Analysis of English Learning Anxiety of English Pre-service Teacher Education Students in Mainland China

Cheng Hsu[1]

[1] School of Education Science, Jiangsu Normal University, China

Correspondence: Cheng Hsu, School of Education Science, Jiangsu Normal University, Xuzhou, Jiangsu, 221116, China. OCID: https://orcid.org/0000-0003-3867-1240 E-mail: hcpeter00@icloud.com

Abstract

This study aims to investigate the anxiety of preservice English EFL teachers in a normal Chinese university. This article identifies and analyzes the various types of anxiety students experience in their typical classroom experiences. We used a survey research design with the FLCAS questionnaire in this study, along with the FLCAS questionnaire, to conduct this research. 74 preservice English teachers participated. The results showed that communication apprehension represented the highest anxiety among the three categories. As preservice English teachers, participants had less test anxiety. Further research on how their anxiety in teachers' preparation programs affects their subsequent teaching performance at schools would be helpful. This is based on the study participants' perceptions of classroom anxiety as a preservice English teacher.

Keywords: English anxiety, preservice teacher, FLCAS

1. Introduction

1.1 Introduce the Problem

Foreign language anxiety has been studied extensively. Research on students' foreign language learning has been studied from different perspectives (Al-Saraj, 2014; Ortega, 2014; Song, 2022; Zhang & He, 2012). As preservice English teachers in a normal university, English anxiety is the aim of this study. As English teaching professionals, English preservice teachers are likely to be good at learning English with ease. However, as an English as a foreign language (EFL) college student, English learning anxieties still exist in various degrees reflected in various classroom learning tasks. Studies show that English language learners' learning anxiety is a great deal (ELLs) (Pasaribu & Harendita, 2018).

However, studies of foreign language anxiety in English preservice teachers is limited. (Khalaf, 2016, 2017; Khalaf & Omara, 2022) Because those student teachers are prepared to teach English after they graduate from the teacher's education program, the degree of anxiety about their classroom English practice is worth a study. It is also meaningful to have a deeper understanding of their English classroom anxiety as they become English teachers at schools. The object of this study is to investigate English major preservice teachers in a normal university. The investigation aims to gain insights into the degree of anxiety regarding e of "communication apprehension, test anxiety, and fear of negative evaluation" among those students' perceptions of their classroom experience (Horwitz, Horwitz, & Cope, 1986, p. 129).

1.2 Literature Review

Foreign language anxiety was investigated as early as the 70s. Horwitz, an American psychologist, described anxiety as "tension, apprehension, nervousness, and worry associated with an arousal of the nervous system." (Horwitz, 2001, p. 113) However, Horwitz also noticed that the effect of anxiety on English language learning is difficult to be investigated. (Horwitz, 2001, p. 121)

1.2.1 EFL Learning Anxiety

Language learning anxiety for foreign language learners is suggested to be limited for the learners' achievement. Gardner (1985) explains that anxiety is a negative factor in second language learning for researchers. In contrast, other researchers believe that the relationship between anxiety and the achievement of second language learning is not straightforward, and careful investigation in different situations is needed. (p. 33) Therefore, there is no

general conclusion about the construct of anxiety, but it is situational within the second learning context. However, it is still believed that higher anxiety may result in lower learning achievement. (pp. 34-35) From the humanistic approach of foreign language teaching, there are "silent way, suggestopedia, and community language learning." Those methodologies highly regard the learning environment and believe one's anxiety can be reduced by raising personal confidence (Williams & Burden, 1997, p. 37). For example, Lozanov (1979) suggested that suggestopedia prohibits non-learning factors by making learners relax, thus reducing language learners' anxiety considerably and enhancing learning achievement. (Williams & Burden, 1997, p. 38) Rather than treating individual characteristics as fixed, context-dependent, and impossible to change, we consider them variable, context-specific, and subject to change. (Williams & Burden, 1997, p. 90)

