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Navigating Foreign Language Anxiety in Saudi Classrooms: Examining Classroom Environment, Teacher Strategies, and Learner Perspectives

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**NAVIGATING FOREIGN LANGUAGE ANXIETY IN SAUDI CLASSROOMS:
EXAMINING CLASSROOM ENVIRONMENT, TEACHER STRATEGIES, AND
LEARNER PERSPECTIVES**

by

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ABSTRACT

NAVIGATING FOREIGN LANGUAGE ANXIETY IN SAUDI CLASSROOMS: EXAMINING CLASSROOM ENVIRONMENT, TEACHER STRATEGIES, AND LEARNER PERSPECTIVES

Amal Obaid Alnefaie
Old Dominion University, 2024
Dr. Abha Gupta

This study investigates foreign language anxiety (FLA) in the context of Saudi Arabian classrooms, focusing on perceptions from both teachers and students. The research aims to identify factors influencing FLA, examine classroom environments, and offer insights to enhance foreign language teaching and learning in Saudi Arabia. Using a survey-based approach, data were collected through Likert-type scales and open-ended questions to explore FLA across various dimensions.

Section 1 analyzed Likert-scale responses, revealing diverse levels of FLA among participants, with students often expressing neutral to disagreeing attitudes towards statements reflecting anxiety about language learning and classroom participation. Section 2 explored sociocultural factors impacting FLA, highlighting perceptions of gender roles and cultural norms, which participants perceived as contributing to FLA, though without significant correlation by mean scores. Section 3 examined strategies employed by students to manage FLA, emphasizing self-practice, media consumption, and confidence-building exercises. Peer interactions and collaborative activities were identified as beneficial despite concerns about potential negative impacts.

Section 4 presented insights from teachers regarding the prevalence of FLA among students, noting behaviors indicative of FLA such as avoidance of speaking in class and visible signs of anxiety during language activities. Section 5 focused on teachers' perceptions and adaptations to create supportive learning environments. Most teachers viewed their practices as

moderately effective in addressing FLA, utilizing strategies such as technology integration, collaborative learning, and fostering supportive classroom atmospheres.

Overall, the study underscores FLA's multifaceted nature among Saudi students, influenced by sociocultural norms, personal strategies, and instructional practices. Findings suggest a necessity for targeted interventions and supportive educational environments to mitigate FLA and enhance language learning experiences. The study provides critical insights for educators and policymakers, emphasizing the significance of creating supportive learning environments and implementing effective teaching practices to alleviate FLA in Saudi Arabian classrooms.

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I dedicate this dissertation to the soul of my brother (Mesfer). Also, I dedicate this dissertation to myself, my children and family.

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NOMENCLATURE

<i>L2</i>	Second Language
<i>L1</i>	First Language
<i>FLA</i>	Foreign Language Anxiety
<i>WIHIC</i>	What Is Happening In This Class
<i>SLA</i>	Second Language Acquisition

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CHAPTER ONE: INTRODUCTION

I hope the teacher does not point at me, how often do students have this feeling in a second language (L2) classroom? Due to their fear of making mistakes in front of their teacher or classmates, or their apprehension about the teacher's reaction to their mistakes, some students experience anxiety. This innate fear may be associated with a low proficiency level in their second language (L2). However, even students with a high English proficiency level may occasionally grapple with this feeling.

Alternatively, as L2 instructors, how often do we feel students take an L2 as a superfluous class and look like they have a question mark on their faces? How often have you heard, *I can't learn this language, I think I have difficulty learning it*. The goal for many L2 adult learners is to use their target language. However, many students might have barriers that prevent them from using the L2. These barriers can be physical (e.g., pronunciation difficulties) or psychological (e.g., anxiety and lack of confidence). Psychological barriers are common among L2 learners and can be referred to as foreign language anxiety (FLA). Foreign language anxiety (FLA) is associated with language learning and the difficulty students have learning an L2, which has drawn L2 researchers and teachers' attention.

Many researchers over the history provide a definition for foreign language anxiety. Clement (1980) defined foreign language anxiety as a complex psychological concept connected to the learners "feelings, self-esteem, and self-confidence". While MacIntyre and Gardner (1994) defined FLA as the feeling of tension and anxiety that is associated with second language contexts as "speaking, listening, and reading" and including the negative emotional reaction when using or learning a second language. These definitions are built around Horwitz, Horwitz and Cope (1986) claim that "FLA a phenomenon related to but distinguishable from other

specific anxieties” (p. 129). Horwitz and Cope were influential researchers in foreign language anxiety area, because of their description of FLA as a unique type of anxiety specific to foreign language learning, and their theoretical model of FLA plays an important role in language anxiety research until today.

When the anxiety and negative feelings affect the second language classroom, they will become obstacles in the language-learning process. They will affect students’ motivation to learn the target language, and students will be less interested in learning the target language. This will reflect back on the teacher and make the teaching process harder for the teacher. However, the teaching environment is important when acquiring or teaching a second language. When students are stressed, their ability to understand the materials decreases (Djafri and Wimbarti, 2018).

Study Purpose and Research Questions

Students’ anxiety not only affect the classroom; it crosses the bounds of the classroom setting to a learner’s daily life and professional life at work and school. Hewitt and Stephenson (2011) found in their study of Spanish-speaking English learners that students with high anxiety performed worse than their less anxious peers. As an English language instructor for second language learners (L2), I’ve witnessed the detrimental impact of anxiety on the performance of Saudi students who previously struggled with foreign language acquisition (FLA). According to Horwitz (1986), students with high levels of anxiety might engage in avoidance actions such as homework procrastination, skipping classes, reluctance to engage in the classroom, or postponing their required foreign-language courses.

However, the lack of previous knowledge about foreign language anxiety for the students or the teachers might classify the students’ bad behaviors as neglectful. Krashen (1982) described the feeling associated with language learning as a barrier that does not allow the

second-language information to access the language acquisition area in the student's brain. In addition, most previous studies focus on FLA from the students' perspective and its effect on students. In this study, I will concentrate on both the teacher's perception of foreign language anxiety (FLA) among Saudi learners and the experiences of Saudi students with FLA.

Additionally, I will explore how the classroom environment relates to their FLA.

This study seeks to explore the intricacies of foreign language anxiety in the Saudi Arabian classroom setting, concentrating on the experiences of both teachers and learners. Employing a survey-based approach, the research endeavors to identify the diverse factors influencing foreign language anxiety and examine the ways in which the classroom environment shapes these anxieties. The outcomes of this investigation aim not only to add depth to the current understanding of language anxiety but also to offer essential insights for educators and policymakers in Saudi Arabia. These insights can be instrumental in improving language learning experiences by addressing and mitigating the challenges posed by foreign language anxiety.

Research Questions

These research questions aim to provide a comprehensive understanding of the dynamics of foreign language anxiety in Saudi classrooms, encompassing both learner and teacher perspectives. The survey-based method will allow for quantitative data collection, enabling statistical analysis and the identification of patterns and correlations related to foreign language anxiety in the Saudi educational context at college level.

1. What specific classroom environment factors contribute to foreign language anxiety among Saudi language learners?

2. To what extent do sociocultural factors, such as gender roles and cultural norms, influence foreign language anxiety in Saudi educational settings?
3. What strategies do Saudi language learners employ to manage and mitigate foreign language anxiety in the classroom?
4. How do Saudi language teachers perceive and experience foreign language anxiety in their students within the classrooms?
5. How do Saudi language teachers adapt their instructional methods to create a supportive and less anxiety-inducing learning environment?

CHAPTER TWO: LITERATURE REVIEW

Improving literacy and language learning for English-language learners (ELLs) is a critical and multifaceted endeavor that requires a comprehensive approach. In the United States, between 1991 and 2002, the enrollment of school- aged language minority students in ELL programs witnessed a remarkable 95% increase, in stark contrast to the overall student population's growth, which only rose by 12% during the same period (Padolsky, 2005). This surge reflects a response to increased immigration, a commitment to educational inclusivity, legal mandates for language support, and the recognition of English proficiency as a global asset for learners.

ELLs face unique challenges as personal, social or economic. Restrepo et al. (2007) stated that the professionals who work with ELLs must have an understanding of the second language acquisition process so they can adjust their teaching to meet the children's needs, such as those related to language proficiency, cultural differences, and varying educational backgrounds. To address these challenges, educators, policymakers, and communities must collaborate to create a supportive and effective learning environment. The ability to speak two languages has many benefits for students. Restrepo et al. (2007) mentioned that children's abilities in their first language can help them develop literacy skills in English, and that their early proficiency in their native language can predict how well they will acquire literacy skills in English later on.

Improving literacy and language learning for ELLs requires a multifaceted approach that encompasses creating a supportive classroom environment, implementing research-based instructional strategies such as scaffolding and culturally responsive teaching, leveraging technology tools effectively, and fostering collaboration between ESL specialists/bilingual educators and general education teachers. By employing these approaches consistently with

evidence-based practices in ELL classrooms, educators can help ELLs thrive academically while developing strong language skills.

Language Proficiency

Language proficiency is the key to ELLs' academic success, and many ELLs struggle to achieve a high level of L2 proficiency. The national assessment results underscore the academic challenges ELLs face as they struggle to attain the same academic proficiency levels as their native English-speaking peers (National Center for Education Statistics, 2004). Low proficiency levels result in English Language Learners (ELLs) performing below their peers. Ragan and Lesaux (2006) mentioned that if an ELL cannot meaningfully participate in a mainstream classroom because of limited English proficiency, schools must provide intervention services to promote the student's English language proficiency. In this context, many researchers provide several strategies, supported by research, to enhance ELLs' language skills in classroom setting.

In this context, numerous researchers propose a variety of strategies, backed by research, to enhance language skills for English Language Learners (ELLs) in a classroom setting. The heightened focus on discovering new ELL strategies emerged after the landmark 1974 U.S. Supreme Court case, *Lau v. Nichols*, which addressed the educational rights of students not fluent in English. The case involved Chinese-speaking students in San Francisco placed in regular classes without additional language assistance. The Supreme Court ruled that the absence of supplemental language instruction violated Title VI of the Civil Rights Act of 1964, prohibiting discrimination based on national origin. This decision established a precedent, underscoring the need for schools to proactively address language barriers experienced by students, ensuring meaningful access to education for ELLs.

According to Restrepo and Gray (2007), ELLs have the potential to attain literacy skills that align with their grade level when they are provided effective literacy instruction. Moreover, the National Literacy Panel for Language Minority Children and Youth (2006) stated that instructional methods that are effective for improving reading skills in English-speaking students are equally effective for enhancing reading skills in language-minority children. These encompass teaching in areas such as phonemic awareness, vocabulary, understanding of letters, fluency, and comprehension strategies.

A subject of significant discussion in the context of English language proficiency is the choice of the language used for instruction, which refers to the language employed for delivering content-based lessons to ELLs. Restrepo and Gray (2007) found that when preschool children are exclusively taught oral language skills in their native language, their English literacy performance can equal that of their monolingual peers by fifth grade. Additionally, bilingual instruction appears to have beneficial impacts on their native language and English literacy, in contrast to instruction that is solely in English. Restrepo and Gray (2007) found that bilingual instruction yields positive outcomes for proficiency in both the native language and English literacy when contrasted with exclusive English instruction. Furthermore, participation in bilingual instruction programs leads to children becoming biliterate, a factor frequently linked to increased academic achievement and a more robust bicultural identity compared to English Language Learner (ELL) children who acquire literacy solely in English.

Many other researchers (Garcia, 2011; Reese et al., 2000) agreed that a child's reading proficiency in their native language serves as a reliable predictor of their eventual reading abilities in English, and being bilingual does not hinder performance in either language. In addition, Christian et al. (2016) said that ELLs who predominantly use English, as opposed to

their native language, in classroom interactions with teachers and peers tend to show more significant improvements in their English proficiency. It is clear that students' interaction with native speakers and language practice can improve their L2 proficiency. Chesterfield et al. (1983) added that the effects of these interactions can vary based on ELLs' language proficiency level and the individuals they engage with in English. Those with lower proficiency levels may benefit more from increased interactions in English, particularly with their teachers, rather than with their peers. Overall, researchers from various perspectives are increasingly coming to a consensus that the effectiveness and caliber of instruction offered to English-language learners hold equal significance to the language used for instruction.

Researchers have mentioned many strategies as effective methods to improve ELL proficiency, such as structured English immersion programs, which focus on intensive English language instruction; these programs have been found to significantly improve language proficiency (Genesee et al., 2006) through targeted language development, helping ELLs acquire English language skills more rapidly. August and Shanahan (2006) focused on the importance of vocabulary development through explicit instruction, context-rich reading materials, and vocabulary games. A strong vocabulary is fundamental for language proficiency. Pica et al. (1987) argued for the importance of students' interactions with each other to improve their proficiency through promoting peer tutoring and collaborative learning, in which ELLs interact with proficient English speakers and engage in authentic language use.

Incorporating these evidence-based strategies into L2 classrooms can create an environment where ELLs thrive in literacy and language learning, ultimately improving their language proficiency. By combining these methods and tailoring them to students' specific

needs, educators can address the unique challenges that ELLs face and foster their language development throughout their academic life.

The Correlation Between ELL Culture and Their L2

ELLs represent a diverse and growing segment of the student population, and their educational needs are shaped by linguistic and cultural factors. To address these needs effectively, it is imperative to recognize the significance of cultural diversity and its influence on language acquisition and literacy development.

