learners. I concur with this study in that learner needs should be central to any design and development of learning; however, this specifically pertains to the emotional needs of the learners, as well as context, by counting learners' time or their studies and other obligations such as household/work chores. This study emphasizes the need to develop positive learning milieu contexts and empower the instructors to manage anxiety constructs in order to enhance learning. In view of this, there is a need to conduct future studies with the following objectives: First, it is necessary that findings of the effectiveness of anxiety-reducing intervention should be determined within a shorter time span than that used in most studies, which was a year. Second, there is a need to conduct future studies to determine how moderation of anxiety by individual characteristics such as gender and SES could be established. However, the subsequent research should embrace cross-cultural and cross-gender

analysis, and the study should be done in various educational settings. This broader perspective will assist in defining the specifics of the language acquisition anxiety and contribute towards the advancement of interventions all over the world for the adult learners.

References

- Al-Otaibi, G. N. (2004). *Language learning strategy use among Saudi EFL students and its relationship to language proficiency level, gender and motivation*. Indiana University of Pennsylvania.
- Al-Saraj, T. M. (2014). Foreign language anxiety in female Arabs learning English: Case studies. *Innovation in language learning and teaching*, 8(3), 257-278.
- Al-Shammary, E. A. S. (1984). *A STUDY OF MOTIVATION IN THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE IN INTERMEDIATE AND SECONDARY SCHOOLS IN SAUDI ARABIA (ATTITUDES, AFFECTIVE)*. Indiana University.
- Alajlan, S. M., Peterson, C. M., & Aljohani, O. (2013). Obstacles facing adult education in Saudi Arabia. In *International Pre-Conference* (pp. 1).
- Alrabai, F. (2015). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in language learning and teaching*, 9(2), 163-190.
- Alshehri, M. A. (2018). *Saudi Middle School Teachers Pedagogical Beliefs about Using Metacognitive Reading Strategies for Improving Students Reading Comprehension* [University of Toledo].
- Asiri, E. (2017). *Saudi English Teachers' Beliefs and Values Towards English Language in Saudi Arabia*. Indiana University of Pennsylvania.
- Astuti, N. M., & Rahmah, R. E. (2022). Foreign Language Anxiety in Learning English: Students' Perspectives and Experiences of Learning from Home during the COVID-19 Pandemic. *Linguistics and Education Journal*, 2(1).
- Baker, L. (2018). From learner to teacher assistant: Community-based service-learning in a dual-language classroom. *Foreign Language Annals*, 51(4), 796-815.
- Cantos, K. F. S., Pintado, J. A. C., Coello, M. B. B., & Castillo, L. A. C. (2024). Strategies for Reducing Anxiety in EFL Classroom: An Academic Review. *Ciencia Latina Revista Científica Multidisciplinar*, 8(2), 7159-7169.
- Chen, L., & Wang, S. (2024). Chinese Senior High EFL Learners' Foreign Language Reading Anxiety: Profile and Sources. *Editorial Board*, 17(4), 48.
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. pearson.
- He, D. (2013). What makes learners anxious while speaking English: A comparative study of the perceptions held by university students and teachers in China. *Educational Studies*, 39(3), 338-350.
- Hedegaard, J., & Hugo, M. (2022). Education as change: Liberation from mental illness and self-stigma in favour of empowerment. *Australian Journal of Adult Learning*, 62(1), 97-123.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.

- Hussain, S. S. (2024). Attitudes of Saudi Students Towards EFL, English teachers and learning situations. *Arts for Linguistic & Literary Studies*, 6(3), 486-507.
- Lin-Stephens, S. (2020). Visual stimuli in narrative-based interventions for adult anxiety: a systematic review. *Anxiety, Stress, & Coping*, 33(3), 281-298.
- Lowrance, W., Dreicer, R., Jarrard, D. F., Scarpato, K. R., Kim, S. K., Kirkby, E., Buckley, D. I., Griffin, J. C., & Cookson, M. S. (2023). Updates to advanced prostate cancer: AUA/SUO guideline (2023). *The Journal of Urology*, 209(6), 1082-1090.
- Messaoud, K. B., Schroter, S., Richards, M., & Gayet-Ageron, A. (2023). Analysis of peer reviewers' response to invitations by gender and geographical region: cohort study of manuscripts reviewed at 21 biomedical journals before and during covid-19 pandemic. *Bmj*, 381.
- Nugroho, H. S., & Hapsari, A. (2024). EFL HIGH SCHOOL STUDENTS' STRATEGIES FOR REDUCING SPEAKING ANXIETY. *The Journal Of English Teaching For Young And Adult Learners*, 3(1), 42-56.
- Okyar, H. (2023). Foreign language speaking anxiety and its link to speaking self-efficacy, fear of negative evaluation, self-perceived proficiency and gender. *Science Insights Education Frontiers*, 17(2), 2715-2731.
- Parasulu, Z., Anggreni, A., Usman, S., & Suriaman, A. (2024). An Analysis of Speaking Anxiety of The Second Semester of English Foreign Language (EFL) Student of Tadulako University. *Journal of Learning Improvement and Lesson Study*, 4(1), 38-43.
- Pope, E. M. (2020). "This Is a Head, Hearts, and Hands Enterprise": Adult Learning in Interfaith Dialogue. *Adult Education Quarterly*, 70(3), 205-222.
- Richardson, B. (1989). Information Anxiety. *National Productivity Review*, 8(2), 191-195.
- Rohliah, L., Lestari, P., Ningsih, W., & Hutagalung, G. U. (2023). NON-ENGLISH MAJOR STUDENTS' FOREIGN LANGUAGE ANXIETY: A STUDY CASE. *Global Expert: Jurnal Bahasa dan Sastra*, 11(1), 7-16.
- Shen, Y., & Li, Y. (2024). A study of the relationship between high school students' English learning self-efficacy, anxiety, and learning effectiveness. *Lecture Notes in Education Psychology and Public Media*.
- Talmy, S. (2015). Critical research in applied linguistics. *Research methods in applied linguistics*, 153-168.
- Tanios, C. Y., Abou-Saleh, M. T., Karam, A. N., Salamoun, M. M., Mneimneh, Z. N., & Karam, E. G. (2009). The epidemiology of anxiety disorders in the Arab world: a review. *Journal of anxiety disorders*, 23(4), 409-419.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard university press.
- Wang, S. I. C., & Liu, E. Z. F. (2024). Validating foreign language classroom anxiety scale for high school students. *International Journal of Online Pedagogy and Course Design (IJOPCD)*, 14(1), 1-15.
- Wang, W. (2024). A survey of foreign language writing anxiety among Chinese high school students. *Arts, Culture and Language*.
- Xiang, X. (2023). English speaking anxiety in Chinese international high school students. *Lecture Notes in Education Psychology and Public Media*, 9, 1-6.

- Yu, Q., Xu, D., & Huang, R. (2023). English learning anxiety of Chinese rural junior high school students under the online class mode. *Frontiers in psychology*, 14, 1156092.
- Zarei, M. A., Alibakhshi, G., & Nezakatgoo, B. (2024). Strategies employed by EFL teachers to cope with language learners' classroom anxiety. *TESOL Journal*, 15(4), e843.
- Zhang, W., & Liu, M. (2013). Evaluating the impact of oral test anxiety and speaking strategy use on oral English performance. *Journal of Asia TEFL*, 10(2).