Anxiety is easily observed among L2 learners but may come from personal traits. The tendency to be nervous when speaking in a second language is viewed as a stable personality trait. Furthermore, anxious learners are less likely to participate in class discussions or engage in informal interactions with target language speakers. Anxiety in foreign language classrooms has typically been measured through questionnaire-based studies, such as Horwitz et al., 1986. The relationship between language anxiety and learning success has been demonstrated in numerous studies. The debate regarding whether anxiety causes reduced success is difficult to settle through questionnaires, as some researchers suggest that students with poor communication skills might also be anxious. A longitudinal study tracked L1 literacy development among American schoolchildren and their L2 aptitude, proficiency, and anxiety. Sparks and Ganschow (2007) showed that early L1 literacy achievement is a very strong factor in both L2 proficiency and L2 anxiety in later schooling; from this, they conclude that anxiety arises primarily from poor achievement and not the other way around. More work of this type is needed to make it clear and meaningful for further studies. (Mitchell, Myles, & Marsden, 2019, p. 24)

Anxiety affects language class performance differently in different learning contexts. Chastain (1975) studied the correlation between anxiety and other variables that affect the course grade of French learning students in the United States. The result shows mixed directions of correlations in different language settings. Anxiety has a high negative impact on French audio-lingual class, while inconsistent in other language classes; however, high anxiety generally has negative results on tests. (pp. 159-160) It might be understood as the difference between language learning and acquisition. Based on the test anxiety results, it is argued that the audio-lingual method emphasizes the subconscious acquisition of the language, despite its stated intention to establish habitual behavior, whereas "traditional" methods focus on the conscious acquisition process. Learning may be aided by at least moderate anxiety, while acquiring knowledge may be beneficial when anxiety levels are low. (Krashen, 1982, p. 30) To Krashen, anxiety in second/foreign language learning seems to be associated with various forms of language proficiency in all scenarios, formal or informal. This relationship appears to be consistent across all forms of anxiety. Therefore, anxiety levels can significantly impact the affective filter and act as a powerful influencer but can be studied closer in the learners' learning and acquisition. (p. 29)

1.2.2 Foreign Language Classroom Anxiety Scale (FLCAS)

The characteristic of anxiety has also been extensively studied. The Foreign Language Classroom Anxiety Scale, FLCAS (Horwitz et al., 1986) has been developed to measure this characteristic. Nevertheless, studies using such instruments tend to show that anxiety is highly situational and influenced by many other factors. In addition, one culture's perception of anxious behavior may not necessarily be the same as another's. (Williams & Burden, 1997, p. 94) There is a moderate negative relationship between anxiety and achievement in FLCAS. Language anxiety causes poor language learning, not the other way around and anxiety is a factor that contributes to poor language learning in some individuals. The anxiety about foreign language learning may come from multiple factors, such as difficulty in authentic self-presentation and various language teaching approaches. (Horwitz, 2001)

Numerous studies utilized FLCAS to investigate the learner's English or foreign language learning anxiety. Alrabai (2014) conducted a study on Saudi learners. 1389 Saudi EFL learners participated in data collection iterations over three years to examine the levels and sources of foreign language anxiety, FLA, by utilizing the Foreign Language Classroom Anxiety Scale (FLCAS). Various causes of anxiety experienced by English language learners were examined, as well as anxiety. All three studies found that learners had moderate to high anxiety levels when communicating, and communication was the main reason for this. The results were highly consistent. It can be concluded that a context-based model of FLA can be used in Saudi English as a Foreign Language context.

2. Method

This study aims to investigate the anxiety of EFL English preservice teachers in a normal university in China. Different types of anxiety in their typical classroom experiences are identified and analyzed. As a descriptive approach study, survey research design was utilized in this study, along with the FLCAS questionnaire.

2.1 Participants

A total of seventy-four students (female = 70, male = 4) in an English education research methodology course at a normal university in northern Jianshu Province in Mainland China participated in the study. The school is in an urban area in a city of northern Jinagsu Province while students were from other provinces as well. All the participating students were English majors for English teaching preparation. Most of them would acquire a teaching certificate for high school English teaching, and some students would continue their graduate studies. When this study was conducted, participants were in their senior. They all have more than 13 years of English learning experience. In addition, they all passed a more advanced national English proficiency test for college students in China, the College English Test Band 6 (CET-6). All students lived on campus and had limited access to native English speakers, as international students were rarely seen on campus. Taking courses in classrooms was the most frequent occasion for practicing English.