According to Thomas and Collier (1998), educational programs for ELLs are highly effective when students face academic challenges and when the students' linguistic and cultural backgrounds are leveraged as valuable resources in interdisciplinary, discovery-based learning practices (p. 23–24). Gee (2008) added that the process of acquiring a new culture or language starts with learners' initial culture and identity. Educators should be culturally aware and sensitive to the diverse backgrounds of their ELL students. Understanding their cultural norms, values, and communication styles can help create a more inclusive learning environment.

There are multiple educational strategies recommended to be used with ELLs to enhance learners' literacy through using their background culture. For instance, Gay (2018) recommended the use of culturally responsive teaching, which is an educational approach that recognizes and values students' cultural backgrounds, experiences, and perspectives, incorporating culturally relevant content and experiences into the curriculum. It creates an inclusive classroom environment where students' cultural identities are respected and enhances student engagement, motivation, and academic performance. Other researchers have studied whether using ELLs' native language inside the classroom by code-switching would improve their English literacy. García (2011) promoted the use of students' native languages alongside

English, recognizing the value of students' linguistic assets. This approach can enhance language learning by building on existing language skills.

Moreover, schools have to engage ELL communities and families with their educational process, encourage parents to participate in school activities, and use their insights to tailor instruction to students' needs. Echevarria et al. (2006) stated that ELL community involvement could bridge cultural gaps, provide additional support, and create a sense of belonging for ELLs. Other activities that might enhance feelings of belonging for ELLs include celebrating cultural events and holidays from various backgrounds within the classroom. According to Nieto and Bode (2008), recognizing and participating in cultural celebrations can make ELLs feel valued and respected.

To conclude, it embodies the principles of equity, access, and inclusion, fostering a learning environment where each student, regardless of their linguistic or cultural background, has the opportunity to succeed. These strategies promote culturally sensitive and inclusive educational environments that enhance literacy and language learning for ELLs while respecting and embracing their cultural identities. By implementing these approaches, educators can provide a more effective and engaging learning experience for ELLs.

Teacher Training

In recent years, schools across the United States and in many other countries have seen a significant increase in the enrollment of ELLs (National Center for Education Statistics, 2022). These students bring linguistic and cultural diversity to the classroom, enriching the educational experience for all. However, they also present educators with a unique set of challenges that require specialized training and support. In the context of ELL education, teacher training is not just a matter of acquiring pedagogical skills, but also of understanding the linguistic, cultural,

and socioemotional needs of ELLs. It is about equipping educators with the knowledge and tools to create inclusive, effective learning environments that facilitate language acquisition and literacy development.

Certain strategies can be implemented to support ELLs' literacy and language development as well as to provide targeted professional development: Teachers should receive ongoing professional development focused on effective instructional strategies for teaching literacy and language skills to ELLs. This training should include evidence-based practices such as explicit vocabulary instruction, scaffolding techniques, and the use of culturally responsive teaching methods. Ovando and Combs (2012) highlighted the significance of tailored professional development initiatives aimed at instructing teachers in the most efficient ELL teaching methods. These initiatives provide educators the expertise and abilities to establish inclusive, culturally sensitive learning environments.

Echevarria et al. (2006) underscored the importance of professional development programs in equipping teachers with effective strategies for instructing ELLs. They argued that these programs empower educators with the expertise and capabilities needed to establish inclusive, culturally responsive classroom environments. When educators receive thorough training and specialized pedagogical tools as part of their credential programs and professional development, they cultivate increased confidence in their ability to effectively teach ELLs (Tellez and Waxman, 2005).

It is also important that teachers specializing in ELL teaching receive specialized training in ELL instruction. This training should cover best practices in language acquisition and cultural competence. Lucas and Grinberg (2008) mentioned that certification programs provide in-depth training in second-language acquisition, strategies for teaching ELLs, and cultural competency.

This education guarantees that teachers are equipped to effectively address the varied requirements of ELLs. Adherence to these standards guarantees that teachers are sufficiently prepared to deliver proficient instruction (Lucas and Grinberg, 2008). A prominent certification program in this regard is the Teaching English to Speakers of Other Languages (TESOL) Certification, which offers teachers extensive training in instructing ELLs. Those who successfully earn TESOL certification acquire proficiency in teaching English to individuals who are not native speakers and are more adept at establishing productive learning settings for ELLs. By implementing effective teacher training, educational institutions can enhance their ability to assist ELLs in acquiring language skills and improving literacy. The evidence-based methods discussed earlier enable educators to establish inclusive, culturally sensitive, and productive learning settings for ELLs.

Community Involvement

In navigating the complex interplay of language acquisition, cultural diversity, and educational equity, involving the broader community becomes crucial for establishing a nurturing and inclusive environment. The importance of community engagement is evident in its capacity to connect the school environment with the home. Through proactive involvement of local communities, educators can access a plethora of resources, cultural perspectives, and collaborative partnerships that enhance ELLs' educational journeys. This engagement is not a uniform approach, but rather a dynamic and mutually beneficial relationship that acknowledges and celebrates the inherent diversity in language and culture.

Parents' engagement with schools plays a main role in ELL literacy improvement. Numerous studies have consistently affirmed the effectiveness of family literacy programs in nurturing early literacy skills for ELLs. Connor et al. (2017) showcased the favorable influence

of a family literacy program on preschoolers' emergent literacy skills, underscoring the significance of involving parents in specific interventions. Creating a rich home literacy environment to influence a child's language development is also crucial. Sénéchal and LeFevre (2014) discovered that a stimulating home literacy environment is a strong predictor of advancements in children's vocabulary and reading abilities. Actively engaging parents in literacy-oriented activities at home establishes a favorable setting for language acquisition (Sénéchal and LeFevre, 2014).

Effective literacy outcomes are also associated with strong parent–teacher partnerships and parental involvement, key factors in supporting ELLs' literacy and language learning. Fantuzzo et al. (2004) underscored the diverse aspects of family engagement and its beneficial association with children's behavioral and learning skills as well as the importance of robust collaborations between parents and teachers. Parents' active participation in literacy activities has a substantial effect on language development in ELLs. Fantini (2009) emphasized the significance of expressive vocabulary within second-language learners' homes, illustrating the positive influence of interactions between parents and children on language acquisition. In addition, ELLs must collaborate with community organizations, libraries, and language-learning centers to receive additional resources and support to improve their L2. Mapp and Kuttner (2013) mentioned a framework that promotes cooperative partnerships with local businesses, aligning with the dual capacity-building approach for enhancing collaboration between families and schools.

To conclude, by implementing these evidence-based strategies, schools can cultivate a collaborative and culturally responsive environment that actively involves parents in fostering literacy and language development for ELLs in PK–12 classrooms. Employing community-based

initiatives, such as libraries, cultural centers, language classes, collaborations with local businesses, and support services, including tutoring and mentorship programs, can collectively establish a comprehensive framework to bolster ELLs' language development and academic achievements.

The Begging of English Language Teaching in Saudi Arabia

Following the oil discovery, the Saudi government prioritized education and sought to connect its people globally. Consequently, English language instruction was introduced in schools in 1970 to facilitate this connection. According to Al-Nassar (2015), English is taught in Saudi Arabia as a foreign language rather than a second language, contributing to the observed weaker performance of Saudi students. The distinction between teaching English as a second language and as a foreign language becomes evident when comparing international students and immigrants in countries like the United States, Canada, and England, where English is a primary language used in daily life. In contrast, countries like India consider English a second language due to its widespread use in educational institutions, organizations, and daily communication. However, in Saudi Arabia, English is infrequently used and primarily confined to the English classroom.

However, the English language pedagogy wasn't effective. In 2004, the initiative known as King Abdullah's Project for General Education Development was launched. The primary goal of this project was to overhaul the education system, improve school environments, enhance learning materials, and incorporate technology within classrooms to facilitate and enhance the learning process (Almalki, 2014).

Another key focal point discussed in the reviewed articles by researchers was the English language curriculum in Saudi Arabia. Alharbi (2015) mentions, curriculum, teachers and

students have a complementary relationship, so the weakness in one of these factors will impact the whole learning and teaching process. The English-language curriculum in Saudi Arabia, is specially designed for the Saudi school that reflects the Saudi culture and values and that it integrates all language skills (i.e., speaking, reading, listening and writing) beside functional grammar and vocabulary (Al-Rabba, 2018). Al-Nasser (2015) mention, the Saudi English-language curriculum include practice for the four skills (reading, writing, listening and speaking) and the teachers have to cover all these learning areas in 45 minutes the class time, so they spend their time trying to finish the curriculum instead of focusing on the students' understanding. Al-Seghayer (2015) added that the Saudi teacher's follow inside their English language classroom traditional methods as answering questions, making corrections, translating text, conducting structural analysis and doing chorus work. The researchers agree that the teaching theory used in the English-language classes in Saudi Arabia is the grammar-translation method, or traditional method (Alghamdi, 2021; Alharbi, 2015; Alrabai, 2015; Al-Nasser, 2015; Al-Seghayer, 2015; Alshahrani, 2016).

This method involves teaching explicit grammatical rules of the second language and then asking students to apply these rules in translating sentences from the students' second language to their first language. Al-Seghayer (2015) added, Saudi teachers try to engage their students with mechanical drills to practice the taught language patterns. He added that the Saudi teachers of English believe teaching of grammar rules is the most crucial aspect of the English language to master. Khan (2013) said that the major focus of Saudi English-language teachers is reading and writing, and they give less attention on speaking and listening. However, Alnasser (2015) mentioned multiples factors that impact the students' second-language acquisition and success in language learning: the students' mother tongue, accent, pronunciation, and

vocabulary. Alrabai (2018) said the English-language curriculum content should include real-life situations that reduce students' fear of failure and increase their confidence. Al-Nasser (2015) interviewed Saudi students to understand their emotion inside the English language classroom. He found aversion to English was common among the Saudi students. One of the students mentioned that the teachers were a source of stress, stating they could not ask questions or seek clarification while the teacher taught.

Theories related to English Language Employed Inside the Saudi Classroom

According to Alharbi (2015), curriculum, teachers and students have a complementary relationship, and their interactions impact the educational system, so weakness in one of these factors will impact the others, weakening the whole learning and teaching process. Regarding the English-language curriculum in Saudi Arabia, Al-Rabba (2018) said it is a special design for the Saudi school that reflects the Saudi culture, beliefs and values and that it integrates all language skills (i.e., speaking, reading, listening and writing) beside functional grammar and vocabulary. Al-Nasser (2015) added that creating an English-language curriculum in Saudi schools is the big challenge in teaching English. He added the Saudi English-language curriculum is wide, so it is difficult for the teachers to cover all the information, so they spend their time trying to finish the curriculum instead of focusing on the students' understanding benefiting them. This trend will lead to negative attitudes among students.

There are many opinions about the English-language curriculum's effectiveness. Alharbi (2015) argued that the students earned excellent grades on their exams that do not reflect the curriculum's effectiveness because the exams depend on students memorizing their textbook information and transferring it to the exam paper. She added that Saudi education allows students to achieve high exam scores although they have a low proficiency level. For instance, in the

composition test, which usually asks students to use their imagination to write an essay, teachers usually provide the students a pre-written essay for each topic, and the students have to memorize the pre-written forms, or they can use their own form.

However, due to the students' weak writing skills, they prefer to memorize the pre-written pieces (Elyas, 2008). The students are memorizing not just for the composition test. For example, Alrashidi and Phan (2015) added that most Saudi students memorize paragraphs, grammar rules and vocabulary without understanding their meanings and the ways they are formed. Similarly, Alrabia (2015) argued that English-language testing in Saudi Arabia targets memory-based declarative knowledge, so memorization is reinforced among students.

In addition, some teachers provide the students summaries for each unit at the end of the semester to memorize for the exam instead of making them think about such information. Also, when students get a bad grade, they can repeat the exam until they get a good grade (Alharbi, 2015). Finally, the Ministry of Education (2012) states that students can progress to the next grade if they only fail the English-language class because it is an overridden subject. Alrabai (2015) added that the exam's focus on memorization is the Saudi educational system's crucial flaw. The students expect the teacher to tell them what they need to memorize for the exam instead of searching for the knowledge by themselves. According to Alharbi (2015), this attitude increases the students' negative emotions toward English-language learning, and they fail to discover their own learning strategies because they depend on the teacher in their language-learning process.

The teaching theory used in the English-language classes in Saudi Arabia is the grammar-translation method, or traditional method (Alghamdi, 2021; Alharbi, 2015; Alrabai, 2015; Al-Nasser, 2015; Al-Seghayer, 2015; Alshahrani, 2016). This method involves teaching explicit

grammatical rules of the second language and then asking students to apply these rules in translating sentences from the students' second language to their first language. Al-Seghayer (2015) added that the Saudi teacher's technique in the classroom is meant to achieve such traditional methods as answering questions, making corrections, translating text, conducting structural analysis and doing chorus work. Moreover, it lets students provide detailed language information and read and repeat passages. However, the translated chunks of text help save much of the teachers' time and efforts.

Alharbia (2015) said that generally, the Saudi public schools do not apply successful contemporary techniques, such as group work, role-playing and interviews. She added that the teachers in the English-language classroom must be facilitators of knowledge, not transmitters. Teachers should help their students discover their own path. Moreover, because the focus of teaching and learning is the students, the curriculum design and teaching strategies have to focus on the students' needs. Alharbi (2015) proves the importance of variation in teachers' techniques, and students' familiarity with these strategies can help the students decide on their own the best approach for a given task. Teachers should teach students how to monitor their learning in the classroom and identify the reasons behind their weaknesses and strengths.

Alghanmi and Shukri (2016) conducted a study on 30 participants to discover the correlation between grammar instruction, the teachers' grammar beliefs and the teachers' instructional practices in English-language classes. The participants agreed teaching grammar implicitly is more Affectivethan teaching grammar explicitly. The classroom observations showed a discrepancy between teachers' beliefs and classroom practice. They also showed all the teachers were teaching grammar in their classroom explicitly rather than implicitly. Moreover, the study revealed the main factors behind the teachers' inconsistent beliefs and their practices

through their students' attitudes, proficiency levels, needs, learning styles and the classroom environment as well as the teacher development process.

Al-Seghayer (2015) discussed the use of grammar in the Saudi classroom. He said students negatively focus on their teacher's explanation of grammar as the main factor in instruction or presentation of vocabulary. Then, the teacher asks students to memorize grammatical rules and words and drills them by having them read passages aloud, copy the taught vocabulary into their notebook and translate words and sentences into their first language. Also, Saudi teachers try to engage their students with mechanical drills to practice the taught language patterns. He added that the Saudi teachers of English believe teaching is the most crucial aspect of the English language to master.

Khan (2013) indicated that the major focus of Saudi English-language teachers is reading and writing, and they focus less on speaking and listening. However, Alnasser (2015) mentioned multiple factors that impact the students' second-language acquisition and success in language learning: the students' mother tongue, accent, pronunciation and vocabulary.

Many researchers have discussed students' use of their first language (Arabic) in the English-language classroom. Some found the first language helped clarify difficult concepts and grammar rules, helped explain the new vocabulary and saved class time because teachers could give the task instructions in Arabic and check students' understanding (Al-Seghayer, 2015).

Alshammari (2011) added that 60% of Saudi teachers believe the use of the students' first language is necessary in the English classroom. Also, Al-Nofie (2010) found that 80% of Saudi teachers and 70% of learners expressed a positive attitude toward using Arabic in the English classroom. Machaal (2012) found that 77% of teachers in the study support the use of Arabic in

English-language classes, and Arabic was used (86%) to explain English vocabulary and translate English words.

On the other hand, Alhawsawi (2013) claimed teachers used the students' first language because they want make to the teaching process easier. In addition, Alrabia (2015) agreed that the students' mother tongue hinders their English-language learning. He also claimed that use of the students' mother tongue in the classroom to give instructions hinders their language learning because it will minimize the student's exposure to English and not give them a chance to practice communicating in English. Alharbi (2015) added that the use of the students' first language in the second-language classroom will decrease their motivation to use the second language in the classroom and that practicing the second language in the classroom is important because it is the only situation in which the students practice their second language. Alshammari (2011), assumed Saudi students' deficiencies in the four English basic skills due to the extensive use of Arabic in the classroom. Al-Seghayer (2015) said using Arabic and translating into Arabic are the predominant means of teacher-student interaction. There are various reasons to use Arabic. They differ between the teacher and students. The teacher uses Arabic to give instructions, provide explanations and conduct class activities whereas students use Arabic when they take initiative or ask questions.

Al-Mazroou (1988) found that the Saudi English-teaching system focuses on the development of grammatical competency, with communicative competency and discourse as well as sociolinguistic and strategic competencies receiving little attention. Teachers don't explain to their students the strategies that enable them to interpret spoken and written English. They don't teach their students how to say what to whom or how to use the language in various communication situations according to the sociolinguistic situation in which they find

themselves. Also, most Saudi English-language teachers do not use teaching aids or authentic supplementary materials in their classroom. Instead, they depend only on the course textbook and the blackboard. Finally, we need to rebuild our curricula, keeping in mind the quality that ensures teachers achieve the goals—rather than quantity—which is to finish the required curriculum.

In real life, the students will not be asked how many pages or units they studied; instead, they will be judged based on their quality of language. That is the only thing that matters. Al-nasser (2015) said English-language teaching has to occur in the real world with full exposure. Students should learn in their classrooms by creating real-life situations that provide opportunities for language use. Also, English-language teaching should be extended beyond the classroom. Alrabai (2018) mentioned that the English-language curriculum content and related tasks should include real-life situations that reduce students' fear of failure and boost their confidence. Also, teachers should be provided financial and material resources to enable them to implement the prescribed curriculum.

The Impact of Positive Emotions Inside The Second Language (L2) Classroom

Learning a language is a complex process; people might spend years speaking their first language but can still struggle to understand the meaning of a term or mispronounce a word in their native language. The same is true for the second language. Some second-language learners spend years learning a second language, but still struggle to speak and use their second language because they are not confident. On the other hand, a learner who has only been working on a second language for a few months could be fluent and proud to use this language. The difference between these two language users can be based on their emotions while and after learning the second language. Emotions have a big influence on us; for example, excitement and happiness

can encourage one to skydive, and sadness and anxiety might prevent one from all kinds of activities. The same applies to language learning.

The correlation between emotions and second-language learning research has recently focused on the field of second-language acquisition (SLA). In particular, concerning negative emotions such as anxiety, previous research found a positive correlation between anxiety and foreign-language learning. This section will cover the correlation between the learners emotions and their second-language–learners’ performance. It will show the kind of emotions students experience when learning a foreign language and explore how these emotions influence students’ second-language progress.

The Positive Emotion and Language Learning

A great variety of emotions language learners experience have been overlooked in the literature. In this section of this paper, I focus on positive emotions, such as enjoyment, happiness, and motivation, and how they affect second-language learners. I explore how positive emotions enhance students’ progress and improve their language-learning journey. Positive emotions in this context have attracted scholarly attention from various linguistic, educational, and sociocultural contexts. Teimouri (2018) investigated guilt and shame among Iranian English learners, and found significant relationships between L2 motivation and achievement: When students’ motivation is high, their second-language achievement is enhanced, and the opposite is true as well. Saito et al. (2018) studied 108 Japanese high school students to measure how language learners’ emotion and motivation profiles related to their oral proficiency. Results showed that learners’ enjoyment and motivation were positively related to studying, practicing, and using the target language throughout their L2 learning experience in the same context. Jin and Zhang’s (2018) study of 320 high school students showed that enjoyment of foreign-

language learning had the strongest effect on achievement scores, with support from teachers and other students having indirect effects.

MacIntyre and Vincze (2017) identified 19 basic emotions related to learners' L2 motivation. Nine negative emotions included “anger, contempt, disgust, embarrassment, guilt, hate, sadness, feeling scared, and being stressed” , and the 10 positive emotions included “gratitude, joy, hope, serenity, interest, pride, amusement, inspiration, and love” . Moreover, MacIntyre et al. (2019) studied Chinese students to measure the relationship between positive and negative emotions and students’ motivation. They found that positive emotions were most strongly linked to attitudes toward the learning situation, attitudes toward the teacher and the course, desire to learn English, and attitudes toward learning English. MacIntyre and Gregersen (2012) mentioned that positive emotions’ effects depend on the type of feeling; however, feelings do influence learners by improving their ability to notice things in the classroom environment and be aware of the target language input. This, in turn, allows them to acquire the foreign language more quickly.

Positive emotions also help flush out the negative effects of negative emotions. This is important because negative emotions cause a narrowing of focus and a restriction of the range of potential language input. Positive emotions promote students’ resilience and hardiness during difficult times and encourage learners to explore and play, two key activities that boost social cohesion.

MacIntyre and Vincze (2017) found it is worth contemplating the connection between language anxiety and feelings of amusement and peacefulness. If anxiety arises due to a threat to one's positive self-perception (Cohen & Norst, 1989), its role might include motivating a learner to take actions to restore a positive self-image. This can manifest on short timescales through

communication avoidance to minimize the risk of making mistakes or on longer timescales by steering clear of contexts requiring the use of the target language. However, the regression analysis on language anxiety suggests that anxiety might be alleviated by the arousal of opposing positive emotions, such as amusement (perhaps the ability to laugh at oneself) or a sense of comfort, security, and peace with the present situation.

Fredrickson (2001) divided positive emotions into five important functions. First, positive emotions enhance learners' motivation to explore and play, allowing them to gain new experiences and new learning. Second, positive emotions help decrease the lingering effects of negative emotions on learners. The third function of positive emotions is to promote resilience by triggering productive reactions to stressful events, such as improving cardiovascular recovery and making salient feelings of happiness and interest while under stress. "Fourth, positive emotion promotes building personal resources, such as social bonds built by smiles, intellectual resources honed during creative play, and even when young animals practice self-preservation maneuvers during rough-and-tumble play. Fifth, positive emotions can be part of an upward spiral toward greater wellbeing in the future, essentially the vicious cycle in reverse. A positive spiral is possible because the acquisition of resources facilitated by positive emotions endure long after the emotional reaction has ended. That is, rather than simply being the absence of negativity, positive emotions actively produce health and well-being .

According to Shao et al. (2020), MacIntyre and Gregersen (2012), and Dewaele and MacIntyre, (2014), following Fredrickson's (2001) helps researchers in the field of SLA to show the "beneficial functions of positive emotions for language learners in terms of broadening cognition, tempering negative emotions, promoting resilience, building personal and social resources, and triggering a virtuous circle toward greater well-being and achievement" (p. 3).

Positive Psychology (PP)

The exploration of positive emotions in Second Language Acquisition (SLA) is incomplete without acknowledging the role of positive psychology (PP). This field emerged in the early 2010s within the language acquisition domain, notably following the establishment of the International Association for the Psychology of Language Learning. During this time, researchers expanded their interest in the psychology of language learning, extending beyond anxiety to emphasize positive emotions associated with SLA. In this period, emotions of learners and teachers were recognized as pivotal catalysts for the learning and teaching processes. According to Dewaele, et al. (2019), in 2016, Positive Psychology (PP) research in applied linguistics and Teaching English to Speakers of Other Languages (TESOL) witnessed a swift broadening of its epistemological and methodological scope. This expansion was accompanied by the establishment of deeper connections with pre-existing concepts and theories related to motivation. Research designs began to incorporate novel dependent and independent variables during this period.

Researchers in this period saw learner (and teacher) emotions as the fuel for learning and teaching. PP concepts were the focus of physiology studies after being introduced in Martin Seligman's 1988 Presidential Address of the American Psychological Association. The concept of PP at the subjective level is about positive subjective experience: well-being and satisfaction, flow, joy, the sensual pleasures, and happiness; and constructive cognitions about the future – optimism, hope, and faith. At the individual level, it is about positive personal traits: the capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future- mindedness, high talent, and wisdom. At the group level, it is about the civic virtues and the institutions that move individuals toward better citizenship:

responsibility, nurturance, altruism, civility, moderation, tolerance, and work ethic (Seligman and Csikszentmihalyi, 2000).

However, according to Peterson (2006), PP did not aim to disregard negative emotions and psychological disorders, but was proposed as a complementary approach that could help to balance pathology- focused approaches, which might produce only limited understanding of human nature (Peterson, 2006). MacIntyre et al. (2012) focused on the teacher's role to help students harness positive and negative emotions by using techniques such as promoting imagination and practicing relaxation in language classrooms. Their work highlighted the importance of PP theories for language teaching, learning, and communication, and identified promising trends such as the move toward studying positive emotional states (e.g., love, enjoyment, and flow) and learner strengths (e.g., courage, empathy, and hardiness) in SLA. Research is still limited in terms of positive emotions in second-language learning. The field still needs more researchers to explain what leads to positive emotion in this context. Researchers also need to measure the influence of positive emotions on second-language learners and evaluate how these emotions can positively facilitate second-language learning. In addition, researchers must reflect on how positive emotions can be used inside the classroom, including what strategies teachers or second-language learners can follow to facilitate their learning. Most previous researchers focused on anxiety FLA as the main emotion influencing second- language students. Future researchers can compare positive and negative emotions, paying the same level of attention to positive emotion as to anxiety, because positive emotions greatly affect second- language learning.

Anxiety Among Students in L2 Classroom

Foreign Language Anxiety

The emotions students experience through their learning process have a huge impact on their personality and academic level. Ketonen and Lonka (2012) conducted a study to measure the effect of academic emotion on students' learning; the study sample comprised 92 undergraduate students enrolled in educational psychology course. They used a self-reporting questionnaire consisting of Likert-type questions to assess the participants' academic emotions. They found that positive emotions such as interest and energy are related and that negative emotions such as irritation, nervousness, anxiety, and exhaustion correlated mutually as well. Moreover, the participants reported that the anxiety they experienced inside the classroom was hindering them from making progress or learning. In addition, this study is related to that of Horwitz et al. (1986), who found that students' anxiety negatively affected their grade in the course.

To discover the relationship between academic emotion and students' achievement, Allaire (2019) conducted a study with 10 undergraduate students enrolled at the University as first-year college students from different courses ; he used the Academic Emotions Questionnaire (AEQ) and interviews to collect the data. He found that anxiety varied among the students; anxiety was high in the first semester, whereas in the next semester it decreased and positive emotion increased. He concluded that students' positive and negative emotions affect their perceptions of their classes, learning, and tests throughout their 1st-year experience. One of the main negative academic emotions learners of a second language can experience in their language learning is FLA. Horwitz et al. (1986) defined FLA as “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). FLA is the anxiety learners experience

when they are engaged in second-language tasks, but it disappears in any other daily life situation; thus, learners' level of FLA can be different from their level of another type of anxiety. Horwitz et al. (1986) described FLA as a situation-specific anxiety from foreign language learning, not a kind of general anxiety that transfers to learning a foreign language. Thompson and Lee (2014) mentioned that most second-language students experience FLA at some point in their language learning.

Horwitz et al. (1986) explained three situations that invoke learners' FLA: test anxiety, communication apprehension, and fear of negative evaluation. Test anxiety is related to the fear of failure, and most students who struggle with test anxiety put unrealistic demands on themselves and feel like any result less than perfect is a failure. Communication apprehension is connected to the fear of communicating with people and the difficulty of speaking in public or listening to the target language. Learners who suffer from fear of negative evaluation avoid social evaluation environments such as interviewing for jobs or speaking in the classroom.