2.2 Instruments

This study utilized the Foreign Language Classroom Anxiety Scale (FLCAS) as the main instrument for conducting a questionnaire survey. FLCAS has been developed and widely used by researchers worldwide for a considerable time since Horwitz developed it, and its reliability was assure and tested by previous studies. Among the 33 items in the FLCAS, each is assessed using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The purpose is to determine respondents' degree of anxiety in language classrooms. The sum of points ranges from 33 to 165, with high scores indicating high FLA. A total of nine items on this scale have been negatively worded (2, 5, 8, 11, 14, 18, 22, 28, and 32), and as a result, their scores have been reversed. It has been noted by Horwitz et al. (1986) that the 33 items included in the FLCAS were all related to the three main sources of FLA: communication apprehension (items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32), test anxiety (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28), and fear of negative evaluation (items 2, 7, 13, 19, 23, 31, and 33). (Atasheneh & Izadi, 2012, p. 85)

The anonymous FLCAS questionnaire was printed on paper and distributed by hand during a class meeting. Participants used their pens to answer the question. After they answered, the questionnaire was collected and kept in a sealed envelope. Answers were later keyed in by hand using Microsoft Excel and imported and analyzed by SPSS 25.

2.3 Data Collection and Analysis

Research data was collected in the Fall 2020 semester. Participants were given sufficient information about the purpose of this study, the data collection procedure, data handling, and publication. Participants were also asked to sign a separate consent form for agreements of data collection and usage associated with this study. Participants also received complete information about FLCAS and how it could be answered. Personal identity was kept confidential, and the presentation of information was coded for privacy protection. The FLCAS questions were in their original English version, as participants had sufficient proficiency. Participants were given half an hour to answer.

Statistics were analyzed for the participants' levels of English classroom anxiety. Descriptive statistics were utilized, and item analysis was conducted to determine the questionnaire items associated with different constructs of FLCAS.

3. Results

3.1 Preservice English Teachers' Anxiety

Participants answered the questionnaire, and all the responses were typed into a Microsoft Excel spreadsheet for further processing. Itemized analysis was conducted to identify the questionnaire items.

Table 1. Frequency of each item in FLCAS

Item	SD	D	N	A	SA
1. I never feel quite sure of myself when I am speaking in English.	10	26	27	11	0
2. I worry about making mistakes in English class. (reversed)	11	22	19	17	5
3. I tremble when I know that I'm going to be called on in English class.	11	19	27	15	2
4. It frightens me when I don't understand what the teacher is saying in English.	10	19	24	12	9
5. It would bother me a lot to take more English classes. (reversed)	5	16	17	20	16
6. During English class, I find myself thinking about things that have nothing to do with the course.	12	20	22	16	4
7. I keep thinking that the other students are better at English than I am.	19	16	18	16	5
8. I am usually at ease during tests in my English class.	2	31	21	11	9
9. I start to panic when I have to speak without preparation in English class.	5	14	21	22	12
10. I worry about consequences of failing my English class.	11	17	19	17	10
11. I don't understand why some people get so upset over English classes.	9	30	17	13	5
12. In English class, I can get so nervous I forget things I know.	15	20	20	14	5
13. It embarrasses me to volunteer answers in English class.	14	20	26	9	5
14. I would be nervous speaking English with native speakers. (reversed)	7	29	14	13	11
15. I get upset when I don't understand what the teacher is correcting.	6	22	22	18	6
16. Even if I am well prepared for English class, I feel anxious about it.	17	18	19	17	3
17. I often feel like not going to my English class.	42	13	15	3	1
18. I don't feel confident when I speak in my English class. (reversed)	2	19	29	20	4
19. I am afraid that my English teacher is ready to correct every mistake I make.	23	38	6	6	1
20. I can feel my heart pounding when I am going to be called on in my English class.	10	18	17	22	7
21. The more I study for an English test, the more confused I get.	17	32	13	8	4
22. I feel pressure to prepare very well for English class. (reversed)	4	23	20	21	6
23. I always feel that the other students speak English better than I do.	17	18	26	11	2
24. I don't feel very self-conscious about speaking English in front of other students. (reversed)	3	23	36	9	3
25. English class moves so quickly I worry about getting left behind.	19	31	12	11	1
26. I feel more tense and nervous in my English class than in my other classes.	20	31	15	8	0
27. I get nervous and confused when I am speaking in my English class.	13	25	21	15	0
28. When I am on my way to English class, I don't feel very sure and relaxed. (reversed)	4	14	22	26	8
29. I get nervous when I don't understand every word the English teacher says.	12	25	13	16	8
30. I feel overwhelmed by the number of rules you have to learn to speak English.	12	28	27	5	2
31. I am afraid that the other students will laugh at me when I speak English.	22	22	19	11	0
32. I would not feel comfortable around the native speakers of English.	4	24	19	19	8
33. I get nervous when the English teacher ask questions which I haven't prepared in advance.	4	13	25	26	6

Note: SA=strongly agree, A=agree, N=neutral, D=disagree, SD=strongly disagree

The choices of each FLCAS item from participants were presented in Table 1, along with the questions of each item in this questionnaire.

Table 2. Descriptive statistics for each item tested

Item	Mean	Number of cases	Standard Deviation	Sum
Q1	2.53	74	.91	187
Q2	2.77	74	1.17	205
Q3	2.70	74	1.04	200
Q4	2.88	74	1.20	213
Q5	3.35	74	1.23	248
Q6	2.73	74	1.14	202
Q7	2.62	74	1.27	194
Q8	2.92	74	1.08	216
Q9	3.30	74	1.16	244
Q10	2.97	74	1.27	220
Q11	2.66	74	1.11	197
Q12	2.65	74	1.20	196
Q13	2.61	74	1.13	193
Q14	2.89	74	1.25	214
Q15	2.95	74	1.10	218
Q16	2.61	74	1.19	193
Q17	1.76	74	1.00	130
Q18	3.07	74	.93	227
Q19	1.97	74	.92	146
Q20	2.97	74	1.22	220
Q21	2.32	74	1.11	172
Q22	3.03	74	1.08	224
Q23	2.50	74	1.09	185
Q24	2.81	74	.86	208
Q25	2.24	74	1.04	166
Q26	2.15	74	.95	159
Q27	2.51	74	1.01	186
Q28	3.27	74	1.06	242
Q29	2.77	74	1.27	205
Q30	2.42	74	.94	179
Q31	2.26	74	1.05	167
Q32	3.04	74	1.12	225
Q33	3.23	74	1.01	239

In Table 2, descriptive statistics of the mean, the number of cases, the standard deviation, and the sum of each item are reported. Statistics were reported ascending with the order of item numbers, and items were represented in Q + question number.

Table 3-1. Communication apprehension

Item	Mean	Number of cases	Standard Deviation	Sum
Q1	2.53	74	.91	187
Q4	2.88	74	1.20	213
Q9	3.30	74	1.16	244
Q14	2.89	74	1.25	214
Q15	2.95	74	1.10	218
Q18	3.07	74	.93	227
Q24	2.81	74	.86	208
Q27	2.51	74	1.01	186
Q29	2.77	74	1.27	205
Q30	2.42	74	.94	179
Q32	3.04	74	1.12	225

Table. 3-2. Test anxiety

Item	Mean	Number of cases	Standard Deviation	Sum
Q3	2.70	74	1.04	200
Q5	3.35	74	1.23	248
Q6	2.73	74	1.14	202
Q8	2.92	74	1.08	216
Q10	2.97	74	1.27	220
Q11	2.66	74	1.11	197
Q12	2.65	74	1.20	196
Q16	2.61	74	1.19	193
Q17	1.76	74	1.00	130
Q20	2.97	74	1.22	220
Q21	2.32	74	1.11	172
Q22	3.03	74	1.08	224
Q25	2.24	74	1.04	166
Q26	2.15	74	.95	159
Q28	3.27	74	1.06	242

Table 3-3. Fear of negative evaluation

Item	Mean	Number of cases	Standard Deviation	Sum
Q2	2.77	74	1.17	205
Q7	2.62	74	1.27	194
Q13	2.61	74	1.13	193
Q19	1.97	74	.92	146
Q23	2.50	74	1.09	185
Q31	2.26	74	1.05	167
Q33	3.23	74	1.01	239

In Table 3-1 through 3-3, all items are rearranged by the predetermined three categories: communication apprehension (items 1, 4, 9, 14, 15, 18, 24, 27, 29, 30, and 32), test anxiety (items 3, 5, 6, 8, 10, 11, 12, 16, 17, 20, 21, 22, 25, 26, and 28), and fear of negative evaluation (items 2, 7, 13, 19, 23, 31, and 33).