According to Horwitz et al. and other researchers, FLA is the main factor in students' negative emotional reactions to language learning when they deal with a foreign culture and language. Horwitz (1986) is considered one of the first researchers to examine FLA and its effect on second-language classrooms and learners. He created the FLA scale after researchers attempted to find a correlation between FLA and students' performance. The Horwitz FLA scale is a measure of general foreign language classroom anxiety (Horwitz & Young, 1991). FL skill-specific anxiety scales found negative correlations between skill-specific anxiety and skill-specific performance (Horwitz, 2001). The Horwitz FLA scale is a self-reporting instrument consisting of 33 items for measuring language anxiety, the form of language learning anxiety,

and the learner's level of FLA. Items are scored on a 5-point scale, ranging from 1 (strongly agree) to 5 (strongly disagree).

Factors Correlate With FLA

Researchers have focused on different factors that have an impact on student FLA. Moreover, according to Brown (2014), learners may be of two types. Some students are ambiguity tolerant: They are flexible and accept new ideas and beliefs that are different from their own. Other learners are ambiguity intolerant: They reject any new ideas or thoughts different from their own. This difference between individuals and how much an individual accepts ambiguity can be one of the factors that correlate with FLA. Al-Saraj (2014) said that behaviors that are considered FLA in one culture can be a kind of politeness in another culture. For example, some cultures expect students to be quiet in class as a sign of respect for the teacher, while others factor that can affect FLA is the student's level of motivation. Horwitz (2008) suggested that researchers should investigate the influence of individual and sociocultural elements, such as one's background, social norms, and traditions, when delving into the study of language acquisition.

According to Krashen (1987), motivation and anxiety play an effective role in students' language acquisition input process. Liu and Cheng (2014) found that motivation level affects students' language proficiency; students with a high motivation level show high second-language proficiency, whereas students with low motivation show low language proficiency. Also, students who have a higher level of motivation will not be shy about using the language or making a mistake during their language learning process; it will be a source of motivation. In addition, when students' motivation increases, anxiety decreases and self-confidence increases. Furthermore, Djafri and Wimbarti (2018) found that a teacher's behavior when correcting

students' errors in the classroom can be a source of students' FLA. Anxiety can affect students if they have negative thoughts about themselves and their ability to learn the language.

Most FLA studies take into account the gender of the participants; in some of these articles, the researchers used gender as a factor that affects students' FLA, whereas others paid little attention to the effect of gender. Bansalem (2018) studied the relationship between FLA and multilingualism in the Saudi context, and he found that female students were more anxious than male students. This result correlates with those of Abu-Rabia (2014), who found that female students were more anxious than male students when he measured FLA in connection with gender and language skills in English and Hebrew. In contrast, Azher et al. (2010) found that male students in Pakistan were more anxious than female students, whereas in Slovakia, Sokolová and Šuplatová (2018) found no significant difference in FLA among male and female study participants.

The Impact of FLA on Students' Writing, Reading, Listening and Speaking Skills

FLA has been a topic of interest for much research throughout the world. Many researchers from different parts of the world have studied the effect of FLA on students' speaking, listening, writing, and reading. Quvanch and Sina (2021) conducted a study on Afghan learners to measure writing anxiety among undergraduate students, and they found that there was moderate writing anxiety among the students. Tsiriotakis et al. (2017) found that students' foreign language writing anxiety had a negative effect on their language learning and performance. Both studies used the same questionnaires, the Second Language Writing Anxiety Inventory, to collect data. With regard to the impact of FLA on students' reading, Zhao (2009), in his dissertation, described research conducted on 125 U.S. students of Chinese using a foreign language classroom scale, a foreign language reading anxiety scale, and a reading test score. He found that

students experienced similar levels of FLA and foreign language reading anxiety and that intermediate class students experienced greater anxiety than elementary class students. The sources of students' reading anxiety were unfamiliar scripts, unfamiliar topics of reading passages, and general worry about the reading effect. Al-Shboul et al. (2013) found, based on students' interview responses, that foreign language reading anxiety was affected by two factors: One was personal fear of making errors and worry about the reading effect, and the second was text features such as unfamiliar topics and unknown vocabulary.

Kim (2000) wrote a dissertation on research conducted on Korean university students to measure their foreign language listening anxiety. He used a foreign language classroom anxiety scale, a foreign language listening anxiety scale, and a listening proficiency test. He found that there was a fair amount of foreign language listening anxiety among the participants: 53% reported that "Listening to new information in English makes me uneasy," and 78% reported "If I let my mind drift even a little bit while listening to English, I worry that I will miss important ideas." Furthermore, 61% expressed low levels of self-confidence about listening. They reported that they did not feel confident when they were listening in English. In addition, Capan and Karaca (2013) found that students' anxiety increased when they failed to respond in the foreign language. Students felt discomfort and fear if they missed one or two words or phrases. The lack of comprehension or the fear of lacking comprehension also raised students' anxiety.

Speaking was the skill researchers were most interested in; they wanted to explore more about the effect of FLA on students' speaking skills because it is the most anxiety-provoking skill. Woodrow (2006) found that the classroom activities that provoked the most learning anxiety were an oral presentation in front of peers and communicating with the teacher. The most anxiety-provoking situation outside the classroom was speaking to a native speaker. Also, she

found that FLA affected 51.1% of students as a physiological reaction (e.g., heart pounding), 48.9% as a cognitive reaction (e.g., mind going blank), and 16.34% as a behavioral response (e.g., talking too much). Al-Saraj (2014) also agreed with this result: The most anxiety-provoking situation was doing a presentation in front of the class. Melouah (2013) added that 58% of students reported feeling anxious when they are called to answer in front of the class because they are afraid of making a mistake. Another reason for their anxiety was a lack of confidence in their foreign language skills and a low level of language proficiency. Students also reported that the teacher can be a source of anxiety when they are afraid of the teacher's error corrections or of misunderstanding what the teacher said.

FLA Impact Inside The L2 Classroom

Because of the great impact of FLA on students and the learning process, many researchers have focused on the impact of FLA in the second-language classroom and on students' achievement. Gawi (2020) studied the effect of FLA on male Saudi students. The participants were 50 undergraduate students enrolled in a linguistic course; Gawi used the Horwitz questionnaire of oral performance anxiety (Horwitz et al., 1986). The researcher found a slightly high level of communicative anxiety among the students, a moderate level of test anxiety, and a low level of fear of negative evaluation.

Azher et al. (2010) conducted a study on university students using the Foreign Language Classroom Anxiety Scale (FLCAS); they found a negative correlation between students' anxiety and their class achievement, so the students' achievements decreased if FLA increased. Djafri and Wimbarti (2018) conducted a study with 182 Indonesian participants and found that learners' motivation did not affect FLA but that students' perception of the teacher's behavior affected their FLA.

FLA have huge impact on students in the classroom and the language acquisition process, some researchers have tried to use strategies to help learners overcome FLA. Morgan and Katz (2020) discovered that mindfulness intervention decreased students' FLA; 142 university students participated in the study. The researchers found that mindfulness had a negative correlation with students' FLA at the beginning of the study; however, after 13 weeks, they found mixed results, and students expressed a positive opinion toward mindfulness. Dolean (2016) used curriculum-based methodological strategies for use in the classroom to decrease students' FLA. The study participants were eighth-grade students. He used music as a strategy to decrease the students' FLA, and he found that teaching songs was perceived as an enjoyable experience by students. This teaching method also decreased the FLA of classes of students.

In conclusion, Foreign Language Anxiety (FLA) poses a significant challenge for many second-language learners, impacting not only individual students but also influencing the overall classroom environment, language acquisition, and students' self-perception and confidence. Horwitz's comprehensive exploration of FLA, including its various types and measurement methods, has been enlightening. However, while many FLA factors are linked to students, such as motivation and tolerance for ambiguity, there is a notable gap in addressing the role of teachers and the classroom environment as potential sources of student anxiety. Recognizing these aspects is crucial for a holistic understanding of FLA and developing effective strategies to alleviate it.

CHAPTER THREE: THEORETICAL PERSPECTIVE

The theoretical perspective is the backbone of all research. It guides the study as a road map. Mensah et al. (2020) described the theoretical perspective as the “coat hanger” of research. It shapes research in various ways, influencing the research questions, data collection, and interpretations of the data. It is a fundamental decision in the research process because it influences every aspect of a study. It is important for researchers to carefully consider which perspective aligns best with their research questions and objectives and to be transparent about their theoretical framework in their research design and reporting.

Huff (2009) described the importance of philosophy in research; the theoretical perspective influences the way researchers frame their research problems and inquiries and how information is gathered to address these inquiries. Asking cause-and-effect questions that involve specific variables to predict outcomes differs from exploring a singular phenomenon. Grant and Osanloo (2014) described the theoretical perspective as the “blueprint” for the entire study. It acts as the foundation upon which to construct and underpin the study while also providing the framework to delineate the philosophical, epistemological, methodological, and analytical approaches to the entire study. Grant and Osanloo (2014) added that, theoretical perspective is the “blueprint” that researchers frequently adopt to construct their research inquiries.

Imenda (2014) stated the theoretical perspective is essential for a study. It can be deduced that much like a human cannot exist without the presence of blood and water in the body, the value of any research work diminishes significantly in the absence of theoretical and conceptual frameworks. Researchers clearly generalized the important part of the theoretical perspective and its essential role in studies. Grant and Osanloo (2014) said that the selection of theoretical perspective is the first step for the researcher to move from thinking about their study to beginning the research.

Mensah et al. (2020) stated the theoretical framework encapsulates ideas and theories derived from established and documented knowledge, which researchers integrate for a theoretical foundation for their data analysis and the interpretation of their research data's significance. They added that, the theoretical framework in one's dissertation or thesis is not a compilation of one's personal ideas concerning their research. Instead, it comprises the ideas of influential figures in the research field as they pertain to the proposed research or thesis based on the author's comprehension of those theories and how they intend to apply them to comprehend their data. The theoretical perspective is a lens for data analysis that leverages existing research findings in one's field to interpret the data in their study.

Theoretical Perspective and Conceptual Framework

The exploration of the theoretical perspective is incomplete without acknowledging the conceptual framework. Many researchers contend that these two concepts are often considered synonymous. However, there are some differences between the theoretical perspective and conceptual framework. According to Varpio et al. (2020), the theoretical perspective is a logically structured and interrelated collection of concepts and principles derived from one or multiple theories that a researcher constructs to provide support a study.

Varpio et al. (2020) added that a conceptual framework serves as the rationale for conducting a particular study. This framework accomplishes three key tasks: (a) it summarizes the existing knowledge, often through a literature review; (b) it pinpoints areas in which our comprehension of a phenomenon or issue is lacking; and (c) it outlines the methodological foundations of the research endeavor. Its construction is aimed at addressing two fundamental questions: "Why is this research significant?" and "What potential contributions might these findings offer to the existing body of knowledge?"

Mensah et al. (2020) added that the conceptual framework serves as the comprehensive blueprint for your entire research project. It is important to note that a theoretical framework is just a component in the conceptual framework. To draw an analogy, think of the conceptual framework as the entire house and the theoretical framework as a room in that house. This room could be the kitchen, living room, bathroom, bedroom, or garage, each of which serves a unique purpose. However, no single room can fulfill all of the house's functions. This analogy helps emphasize why these two terms should not be used interchangeably. Only in a one-room "house" would the house and room be the same thing, but most houses are not structured that way.

Moreover, Akintoye (2015) examined the differences and later the commonalities between the theoretical framework and the conceptual framework in the context of social studies. The respective purposes of these frameworks are as follows: The theoretical framework serves to structure the study, test theories, lend research findings significance and generality, establish logical connections between observations and facts, guide the researcher in result interpretation, predict and manage situations, and stimulate further research. On the other hand, the conceptual framework is intended to clarify concepts and propose relationships among them in a study, offer a context for understanding the study's findings, explain observations, and promote the development of theories that are beneficial for practical applications. Akintoye (2015) added that the conceptual framework serves as the overarching concept encompassing all the thoughts and ideas that one engages with as they conceive, design, execute, and conclude their research project. Although the conceptual framework may originate from one's own ideas about their research, the theoretical framework encompasses external theoretical viewpoints that one finds applicable to their research, especially in the data analysis and interpretation.

The conceptual framework and theoretical perspectives clearly work together to help the researcher gain a clear understanding of the primary variables and concepts in a specific study. A theoretical precept allows researchers to present their study results in an analytical, evaluative, and innovative manner, enhancing the depth of the data analysis and the discussion of the findings.

This proposed study is focused on understanding the impact of foreign-language-classroom anxiety (FLCA) on second-language (L2) learners in an undergraduate college setting. These theoretical frameworks serve as valuable lenses to examine foreign language classroom anxiety (FLCA) from different perspectives, influencing the formulation of research questions, study design, and data analysis. The theoretical framework for this proposed study includes:

- Krashen's (1982) affective-filter hypothesis and
- Sociocultural theory (Vygotsky, 1978).

Combining these theories, the research perspective recognizes that language learning is a complex interplay among cognitive, affective, and sociocultural factors. It acknowledges the significance of reducing anxiety (affective-filter hypothesis) and leveraging social interactions and cultural contexts (sociocultural theory) to facilitate affective language learning. This integrated perspective offers a holistic framework for investigating language acquisition and anxiety in diverse educational settings.