Table 4. Comparison of categories

Avg.	Cat. 1		Cat. 2	Cat. 3
	Communication apprehension		Test anxiety	Fear of negative evaluation
Mean	2.83		2.69	2.57
Sum	209.64		199.00	189.86

In Table 4, the average mean and sum average from three categories were compared. The "Communication apprehension" category receives the highest mean of 2.83, with an average sum of 209.64. The "Test anxiety" category receives a mean of 2.69 with an average sum of 199.00. The "Fear of negative evaluation" category receives a mean of 2.57 with an average sum of 189.86.

In Table 5. Descriptive statistics for each item tested (descending by mean value)

Item	Mean	Number of cases	Standard Deviation	Sum	% of Agree (SA+A)	% of Disagree (SD+D)
Q5	3.35	74	1.23	248	49	28
Q9	3.30	74	1.16	244	46	26
Q28	3.27	74	1.06	242	46	24
Q33	3.23	74	1.01	239	43	23
Q18	3.07	74	0.93	227	32	28
Q32	3.04	74	1.12	225	36	38
Q22	3.03	74	1.08	224	36	36
Q10	2.97	74	1.27	220	36	38
Q20	2.97	74	1.22	220	39	38
Q15	2.95	74	1.10	218	32	38
Q8	2.92	74	1.08	216	27	45
Q14	2.89	74	1.25	214	32	49
Q4	2.88	74	1.20	213	28	39
Q24	2.81	74	0.86	208	16	35
Q2	2.77	74	1.17	205	30	45
Q29	2.77	74	1.27	205	32	50
Q6	2.73	74	1.14	202	27	43
Q3	2.70	74	1.04	200	23	41
Q11	2.66	74	1.11	197	24	53
Q12	2.65	74	1.20	196	26	47
Q7	2.62	74	1.27	194	28	47
Q13	2.61	74	1.13	193	19	46
Q16	2.61	74	1.19	193	27	47
Q1	2.53	74	0.91	187	15	49
Q27	2.51	74	1.01	186	20	51
Q23	2.5	74	1.09	185	18	47
Q30	2.42	74	0.94	179	9	54
Q21	2.32	74	1.11	172	16	66
Q31	2.26	74	1.05	167	15	59
Q25	2.24	74	1.04	166	16	68
Q26	2.15	74	0.95	159	11	69
Q19	1.97	74	0.92	146	9	82
Q17	1.76	74	1.00	130	5	74

In Table 5, Q5, "It wouldn't bother me at all to take more English classes. (248, 49%)" showed the total anxiety points among all other items. The percentage of agreement counts (SA+A) was also reported (49%). Q9 "I start to panic when I have to speak without preparation in English class. (244, 46%)."; Q28 "When I am on my way to English class, I don't feel very sure and relaxed. (242, 46%); Q33 "I get nervous when the English teacher asks questions which I haven't prepared in advance. (239, 43%); Q18 "I feel confident when I speak in my English class (227, 32%)" follows.

4. Discussion

This study aims to investigate English major preservice teachers in a normal university to gain insights into the degree of anxiety regarding e of "communication apprehension, test anxiety, and fear of negative evaluation" among those students' perceptions of their classroom experience. Discussions are appropriate with the learning context in Mainland China.

4.1 Communication Apprehension

Among the three categories of anxieties from FLCAS, the communication apprehension category has the highest levels of anxiety (m=2.83) in Table 4. Statistics from Table 3-1 revealed that preservice English teachers have high classroom anxiety in their own English studies in Q9 "I start to panic when I have to speak without preparation in English class. (m=3.30)", Q18 "I don't feel confident when I speak in my English class (R) (m=3.07)", and Q32 "I would not feel comfortable around the native speakers of English. (m=3.04)". Since participants were English majors, communication apprehension is a fundamental skill. However, in Q9 and Q18, participants showed higher anxiety representing communicating freely in classes. English was treated as a tool or content for instruction but not as part of the language communication components in their daily lives. Q32 is also a perception of communication with foreigners, as there were few chances for them to do so. Therefore, the communication anxiety within the classroom learning experience of the participating pre-service English teachers may negatively impact their teaching careers. In the teacher's education program, extra action to reduce classroom English communication anxiety should be taken in further studies.