Research Hypothesis

In the context of L2 acquisition, we hypothesize that the combined impact of Krashen's (1982) affective-filter hypothesis and Vygotsky's (1978) sociocultural theory in a complex interplay of cognitive, affective, and sociocultural factors significantly influences L2 learners' proficiency and success:

- Higher levels of FLCA will create a cognitive affective filter, in alignment with Krashen's (1982) hypothesis, which may impede language acquisition and lower language proficiency.
- Vygotsky's (1978) sociocultural theory suggests that L2 learners benefit from social interaction and cultural context. We expect that L2 learners who actively engage in meaningful social interactions and cultural immersion will exhibit higher language proficiency levels, which aligns with Vygotsky's (1978) emphasis on the role of the sociocultural environment.

Effective utilization of sociocultural learning contexts (as Vygotsky [1978] proposed) and reduced affective filter (following Krashen's [1982] hypothesis) will synergistically promote language proficiency and successful language acquisition.

Theoretical Perspective

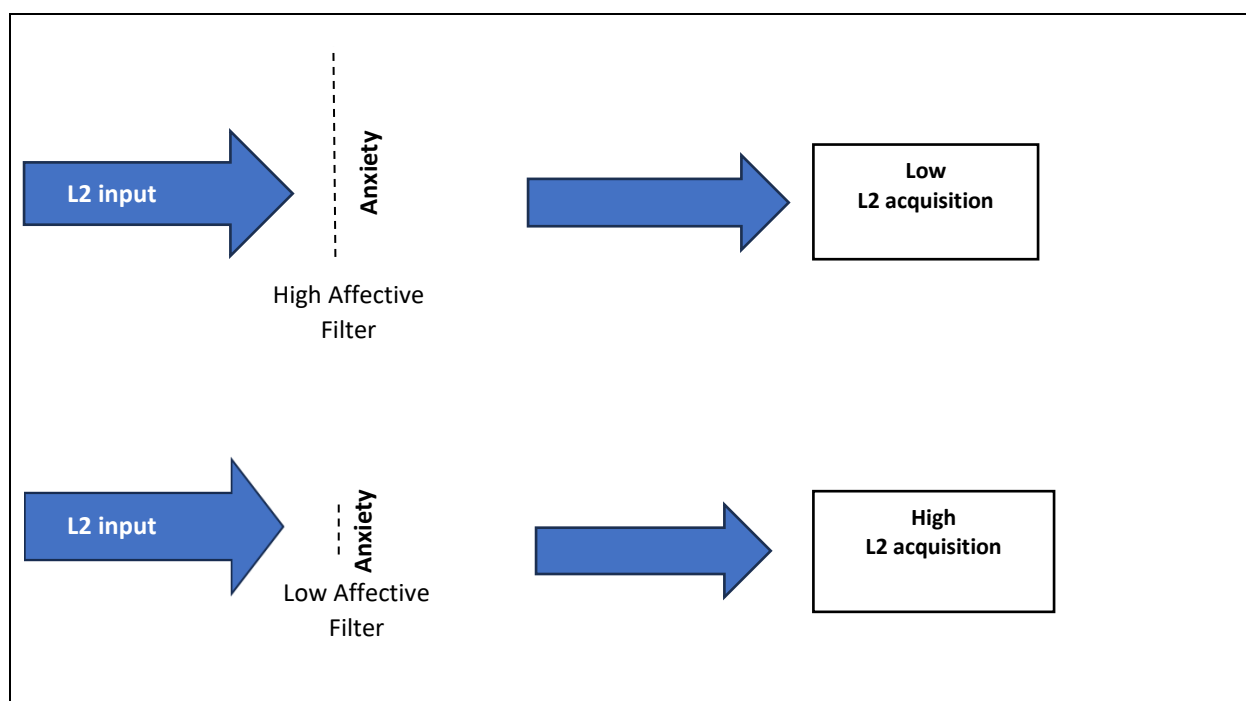
Krashen's Affective Filter Hypothesis (1982)

Krashen's (1982) affective-filter hypothesis is a fundamental theory in language acquisition. It emphasizes the relationship between emotion variables and language acquisition success or failure. Krashen categorized the emotional variables as (a) motivation, (b) self-confidence, and (c) anxiety. They can affect language acquisition and language learning by preventing language input from the language acquisition device in the learner's brain. Therefore, when the affective filter increases, learners will experience anxiety, a lack of self-confidence, and tension, which may hinder their success in language learning. Figure 1 shows what happens to learners' brains when they are impacted by Krashen's (1982) theory.

On the other hand, when the affective filter decreases, students' anxiety decreases, so nothing will affect their language learning, and they will understand the language input easily.

This hypothesis shows the importance of students' emotions in their achievement and language learning. Krashen's (1982) affective-filter hypothesis is important in pedagogy because the teacher's understanding of the affective filter will help them create a classroom environment that is full of positivity and encourage students to participate by increasing their self-confidence and motivation. A teacher's understanding of this hypothesis will facilitate the students' learning process if the teacher creates the curriculum and lesson plans considering Krashen's (1982) hypothesis.

Figure 1. The Impact of Krashen's Affective Filter Hypothesis on Learners' Brains



Strengths and Drawbacks

The affective-filter hypothesis is supported by a substantial body of research. Studies have shown that learners who are more relaxed and less anxious tend to perform better in L2 acquisition. This study provides strong empirical support for the hypothesis and suggests that creating a low-stress, comfortable learning environment is crucial for Affective language

instruction. Many language teachers and educators have used this principle to inform their teaching strategies.

Al-Mekhlafi (2010) determined that “motivation plays a highly substantial part in the process of acquiring a foreign language” (p. 158). Similarly, Vemuri et al. (2013) observed a favorable association between motivation and the acquisition of a foreign language. Several other researchers, such as Bialystok (1997), Du (2009), Ni (2012), Khan (2011) and Örmeci (2013), also noted a positive correlation between these variables.

The concept of self-assurance has drawn researchers’ attention as a significant obstacle for L2 learners. Watkins et al. (1991) delved into factors contributing to success in language acquisition, with self-confidence being a key focus. As Brown and Marshall (2006) highlighted, their findings underscore the significance of self-confidence as a crucial variable in the acquisition of an L2, especially considering the cross-cultural aspects of language learning. Krashen (1982) asserted that there is a consistent correlation between various types of anxiety and language competence in formal and informal contexts. The level of anxiety, he suggested, consequently can significantly affect the emotional filter. Steinberg and Horwitz (1986) noted that anxious learners tend to avoid challenging messages, opting for less intricate content compared to their less anxious counterparts. Even simple spoken tasks can trigger unease in learners affected by anxiety, and they experience nervousness when subjected to performance evaluations (Allwright and Bailey, 1991; Price, 1991).

The affective-filter hypothesis’s other strength is that it is intuitive and easy to understand and provides a straightforward explanation for why some individuals struggle with language learning. It is not limited to any specific age group or type of learner; it applies to learners of all ages and backgrounds. This universality makes it relevant in a variety of educational settings.

However, this theory's primary limitation involves its content, methodological concerns, and the feasibility of testing it. Certain scholars, including Gregg (1984), have argued that this model lacks coherence and substantial supporting evidence. McLaughlin (1987) highlighted that despite Krashen's efforts to construct a comprehensive theory of L2 acquisition, some fundamental assumptions and multiple hypotheses remain ambiguously defined, making them challenging to evaluate through empirical testing.

Sociocultural Theory (Vygotsky, 1978)

Sociocultural theory, which Lev Vygotsky introduced in 1978, provides valuable perspectives for comprehending and dealing with anxiety in foreign-language classrooms. This theory suggests that social interactions and cultural surroundings play a fundamental role in shaping cognitive development and learning. When employed to analyze foreign language classroom anxiety, Vygotsky's (1978) model offers a nuanced insight into the elements that give rise to anxiety and presents approaches for reducing it.

In foreign-language educational settings, students frequently encounter anxiety due to factors such as social interactions, cultural disparities, and the complexity of acquiring a new language. Vygotsky's theory underscores the significance of the zone of proximal development (ZPD), representing the space between a learner's independent capabilities and what they can accomplish with guidance. When addressing anxiety related to learning a foreign language, educators can offer scaffolding, which is supportive assistance within the ZPD. This support can help students surmount language-related obstacles, enhancing their self-assurance and alleviating anxiety.

Moreover, the sociocultural viewpoint highlights the significance of social engagement in the process of acquiring a language. In the context of foreign-language education, collaborative

and dialogic methods can be employed to foster interactions among students, fostering a nurturing and culturally pertinent learning atmosphere. By participating in peer conversations and cooperative tasks, learners can steadily develop their skills and self-assurance in the target language.

The utilization of cultural tools, such as language and communication techniques, plays a pivotal role in the sociocultural perspective. Instructors can highlight the significance of cultural proficiency and effective communication, helping students navigate the subtleties and social expectations of language use. With culture incorporated into the language-learning process, students can form stronger connections with the language and reduce their apprehension associated with cultural disparities.

Vygotsky's (1978) sociocultural theory provides a comprehensive framework for comprehending and dealing with anxiety in foreign-language classrooms. By acknowledging the interaction among social dynamics, cultural context, and cognitive development, educators can apply scaffolding, encourage social interactions, and stress the importance of cultural competence to alleviate anxiety and establish a foreign-language learning environment that is more effective and supportive.

Strengths and Drawbacks

A notable advantage of this viewpoint lies in its acknowledgment of the connection between an individual's cognitive development and their social, cultural, and historical background. It is a crucial concept given our ability to observe the differences in how people think. Swanson et al. (2014) added, "Sociocultural theory makes visible the centrality of language in the teaching and learning process." Sociocultural theory, pioneered by Lev Vygotsky in 1978, is a powerful framework that has significantly enriched our comprehension of cognitive

development and learning in a world marked by linguistic diversity and globalization, understanding how sociocultural theory applies to the realm of foreign-language anxiety becomes crucial.

Sociocultural theory might not adequately account for the individual variations in the anxiety learners experience in foreign-language classrooms because it does not fully consider learners' diverse backgrounds, experiences, and personalities, which can contribute to varying levels of anxiety. Ameri (2020) stated that Vygotsky's sociocultural theory may not apply to all social and cultural groups. In other words, social groups may not always function as homogenous entities, and not all learners in them may derive identical meanings from their engagement. Meanwhile, Myles and Mitchell (2004) asserted that the majority of sociocultural investigations into language development within the ZPD have primarily concentrated on isolated vocabulary terms or morphosyntactic elements akin to those observed in conventional grammatical analysis. By thoroughly assessing the strengths and drawbacks of sociocultural theory in the context of foreign-language anxiety, it aspires to develop a nuanced perspective that can inform research, teaching practices, and interventions aimed at mitigating anxiety among language learners across diverse linguistic and cultural backgrounds.

Integrating the Affective Filter Hypothesis and Sociocultural Theory: Crafting the Framework for Study Design, Collection, and Analysis

In the realm of L2 acquisition, understanding how learners navigate the complex interplay of cognitive, emotional, and sociocultural factors is of paramount importance. The combined utilization of Krashen's (1982) affective-filter hypothesis and Vygotsky's (1978) sociocultural theory provides a comprehensive and multifaceted theoretical framework to guide study design, data collection, and analysis. In the following section, we will explore the synergy between the theories and their application in shaping a holistic research perspective.

Krashen's Affective Filter Hypothesis: Reducing Emotional Barriers

Krashen's (1982) affective-filter hypothesis posits that a heightened state of anxiety creates a "filter" that impedes language acquisition. This hypothesis posits that language learners have an "affective filter" that can either facilitate or hinder language acquisition. The affective filter is influenced by factors such as motivation, anxiety, and self-confidence. When the filter is low (i.e., learners are motivated and not anxious), language acquisition is more effective. According to Thompson and Lee (2014), most L2 learners experience FLCA at some point in their language learning.

In this research framework, this theory forms the basis for addressing emotional barriers that language learners encounter. Strategies aimed at reducing anxiety and promoting a positive affective state are essential elements of this study design.

Vygotsky's Sociocultural Theory: Leveraging Social and Cultural Context

Vygotsky's Sociocultural Theory emphasizes the role of social interaction and cultural context in learning (Vygotsky, 1978). This theory suggests that a deep understanding of the target culture can greatly enhance language acquisition. It emphasizes cultural awareness, sensitivity, and immersion as critical components of Affective language learning. According to Ameri (2020), the paradoxical aspect of language development lies in the fact that as children acquire language skills, primarily by engaging in predefined societal communication, they do so by expressing their capacity to create meaning. Language development advances through social interactions in which the learner actively contributes to the construction of meaning, ultimately acquiring L2 in the process.

Integration of Theories: A Holistic Perspective

In this study framework, this theory will help us explore how social environments, peer collaboration, and the broader cultural milieu influence language acquisition. The study design will incorporate observations and interviews to capture the role of social interaction and cultural context in language learning.

Both theories acknowledge the influence of psychological and sociocultural factors on language learning. Anxiety is one such factor that both theories recognize as a significant barrier to Affective language acquisition. When learners are anxious and feel uncomfortable in the cultural context of the language they are learning, their affective filter is high, allowing for less Effective language acquisition. Horwitz et al. (1986) explained FLCA is a situation-specific anxiety stemming from foreign language learning, not a general anxiety that transfers to learning a foreign language. According to Horwitz et al. (1986) and other researchers, FLCA is the main factor in students' negative emotional reactions to language learning when they deal with a foreign culture and language.

Sociocultural theory suggests that cultural immersion can be a powerful way to reduce the Affective filter. A thorough understanding of the target culture and its customs, values, and social norms can lower the affective filter because learners who feel culturally aware and sensitive are less likely to experience anxiety or discomfort when using the language in real-world situations. Foreign-language instructors should encourage language learners to engage in immersive experiences, such as spending time in a country where the language is spoken, to understand fully the culture and enhance their language skills.

By integrating Krashen's (1982) affective-filter hypothesis and Vygotsky's (1978) sociocultural theory, the research framework embraces a holistic perspective on L2 acquisition.

The language learning is not solely a cognitive process but a complex interplay among cognitive, affective, and sociocultural factors.

The study design incorporates a mixed-methods approach that combines quantitative assessments of language proficiency with qualitative data on emotional experiences, social interactions, and cultural influences. With this approach, we will explore how these theoretical perspectives intersect and influence language-learning outcomes. By addressing emotional barriers, leveraging social and cultural contexts, and recognizing the emotional dimensions of language learning, the research framework will offer a comprehensive understanding of L2 acquisition and its associated challenges.

In the intricate landscape of L2 acquisition, an integrated theoretical framework that combines Krashen's (1982) effective-filter hypothesis and Vygotsky's (1978) sociocultural theory is invaluable. This framework guides study design, data collection, and analysis, enabling a nuanced exploration of the multifaceted processes involved in language learning. By integrating the affective-filter hypothesis and sociocultural theory, it creates a holistic framework that considers the psychological and sociocultural aspects of FLCA. This comprehensive approach can lead to more affective and inclusive language-learning environments and informs pedagogical practices to support language learners more effectively.

Implications of Affective Filter Hypothesis and Sociocultural Theory on Social, Culture, and Political Contexts

In the pursuit of language acquisition, learners often encounter a myriad of challenges, and one of the most significant hurdles is anxiety. This anxiety can be influenced by a multitude of factors, including the social interactions in the classroom, learners' cultural backgrounds, and even the political landscape that dictates language policies. To gain a comprehensive understanding of FLCA and to develop effective strategies for mitigating it, it is essential to

consider the implications of two influential theoretical perspectives: Krashen's (1982) effective-filter hypothesis and Vygotsky's (1978) sociocultural theory.

Social Interaction

Krashen's (1982) theory posits that anxiety acts as an affective filter, hindering language acquisition. In the social context, learners should feel comfortable in their interactions with peers and instructors to lower this filter. Many researchers agree with Krashen's perspective. The teaching environment is important in the acquisition or teaching of an L2. The students' motivation and attitude toward the target language can be a source of FLCA (Liu et al., 2014).

Vygotsky's (1978) sociocultural theory highlights the importance of students' interaction in the classroom. Fostering collaborative learning activities and encouraging peer interactions can create a supportive and less anxiety-inducing environment. Learners can support one another, share experiences, and engage in collaborative language acquisition. Swanson et al. (2014) stated that shared talk and co-participation in activities between students facilitates their learning.

Moreover, the sociocultural approach emphasizes the importance of learning environments that improve students' and teachers' mutual understanding. Swanson et al. (2014) added, "Sociocultural theory makes visible the centrality of language in the teaching and learning process."

Culture Context

The affective-filter hypothesis also suggests that cultural factors may contribute to anxiety. Educators must be sensitive to cultural differences, acknowledging the potential impact of cultural norms, values, and expectations on learners' anxiety levels. A culturally inclusive approach can mitigate FLCA.

According to Brown (2014), learners may be of two types. Some students are ambiguity tolerant: They are flexible and accept new ideas and beliefs different from theirs. Other learners are ambiguity intolerant: They reject any new ideas or thoughts different from theirs. This difference between individuals in how much they accept ambiguity can be one of the factors that correlate with FLCA. Al-Saraj (2014) said cultural differences must be considered in teaching L2 learners. For example, some cultures expect students to be quiet in class as a sign of respect for the teacher. Another fact that can affect FLCA is the student's level of motivation.

Vygotsky (1978) also mentioned that cultural factors are integral to the sociocultural theory. To address foreign-language classroom anxiety, educators should provide culturally relevant materials and consider their students' cultural backgrounds. Recognizing the impact of cultural norms and values on learners' attitudes and confidence is essential.

Political Context

Language-education policies and political factors can influence language anxiety. An understanding of language policies that promote linguistic diversity and inclusivity is essential. Policies that prioritize specific languages may heighten anxiety, especially among linguistic minorities (Spolsky, 2009). The language's syntactic structure can affect learners' FLCA. Elkhafaifi (2005) mentioned that if there is a huge difference between the learner's native language and the target language in the writing system, phonology, or syntax, their FLCA will be higher. However, when the students learn a new language that has similarities with the student's native language, their ability to learn the new language increases more than when they learn a new language that has many differences with their native language.

In the political sphere, Vygotsky's (1978) theory promotes an inclusive approach to language education. Acknowledging linguistic diversity and accommodating learners' cultural

and linguistic backgrounds can reduce the potential for language-related anxiety, particularly in contexts in which political tensions may be influenced by language policies (Swain et al., 2015). These two theories provide different but harmonious viewpoints regarding anxiety in foreign-language classrooms. Effectively addressing this intricate problem requires educators and policymakers to integrate insights from both theories carefully. By doing so, they can construct language-learning environments that are socially supportive, culturally attuned, and politically inclusive.

Conclusion

The affective-filter hypothesis and Vygotsky's (1978) sociocultural theory as a theoretical framework in the L2 classroom hold immense promise for reducing FLCA. These two complementary perspectives provide a holistic approach that addresses the individual, social, cultural, and contextual aspects of language learning.

Krashen's affective-filter hypothesis emphasizes the significance of minimizing anxiety and stress to enhance language acquisition. This theory encourages educators to be empathetic and to create a safe space for learners to engage in language acquisition without undue anxiety. Vygotsky's (1978) sociocultural theory recognizes that language is not just a cognitive process but a social and cultural one, encouraging learners to interact, collaborate, and engage in a culturally sensitive manner.

In conclusion, the combination of the affective-filter hypothesis and Vygotsky's (1978) sociocultural theory offers a well-rounded framework for reducing FLCA. By considering these theories' implications, educators can help learners navigate the intricacies of language learning with greater ease and confidence, ultimately reducing FLCA. This holistic approach not only benefits learners but also contributes to more effective and empathetic teaching practices.

CHAPTER FOUR: METHODOLOGY

The present investigation employed a descriptive correlational methodology that included a questionnaire, chosen for its suitability in addressing the study's objectives and research questions, as the main data collection tool. The descriptive approach involves studying a phenomenon in its true form and providing an accurate depiction of it. The correlational approach focuses on examining relationships between two or more variables. In this study, the goal was to determine the extent of association between these variables, quantify the relationships, and identify the nature of the associations (Abbas et al., 2014). The researchers implemented this approach by administering the study tool to the selected sample. This process facilitated the acquisition of information, the gathering of evidence, the organization of data, and the extraction of results, all contributing to the achievement of the study's objectives.

The Research Questions:

1. What specific classroom environment factors contribute to foreign language anxiety among Saudi language learners?
2. To what extent do sociocultural factors, such as gender roles and cultural norms, related to foreign language anxiety in Saudi educational settings?
3. What strategies do Saudi language learners employ to manage and mitigate foreign language anxiety in the classroom?
4. How do Saudi language teachers perceive and experience foreign language anxiety in their students within the classrooms?
5. How do Saudi language teachers adapt their instructional methods to create a supportive and less anxiety-inducing learning environment?

Participants:

A total of 393 Saudi English Language Learners and teachers (ELLs) participated in the study, selected through the snowball sampling method from diverse colleges, universities, and language centers across different regions of Saudi Arabia. The survey's call for participation was disseminated online with the assistance of the author's friends and colleagues, who are teachers, through various professional and social networks such as LinkedIn, Whatsapp, Telegram, and X. The survey targeted Saudi English language teachers and students (undergraduate and graduate) who actively engaged in learning, irrespective of their language proficiency level or the institution they belong to. English language education is imparted in both public and private institutions in Saudi Arabia, catering to various purposes and employing different approaches.

Students typically commence their English language education in elementary school, beginning at approximately 9-10 years old, with a two-hour weekly allocation. This English instruction continues for six additional years—three years in middle school and another three years in high school. In high school, the weekly hours dedicated to English may vary, ranging from 3 to 5 hours depending on the chosen academic stream.

Upon entering university and higher institutes, students persist in their English language studies. The initial years emphasize teaching key competencies and honing the four language skills, aiming to enhance learners' communicative competence. For those who opt for the English department within the Faculties of Arts, the focus shifts towards delving into the language itself, as well as exploring English literature and linguistics.

Instruments

A composite questionnaire, comprised of three sections—Anxiety, classroom environment, and sociocultural factors—was administered to a total of 393 Saudi English Language Learners (ELLs) and teachers. The number of students was $N = 324$ and the number of

teachers was $N = 69$. This questionnaire was designed to be inclusive, targeting all active Saudi ELL learners and teachers, irrespective of their age, institution, or level of foreign language (FL) proficiency. To ensure comprehensive comprehension of the questionnaire items by the participants, it was made available in both English and Arabic. The research author, an English teacher and native Arabic speaker, undertook the translation into Arabic. The accuracy of the translation was subsequently verified by an experienced Arabic language teacher with over 15 years of teaching experience.

The questionnaire included two major forms—one tailored for teachers and the other for students. The initial section of inquiries concentrated on participants' demographic details, encompassing gender, English language learning or teaching background, and their roles as students or teachers. Teachers engaged with the open-ended questions in the teacher-specific form, which delved into their teaching strategies, while students interacted with the student questionnaire form.

To gauge the anxiety levels of the students, the research employed the "Foreign Language Classroom Anxiety Scale (FLCAS)," initially developed by Horwitz, Horwitz, and Cope in 1986. Additionally, to gain insights into the socio-psychological environment within English language classrooms among Saudi students, the second instrument selected for the study was the "What is Happening in this Classroom (WIHIC) Questionnaire." According to Anunciação (2018), psychometrics encompassed the quantitative analysis of human differences and the evaluation of psychological tests and measures used to assess variability in behavior, linking such variability to psychological phenomena and theoretical frameworks (Browne, 2000; Furr & Bacharach, 2008). Recent advancements in computer and software technologies enabled psychometrics to develop new statistical analysis methods or refine older techniques. Both

psychometrics and statistics shared commonalities: they simplified reality using models, relied heavily on mathematics, and provided tools or theoretical frameworks for observation and model-building. Psychological phenomena, like attention and extraversion, were not directly observable and had to be inferred from observable behaviors. Synonyms such as abilities, constructs, or latent variables were used in the literature to describe these phenomena. Various assessment methods existed, including interviews, observation, and self-reporting, but tests and quantitative tools were often preferred for accurately measuring psychological traits (Hilsenroth, Segal, & Hersen, 2003).

Reliability and validity

To assess the internal consistency of our scales, we conducted a Cronbach's alpha analysis. Initially, we encountered some complexities in the analysis for FLA scale due to the structure of our questionnaire. Two items required special consideration:

1. The first item contained descriptive text and instructions for participants, followed by the actual question.
2. The second item included brief directions reminding participants of its relation to five subsequent questions.

Given that these items did not directly contribute to the measurement construct and could potentially skew the reliability analysis, we made the methodological decision to exclude them from the Cronbach's alpha calculation.

After careful consideration and removal of these two items, we recalculated the Cronbach's alpha for the Foreign Language Anxiety (FLA) scale. The resulting value was 0.762, indicating good internal consistency. This suggests that, once adjusted for the structural

peculiarities of our questionnaire, the FLA scale demonstrates reliable measurement of the construct within our study context.

It's worth noting that this process of item exclusion and recalculation is a common practice in scale reliability assessment, particularly when dealing with complex questionnaire structures. The final alpha value of 0.762 provides us with confidence in the overall reliability of our adjusted FLA scale, while also acknowledging the initial challenges posed by the questionnaire design.

This experience underscores the importance of careful questionnaire construction and the need for thorough reliability analyses that consider the unique aspects of each study's instruments. Future research might benefit from refining the questionnaire structure to avoid similar complications in reliability assessments.

Reliability and Validity for Survey Instruments

To ensure the quality and robustness of our measurement instruments, we conducted comprehensive reliability and validity assessments for all scales used in this study. Reliability was evaluated using Cronbach's alpha, a widely accepted measure of internal consistency. The Foreign Language Anxiety (FLA) Scale demonstrated good internal consistency with a Cronbach's alpha of 0.762, indicating that the items within this scale reliably measure the same construct. The What Is Happening In This Classroom (WIHITC) Scale showed excellent reliability, with a Cronbach's alpha of 0.825, suggesting a high degree of internal consistency among its items. The Final Survey Scale, which encompassed additional constructs, exhibited moderate internal consistency with a Cronbach's alpha of 0.539. While this value indicates some consistency, it also suggests room for improvement in future iterations of the study.

Validity was assessed through multiple approaches to ensure a comprehensive evaluation. Content validity was established through the involvement of external reviewers who examined all scales. These experts evaluated the relevance and comprehensiveness of the items, ensuring that they adequately covered the intended constructs. Face validity was addressed through pilot tests, which confirmed the clarity and understandability of the items from the participants' perspective. This process helped ensure that the questions were interpreted as intended, enhancing the overall validity of the instruments.

Construct validity was supported by the theoretical alignment of our scales with established concepts in the field of language learning and classroom dynamics. This alignment was further reinforced by the reliability results, particularly for the WIHITC scale, where the high Cronbach's alpha value provides additional evidence of construct validity.

The combination of these reliability and validity measures provides confidence in the overall quality of our measurement instruments. However, the moderate reliability of the Final Survey Scale indicates an area for potential refinement in future research. This comprehensive approach to assessing our instruments ensures that the data collected and subsequent analyses rest on a strong methodological foundation, enhancing the credibility and applicability of our findings.