4.2 Test Anxiety

Among the three categories of anxieties from FLCAS, the test anxiety category has moderate levels of anxiety (m=2.69) in Table 4.

Statistics from Table 3-2 showed that Q5, "It would bother me at all to take more English classes. (R) (m=3.35)" has the highest level of anxiety scores in this category. It is followed by Q28, "When I am on my way to English class, I don't feel very sure and relaxed. (R) (m=3.27)" and Q22, "I feel pressure to prepare very well for English class. (R) (m=3.03)" follows. However, those items were positive and showed the opposite direction of classroom anxiety. Participants showed a positive attitude toward classroom meetings and were not afraid of being challenged in an English classroom. In Q5 and Q28, participants showed more desire to apply English in tasks rather than in classroom activities such as tests. As Chinese students, participants were anxious about doing well in class and on exams in Q22. For traditional Chinese students, test scores represent their achievements at most. Cultural issues are always fundamental to the testing culture that affects students, and it is not a specific issue in pre-service English teachers.

4.3 Fear of Negative Evaluation

Among the three categories of anxieties from FLCAS, the fear of negative evaluation category receives the least level of anxiety (m=2.57) in Table 4.

Statistics in the category disclosed that Q33, "I get nervous when the English teacher asks questions which I haven't prepared in advance. (m=3.23)" had the highest anxiety level. The negative feedback from classroom formative evaluation seems to be an issue for those students. Although preparation in advance is important for students' participation in a classroom, the readiness is honestly expressed in the degree of anxiety. As future English teachers, participants did not show the ease of language capability but were more aware of negative responses from the English classroom teachers.

4.4 Conclusion

In conclusion, this study investigates the anxiety of EFL English preservice teachers in a normal university in China. Different types of anxiety in their typical classroom experiences are identified and analyzed. A survey research design was utilized in this study, along with the FLCAS questionnaire. The results showed that communication apprehension represented the highest anxiety among the three categories. As preservice English teachers, participants had less test anxiety and fear of negative evaluation. As we depicted the insight of English

classroom anxiety of those participants, further studies about how their anxiety while in the teachers' preparation programs affects their teaching performance after they teach at schools as a teacher can be helpful.

References

Aflakha, I. N. (2022). The Correlation between Students' Foreign Language Anxiety and Their Speaking Performance at Speaking Class. *Jurnal Penelitian, Pendidikan, dan Pembelajaran, 17*(25).

Akaraphattanawong, A., & Jehma, H. (2022). Hybrid learning: a Qualitative study of learners' anxiety in language classrooms. *Journal of Positive School Psychology, 6*(7), 4183-4190.

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). https://doi.org/10.5070/l26121650

Almesaar, O. (2022). English Language Anxiety and Language Achievement Among EFL Students in Saudi Arabia. *Theory and Practice in Language Studies, 12*(11), 2253-2262. https://doi.org/10.17507/tpls.1211.04

Alrabai, F. (2014). A Model of Foreign Language Anxiety in the Saudi EFL Context. *English Language Teaching, 7*(7). https://doi.org/10.5539/elt.v7n7p82

Alrashidi, O. (2022). Sources of Foreign Language Teaching Anxiety Among Saudi Preservice English Teachers: A Qualitative Inquiry. *SAGE Open, 12*(3), 215824402211194. https://doi.org/10.1177/21582440221119486

Atasheneh, N., & Izadi, A. (2012). The Role of Teachers in Reducing/Increasing Listening Comprehension Test Anxiety: A Case of Iranian EFL Learners. *English Language Teaching, 5*(3). https://doi.org/10.5539/elt.v5n3p178

Cakici, D. (2016). The Correlation among EFL Learners' Test Anxiety, Foreign Language Anxiety and Language Achievement. *English Language Teaching, 9*(8), 190. https://doi.org/10.5539/elt.v9n8p190

Chao, C.-Y., & Fan, S.-H. (2020). The Effects of Integrating Board Games into Ice-breaking Activities in a Fifth-Grade English Class to Reduce Students' Anxieties. *English Language Teaching, 13*(9), 40. https://doi.org/10.5539/elt.v13n9p40

Chastain, K. (1975). Affective and ability factors in second-language acquisition. *Language learning, 25*(1), 153-161. https://doi.org/10.1111/j.1467-1770.1975.tb00115.x

Gardner, R. C. (1985). *Social psychology and second language learning: The role of attitudes and motivation*: Arnold.