Anxiety Questionnaire

To assess anxiety levels, participants completed a modified edition of the Foreign Language Classroom Anxiety Scale (FLCAS) initially developed by Horwitz et al. in 1986. The original questionnaire comprises 33 items, each utilizing a five-point Likert-type scale, ranging from “strongly Agree” (1) to “strongly disagree” (5). It gauges students' self-reported anxiety by summing up the ratings across the 33 items. The FLCAS encompasses three anxiety dimensions:

(1) fear of negative evaluation, (2) communication apprehension, and (3) test anxiety. This study adapted versions of the FLCAS, such as the Online World Languages Anxiety Scale (OWLAS) (Chametzky, 2019) and the Language Virtual Classroom Anxiety Scale (FLVCAS) (Kaisar and Chowdhury, 2020), as models for creating the questionnaire. These adaptations were particularly useful as they were tailored to measure Foreign Language Anxiety (FLA) specifically in online settings.

Classroom Environment Questionnaire

To evaluate the classroom environment, the study utilized the "What Is Happening in this Classroom (WIHIC)" questionnaire developed by Fraser et al. in 1996. This instrument is comprised of seven scales focusing on distinct aspects: student cohesiveness, teacher support, involvement, investigation, task orientation, cooperation, and equity, totaling 56 items. I adapted 10 statement from WIHIC, focusing on aspects most relevant to foreign language anxiety in Saudi classrooms. This included items on student interactions, teacher support, and classroom equity. The modifications were made to ensure cultural relevance and to focus specifically on FLA-related factors. Include some sample examples

However, a modified version of the questionnaire was administered to students. I removed the questions regarding student cohesion and investigation. Here are some questions from other sections of the questionnaire, such as cooperation, equity, teacher support, involvement, and task orientation. Several items were revised for clarity, some deemed irrelevant were omitted, and additional questions were incorporated to align the questionnaire with the study's purpose. Specific questions in the instrument inquire about how negative aspects of the classroom environment, such as noise and seating arrangements, impact Foreign Language Anxiety (FLA). The final classroom environment questionnaire for this study consists of 10

items, employing a five-point scale. Students provide responses on a Likert-type scale ranging from almost never to almost always, indicating the frequency with which they observe specific classroom practices in each dimension. The total score for a particular scale is determined by summing up the circled numbers for the eight items associated with that scale. Omitted or incorrectly answered items are assigned a score of 3. A higher scale score signifies a more prevalent occurrence of a classroom practice in that specific dimension.

Furthermore, the teacher questionnaire form incorporates a variety of questions, encompassing both open-ended inquiries and a five-point Likert scale. These questions explore teachers' approaches to their teaching strategies, addressing how they manage their students' Foreign Language Anxiety (FLA) and the subsequent impact on their progress in learning the second language (L2).

The initial section of the questionnaire sought to gather demographic details from participants, including gender and whether they identify as teachers or students. The questions varied for teachers, encompassing inquiries about their familiarity with Foreign Language Anxiety (FLA), teaching experience, while students were asked about their years of English language study and whether they have experienced FLA. The objective was to ensure that student participants not only recognize FLA but also constitute the appropriate study sample.

In the second section of the student survey form, participants will engage with the Foreign Language Classroom Anxiety (FLCA) by Horwitz et al. (1986). This segment of the questionnaire aims to gather detailed information on specific instances of Foreign Language Anxiety (FLA) and measure the students FLA to be included in the study. Its purpose is to determine the percentage of participants experiencing FLA among Saudi English language students in the study, considering variables such as gender and English language learning years

that might impact their FLA. Students are required to indicate their level of agreement or disagreement with each statement on a scale ranging from "strongly disagree" to "strongly agree."

The primary objective of the current study is to explore how the classroom environment related to students' Foreign Language Anxiety (FLA). To achieve this, a modified version of WIHIC instrument has been adapted for the study, comprising 20 items designed to assess the socio-psychological climate of the English language classroom environment. The questionnaire items specifically address various aspects, including student interactions, teacher support, student involvement, student cooperation, task orientation, and classroom equity.

The final sections of the questionnaire focus on two aspects: students' sociocultural factors and their strategies for coping with or managing FLA. These sections incorporate a combination of open-ended questions and Likert-type scale responses to gather comprehensive insights into the participants' experiences and approaches related to FLA.

Data Analysis

To achieve the study's objectives and analyze the gathered data, the researcher employed various statistical methods using the Statistical Analysis Program for Social Sciences (SPSS-v25). Firstly, the Cronbach alpha coefficient was utilized to assess the instrument's reliability and the consistency of its dimensions. The Pearson correlation coefficient was applied to evaluate the internal consistency of the questionnaire items, ensuring the robustness of the measurements. Frequencies and descriptive statistical data were used to analyze the questionnaire, unveiling both personal and professional characteristics of the sample and assessing responses to the included items.

Furthermore, arithmetic means, standard deviations, and ranks were calculated to discern overall tendencies within the questionnaire's items and dimensions. In addition, Pearson correlation coefficients were employed to explore the relationship between faculty members' attitudes and their comprehension of characteristics associated with foreign language anxiety among students. These statistical methods collectively provided a comprehensive analysis of the data, offering insights into the nuanced aspects of foreign language anxiety within the study sample.

The study opted for the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) as its primary instrument. FLCAS comprised 33 items, with the questionnaire utilizing a 5-graded Likert scale. Scores on this scale ranged from 33 to 165. Participants scoring above 132 were categorized as experiencing high anxiety levels, while scores falling between 99 and 131 indicated a moderate level of anxiety. Scores below 99 reflected a low level of anxiety. Prior to data analysis, negative statements in the questionnaires were reversed.

To conduct the quantitative analysis of responses for the WIHIC questionnaire, SPSS was used to leverage the strengths of each tool depending on the specific requirements of the analysis. This approach allowed for flexibility and ensured that diverse analytical needs could be effectively addressed. A spreadsheet was chosen as the software for calculations. Percentages were compared to ascertain whether the English classroom environment was perceived as positive and to identify factors considered most effective in each setting.

Coding and Thematic Analysis of Open-Ended Responses

In my analysis of the open-ended questions, I employed a rigorous qualitative method, specifically thematic coding. To facilitate this process, I used NVivo, a powerful software tool

designed for qualitative data analysis. My analysis unfolded through several carefully planned stages, each building upon the last to create a comprehensive understanding of the data.

Initially, I analyzed the data through multiple close readings. This allowed me to develop a holistic understanding of the responses and begin forming initial impressions. As I read, I made preliminary notes, capturing my thoughts and observations. This step was crucial as it laid the foundation for the more structured analysis to follow.

Next, I broke down the text into meaningful units of analysis. I assigned codes to these segments, essentially creating labels that captured the essence of each piece of data. This process of initial coding was meticulous, requiring careful consideration to ensure that the codes accurately reflected the content. As I progressed, I developed a codebook—a comprehensive list of all the codes I created, complete with definitions and examples. This codebook served as my reference point throughout the analysis, ensuring consistency in my coding approach.

My analysis then moved into a more interpretive phase. I began to group similar codes together, forming categories that represented broader concepts within the data. This process was iterative; as new insights emerged, I refined my codes and categories, constantly updating my codebook to reflect these evolving understandings.

I found NVivo particularly useful in this stage. The software's capabilities allowed me to efficiently manage, sort, and visualize my codes and categories, helping me identify patterns and relationships that might not have been immediately apparent.

In the final stages of my analysis, I transitioned from codes and categories to themes. These themes represented the overarching concepts and patterns that emerged from my data. I reviewed and refined these themes, ensuring they accurately captured the essence of my participants' responses and aligned with my research questions.

This methodical approach to qualitative analysis allowed me to extract rich, nuanced insights from my open-ended questions. By moving systematically from raw data to codes, categories, and finally themes, I was able to present a comprehensive and credible interpretation of my participants' experiences and perspectives on foreign language anxiety in the Saudi educational context.

Methodology Limitation

The present study uses self-reported survey data, which has some limitations. For example, respondents may be reluctant to admit to negative behaviors or experiences due to social desirability bias, they may overreport positive or desirable behaviors and underreport negative ones. Respondents may become careless or provide less accurate responses as the survey progresses. To address these limitations, we will use a latent variable model (or structural equation modeling) to control for social desirability bias using Stata or AMOS and keep the survey short. Finally, the researchers will ensure transparency by reporting the limitations of the study in the research report.

Limitation	Description
Social desirability bias	Respondents may overreport positive or desirable behaviors and underreport negative ones.
Reporting fatigue	Respondents may become careless or provide less accurate responses as the survey progresses.

Measurement error	The survey questions may not perfectly capture the intended constructs.
Unobserved heterogeneity	The model may not account for all relevant factors that influence self-reported data.

CHAPTER FIVE: RESULT

The present investigation employed mixed method and a descriptive correlational methodology that included a questionnaire, chosen for its suitability in addressing the study's objectives and research questions, as the main data collection tool. The total number of study participants was 324 students. The questionnaire comprised a mix of 5 Likert scale questions and open-ended questions. The questionnaire was divided into sections, starting with demographics, foreign language anxiety questionnaire (FLA), a “What Is Happening In This Class Questionnaire” (WIHIC), sociocultural factors, and the open-ended questions.

The results from these questionnaires and open-ended questions will be presented in this section in order to answer the following research questions:

1. What specific classroom environment factors contribute to foreign language anxiety among Saudi language learners?
2. To what extent do sociocultural factors, such as gender roles and cultural norms, related to foreign language anxiety in Saudi educational settings?
3. What strategies do Saudi language learners employ to manage and mitigate foreign language anxiety in the classroom?
4. How do Saudi language teachers perceive and experience foreign language anxiety in their students within the classrooms?
5. How do Saudi language teachers adapt their instructional methods to create a supportive and less anxiety-inducing learning environment?

Descriptive Correlational Approach:

To address research questions 1 & 4, a descriptive correlational methodology was utilized. This approach involved the collection and analysis of quantitative data through surveys to identify and

describe the relationship between sociocultural factors (such as gender roles and cultural norms) and foreign language anxiety. The data were analyzed using correlation coefficients to measure the strength and direction of these relationships.

Mixed Methods Approach:

To address research questions 3, 4, and 5, a mixed methods approach was employed. This approach combined qualitative and quantitative data collection and analysis to provide a comprehensive understanding of foreign language anxiety among Saudi language learners. Qualitative data were collected through semi-structured interviews with both learners and teachers to explore specific classroom environment factors, strategies employed by learners, and teachers' perceptions and adaptations. Quantitative data were collected through structured surveys to examine the relationship between sociocultural factors and foreign language anxiety.

The Study Participants Demographic Information Analysis

The total number of study participants was 324 students. The questionnaire comprised a mix of 5-point Likert-type scale questions and open-ended questions. Therefore, data analysis will involve using SPSS for descriptive analysis and NVivo to assist with coding of the open-ended answers. The open-ended questions in the questionnaire were analyzed using a systematic coding process, facilitated by NVivo software. This process involved several steps:

Initial reading: The researcher first read through all responses to gain a general understanding of the data. Development of coding scheme: Based on the initial reading and guided by the research questions, a preliminary coding scheme was developed. This included both deductive codes (derived from the research questions and existing literature) and inductive codes (emerging from the data itself).

First-cycle coding: Using NVivo, the researcher applied these initial codes to the data. This involved assigning relevant codes to specific segments of text in the responses.

Code refinement: After the first round of coding, the coding scheme was revised. Some codes were merged, others split, and new codes were added as needed to better represent the data.

Second-cycle coding: The refined coding scheme was then applied to the entire dataset again, ensuring consistency across all responses. Thematic analysis: Once coding was complete, the researcher identified patterns and themes across the coded data. NVivo's query and visualization tools were used to help identify relationships between codes and themes.

Inter-rater reliability: To ensure the reliability of the coding process, a second researcher independently coded a subset of the responses. The level of agreement between coders was calculated using Cohen's kappa coefficient .

The level of agreement between coders was calculated using Cohen's kappa coefficient to assess the reliability of the coding process. Cohen's kappa accounts for the possibility of agreement occurring by chance, providing a more robust measure of inter-rater reliability than simple percentage agreement. The kappa coefficient ranges from -1 to 1, where values less than 0 indicate no agreement, 0-0.20 slight agreement, 0.21-0.40 fair agreement, 0.41-0.60 moderate agreement, 0.61-0.80 substantial agreement, and 0.81-1 almost perfect agreement. In this study, the kappa coefficient was found to be .25, indicating substantial agreement between the coders.

Integration with quantitative data: Finally, the themes and patterns identified through this qualitative analysis were integrated with the quantitative findings from the Likert-scale questions to provide a comprehensive understanding of the research questions. This rigorous coding process allowed for a systematic analysis of the rich, qualitative data provided by the open-ended questions, complementing the quantitative analysis of the Likert-scale items.

Students: Descriptive Statistics were conducted to analyze the independent variables, which were years of studying English, gender, and whether participants experienced and knew FLA.

In this study, I encountered a notable limitation in the questionnaire design. By asking participants whether they "experienced and knew the FLA," we unintentionally combined two distinct concepts: experiencing foreign language anxiety and being aware of it. This is a limitation and I acknowledge that it may have led to inconsistent interpretations among participants, potentially affecting the study's data's accuracy. Some might have reported 'yes' based on knowledge alone, without personal experience, while others might have experienced FLA without recognizing the term, possibly answering 'no'. This limitation complicates the assessment of FLA prevalence and its relationship with awareness. Future studies should separate these concepts into distinct questions and consider providing a clear definition of FLA to ensure consistent understanding among participants. Despite this limitation, this study still offers valuable insights, though I approach the study conclusions with appropriate caution.