Horwitz, E. K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics, 21*, 112-126. https://doi.org/10.1017/S0267190501000071

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The modern language journal, 70*(2), 125-132. https://doi.org/10.2307/327317

Khalaf, M. A., & Omara, E. M. N. (2022). Rasch analysis and differential item functioning of English language anxiety scale (ELAS) across sex in Egyptian context. *BMC Psychology*, *10*(1), 1-16. https://doi.org/10.1186/s40359-022-00955-w

Khalaf, M. A. (2016). Confirmatory Factor Analysis of English Learning Anxiety Scale (ELLAS) in the Egyptian Context, *International Educational E-Journal, 5*(2), 1-11.

Khalaf, M. A. (2017). English Language Anxiety: Development and Validation of a Brief Measure, *International Journal of Psychology and Educational Studies, 4*(2), 42-53.

Krashen, S. D. (1982). *Second language acquisition and second language learning*: Oxford: Pergamon Press.

Lozanov, G. (1979). Accelerated Learning and Individual Potential. *Prospects: Quarterly Review of Education, 9*(4), 414-425. https://doi.org/ 10.1007/BF02331495

Mitchell, R., Myles, F., & Marsden, E. (2019). *Second language learning theories*: Routledge.

Nakamura, H., Nomura, K., & Saeki, N. (2020). An Acoustic Study of Communication Apprehension during English Oral Presentations by Japanese University Students. *English Language Teaching, 13*(8), 178. https://doi.org/10.5539/elt.v13n8p178

Ortega, L. (2014). *Understanding second language acquisition*: Routledge. https://doi.org/ 10.4324/9780203777282

Park, J. (2022). Preservice Teachers' L2 Writing Anxiety and Their Perceived Benefits of Freewriting: A Case Study. 영어교육, *77*, 63-77. https://doi.org/ 10.15858/engtea.77.s1.202209.63

Pasaribu, T. A., & Harendita, M. E. (2018). English language anxiety of pre-service teachers: Causes and coping strategies. *LLT Journal: A Journal on Language and Language Teaching, 21*(2), 134-147. https://doi.org/10.24071/llt.v21i2.1261

Song, X. (2022). A Study of English Learning Anxiety of Non-English Major on Secondary Vocational School Students. *Advances in Social Science, Education and Humanities Research, 673*, 514-517. https://doi.org/10.2991/assehr.k.220706.097

Sparks, R. L., & Ganschow, L. (2007). Is the Foreign Language Classroom Anxiety Scale Measuring Anxiety or Language Skills? *Foreign language annals, 40*(2), 260-287. https://doi.org/10.1111/j.1944-9720.2007.tb03201.x

Toyama, M., & Yamazaki, Y. (2022). Foreign Language Anxiety and Individualism-Collectivism Culture: A Top-Down Approach for a Country/Regional-Level Analysis. *SAGE Open, 12*(1), 215824402110691. https://doi.org/10.1177/21582440211069143

Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: a Social constructivist approach.* New York: Cambridge University Press.

Yaikhong, K., & Usaha, S. (2012). A Measure of EFL Public Speaking Class Anxiety: Scale Development and Preliminary Validation and Reliability. *English Language Teaching, 5*(12). https://doi.org/10.5539/elt.v5n12p23

Yassin, A. A., & Razak, N. A. (2018). Investigating Foreign Language Learning Anxiety Among Yemeni University EFL Learners: A Theoretical Framework Development. *English Language Teaching, 11*(10), 38. https://doi.org/10.5539/elt.v11n10p38

Zhang, H., & He, H. (2012). Student Perceptions of the Integrated 'Science Education' Major in Some Chinese Universities. *International Journal of Science Education, 34*(13), 1991-2013. https://doi.org/10.1080/09500693.2012.709332

Сейдикенова, А. С., & Малшы, М. (2022). Causes of foreign language anxiety in online education. *Известия. Серия: Филологические науки, 66*(3). https://doi.org/10.48371/PHILS.2022.66.3.024