Table 1 presents the descriptive statistics for each independent variable based on the level of measurement of the variable from the demographic characteristics of the study's population. Table 1 shows the descriptive demographic statistics of the participants in this study.

The data is displayed in Table 1 for each independent variable in terms of frequencies and percentages to provide more in-depth details about the study sample. The gender variable indicates unequal genders distribution in this study, with 61 males and 263 females participating, representing 18.8% male and 81.2% female. The years of studying English among the participants were predominantly in the first year, with 97 participants, followed by 92 participants studying for more than 4 years, 64 participants in their second year, 43 in their third

year, and 23 in their fourth year. Regarding the participants' knowledge about FLA, 163 chose 'maybe' they knew or experienced FLA, 105 said 'yes,' and 54 said 'no'.

Table 1. Demographic Information

Items	Details	Frequency	Precent
Year of studying English	1st year	97	29.9
	2nd years	64	19.8
	3rd years	43	13.3
	4th years	23	7.1
	More than 4 years	92	28.4
	Total	324	100.0
Gender	Male	61	18.8
	Female	263	81.2
	Total	324	100.0
Do you know or experience FLA	Yes	105	32.4
	Maybe	163	50.3
	No	54	16.7
	Total	324	100.0

Teachers: The teachers were provided with a different questionnaire form that explores their knowledge and strategies to overcome students' FLA. The teachers' questionnaire begins with demographic information such as their gender, teaching experience, and whether they have experience or knowledge of FLA.

The summarized results of this information are presented in Table 2. As shown in the Table 2, there were a total of 69 participating teachers. The data in Table2 display the frequencies and percentages for each independent variable, providing detailed information about the study sample. In terms of gender, there was an imbalance, with 23 males representing 33% and 43 females representing 62% of the participants. Regarding years of teaching experience, the majority had less than 3 years of experience, with 33 participants, followed by 13 participants

with more than 15 years of experience. Additionally, there were equal numbers of participants with teaching experience between 5 to 10 years and 10 to 15 years, each with 10 participants.

Regarding participants' knowledge about FLA, 32 chose 'yes' indicating they knew or experienced FLA, 21 responded 'maybe,' and 13 responded 'no'.

Table 2. Descriptive Analysis of Teacher Demographics

Items	Details	Frequency	Percent
Gender	Male	23	33.3
	Female	43	62.3
	Total	66	95.7
Missing	System	3	4.3
Total		69	100.0
Teaching experience	Less than 3 years	33	47.8
	5 to 10 years	10	14.5
	10 to 15 years	10	14.5
	More than 15 years	13	18.8
	Total	66	95.7
Missing	System	3	4.3
Total		69	100.0
Do you experience or know FLA	Yes	32	46.4
	Maybe	21	30.4
	No	13	18.8
	Total	66	95.7
Missing	System	3	4.3
Total		69	100.0

This chapter presents the findings of our study, organized according to the five research questions that guided our investigation. Each section corresponds to a specific research question, providing a clear and systematic presentation of the results.

Section 1: Classroom Environment Factors Contributing to Foreign Language Anxiety

FLA Questionnaire

The students were given a FLA questionnaire at the beginning of the study, the percentage of students who answered “agree”, “neutral” or “disagree” to these questions is shown in Table 3. For ease of representation, “strongly agree” was merged with “agree” and “strongly disagree” with “disagree”. The scores for FLA questionnaire are presented in Table 3. The maximum score of the FLA questions was 28.

Table 3. Descriptive analysis of FLA Questionnaire

Statements	N	Minimum	Maximum	Mean	Std. Deviation
1. I never feel quite sure of myself when I am speaking in my foreign language classroom.	308	3	28	13.68	11.449
1. لا أشعر أبداً بالثقة التامة في نفسي عندما أتحدث في فصل اللغة الأجنبية الخاص بي					
2. It frightens me when I don't understand what the teacher is saying in the foreign language.	306	1	5	2.91	1.217
أخاف عندما لا أفهم ما يقوله المعلم باللغة الأجنبية.					
3. During language class, I find myself thinking about things that have nothing to do with the course.	305	1	5	2.49	1.198
أثناء فصل اللغة، أجد نفسي أفكر في أشياء لا علاقة لها بالفصل، اسرح كثيراً					
4. I keep thinking that the other students are better at language than I am.	303	1	5	2.58	1.242
دائماً أظن أن الطلاب الآخرين أفضل مني في صفوف اللغة الانجليزية.					
5. I am usually at ease during tests in my language class.	303	1	5	3.13	1.224

عادة ما أشعر بالراحة و الاسترخاء أثناء اختبارات اللغة الخاص بي.

6. I start to panic when I have to speak without preparation in language class. أشعر بالذعر عندما أضطر إلى التحدث دون تحضير . في فصل اللغة	301	1	5	3.24	1.328
7. In language class, I can get so nervous if I forget things I know. في صف اللغة، عادةً أشعر بالتوتر الشديد إذا نسيت . المعلومات التي أعرفها	301	1	5	3.26	1.294
8. It embarrasses me to volunteer answers in my language class. أشعر بالخجل عندما اتطوع للإجابة في فصول اللغة.	299	1	5	2.61	1.287
9. I would not be nervous speaking the foreign language with native speakers. لا اعتقد انني سأشعر بالتوتر عندما اتحدث باللغة . الأجنبية مع متحدثيها الاصليين	299	1	5	2.91	1.291
10. I often feel like not going to my language class. أشعر في كثير من الأحيان برغبة في عدم حضور . صفوف اللغة الخاص بي	299	1	5	2.20	1.237
11. I feel confident when I speak in foreign language class. أشعر بالثقة عندما أتحدث في صفوف اللغة الأجنبية.	298	1	5	3.11	1.212
12. I can feel my heart pounding when I'm going to be called on in language class. أستطيع أن أشعر بنبض قلبي عندما سيتم مناداة . اسمي للمشاركة في صف اللغة	298	1	5	3.14	1.344
13. The more I study for a language test, the more confused I get. كلما درست أكثر من أجل اختبار اللغة، كلما زادت . حيرتي	297	1	5	2.71	1.218
14. I don't feel pressure to prepare very well for language class.	295	1	5	3.08	1.141

لا أشعر بالضغط من أجل الاستعداد جيداً لفصل اللغة

15. I feel very self-conscious about speaking the foreign language in front of other students. 294 1 5 2.54 1.260
أشعر بالخجل الشديد من نفسي عندما اتحدث باللغة .
الأجنبية أمام الطلاب الآخرين

16. I feel more tense and nervous in my language class than in my other classes. 294 1 5 2.31 1.195
أشعر بالتوتر والعصبية في صف اللغة أكثر من .
الصفوف الأخرى

17. When I'm on my way to language class, I feel very sure and relaxed. 292 1 5 3.43 1.074
عندما أكون في طريقي إلى دروس اللغة، أشعر بالثقة .
والهدوء

18. I am afraid that the other students will laugh at me when I speak the foreign language. 291 1 5 2.39 1.278
أخشى أن يسخر مني الطلاب الآخرون عندما أتحدث .
اللغة الأجنبية

19. I get nervous when the language teacher asks questions which I haven't prepared in advance. 288 1 5 3.24 1.349
أشعر بالتوتر عندما يطرح مدرس اللغة أسئلة لم .
استعد لها مسبقاً

Valid N (listwise) 288

Note; 1 strongly disagree, 2 disagree, 3 sometimes, 4 agree, and 5 strongly agree

The five-point Likert-type scale is considered an interval scale. The mean is marked: from 1 to 1.8 means 'strongly disagree,' from 1.81 to 2.60 means 'disagree,' from 2.61 to 3.40 it means 'sometimes,' from 3.41 to 4.20 it means 'agree,' and from 4.21 to 5 it means 'strongly agree.' In the first statement, the mean is 2.73, indicating that the majority of the participants are neutral regarding whether they feel confident when they speak inside their second language

classroom. The mean of the second statement is 2.91. Accordingly, the majority of students whether they feel afraid when they don't understand what the teacher said or not. Through Table 2, the majority of students responded with a mean between 1.81 to 2.60 and 2.61 to 3.40. For question 3, 4, 10, 15, 16, and 18, the mean of these questions ranged between 1.81 to 2.60, indicating that the majority of the student participants disagreed with the statements of these questions:

- Question 3: "I find myself thinking about things that have nothing to do with the course."
- Question 4: "I keep thinking that the other students are better at language than I am."
- Question 10: "I often feel like not going to my language class."
- Question 15: "I feel very self-conscious about speaking the foreign language in front of other students."
- Question 16: "I feel more tense and nervous in my language class than in my other classes."
- Question 18: "I am afraid that the other students will laugh at me when I speak the foreign language."

The standard mean of these questions indicates that the participants disagreed with the statements.

Additionally, for most other questions, the students' mean scores were between 2.61 to 3.40, indicating that the participants were neutral in their answers for the following questions:

- Q5: "I am usually at ease during tests in my language class."
- Q6: "I start to panic when I have to speak without preparation in language class."
- Q7: "In language class, I can get so nervous if I forget things I know."
- Q8: "It embarrasses me to volunteer answers in my language class."
- Q9: "I would not be nervous speaking the foreign language with native speakers."

- Q11: "I feel confident when I speak in the foreign language class."
- Q12: "I can feel my heart pounding when I'm going to be called on in language class."
- Q13: "The more I study for a language test, the more confused I get."
- Q14: "I don't feel pressure to prepare very well for language class."
- Q19: "I get nervous when the language teacher asks questions which I haven't prepared in advance."

Through this part, the majority of participants' answers to these questions were neutral.

However, for Q17: "When I'm on my way to language class, I feel very sure and relaxed," the mean score for the participants' answers was 3.43, indicating that the participants agree with this statement. Based on the data in Table 3, the participants' mean scores ranged from "disagree" to "neutral" to "agree," with no mean scores falling into the "strongly disagree" or "strongly agree" categories.

Section 2: Sociocultural Factors and Foreign Language Anxiety

Sociocultural Influences Questionnaire

This section contains the lowest number of Likert-type scale survey questions, with only two closed-ended questions and three open-ended questions. The mean score for the first statement was 2.78, indicating that most participants perceive traditional gender norms in Saudi society as naturally contributing to foreign language anxiety. Similarly, the mean score for the second statement was 2.74, suggesting that the majority also believe that Saudi cultural expectations impact foreign language anxiety.

These findings address the second research question, examining the relationship between sociocultural factors, such as gender roles and cultural norms, and foreign language anxiety in Saudi educational settings. The mean scores suggest that most participants do not perceive a

correlation between FLA and sociocultural factors. Data from this portion of the questionnaire are presented in Table 4.

Table 4. Descriptive Analysis of Sociocultural Influences

Statements	N	Minimum	Maximum	Mean	Std. Deviation
1. To what extent do traditional gender norms in Saudi society contribute to foreign language anxiety? 1 (No influence) to 5 (Strong influence)	276	1	5	2.78	1.303
إلى أي مدى تساهم المعايير الجنسية التقليدية في المجتمع السعودي في القلق من اللغة الأجنبية؟					
2. How much influence do broader Saudi cultural expectations have on foreign language anxiety?	276	1	5	2.74	1.383
مامدى تأثير التوقعات الثقافية السعودية المتعلقة بدور الذكور و الاناث بقلق تعلم اللغة الانجليزية. مثال: معظم الثقافات تتوقع الذكور . اكثر جرأة من الاناث					
Valid N (listwise)	276				

Note; 1 (No influence) to 5 (Strong influence)

Also, the questionnaire was included open-ended question, "**Are there specific sociocultural factors that may trigger anxious feelings related to language learning?**"

Participants' responses to this question could be divided into two themes: internal factors (affective factors) and external factors, as illustrated in Figure 2.

Internal factors encompass factors originating from the learners themselves, such as their internal feelings and thoughts. These were divided into three categories: fear, stress, and self-confidence. Among these categories, fear was the most frequently mentioned internal feeling, reiterated 14 times. Participants cited various sources of these fears, including fear of making mistakes, fear of being mocked, fear of making mistakes in front of others, fear of communication, fear of negative evaluation, fear of using the L2 language, fear of trying, and fear of failure.

Self-confidence was the second most frequently mentioned internal factor, cited 9 times. Participants indicated that a lack of self-confidence could contribute to their FLA. Stress was mentioned 6 times, with participants often connecting stress and fear in their responses. Some mentioned different sources of stress, such as conflicts between course content and religious beliefs, stress related to evaluations and results.

Some of the participants' comments that reflect the impact of internal factors *“sometimes there's a fear that language effect my career in future, like if I'm not so good at some language I won't have a good career life even if i have skills, cause it's always about the language.”*, *“Only the fear of being mocked by classmates”*, and *“lack of communication with others, and isolation due to shyness and fear of failure”*

On the other hand, some participants mentioned external factors that impact their FLA, which are beyond their control. For instance, societal impact was mentioned 19 times, making it the most frequently cited factor among both internal and external factors. Examples include societal mocking when using the L2, pressure to succeed due to family members' professions, societal advancement in language proficiency creating pressure on learners, negative discourse about the difficulty of learning L2, social pressure to speak fluently, high societal and familial

expectations, and general societal pressures. The second most frequently mentioned external factor affecting FLA was pronunciation, with mentions of mispronunciations, pronunciation difficulties, and the desire and societal expectation for native-like pronunciation occurring 9 times. Instructor impact was mentioned 8 times, with many participants highlighting the role of instructors in their FLA. Examples included instructor personality traits affecting FLA, such as code-switching, refusal to translate, instructor preferences focusing on certain students, lack of support, mocking weaker students, and course content decisions.

Some of the participants comments that reflect the impact of external factors “*There may be social pressures to speak fluently and without errors.*”, “*Yes , like chatting with people who are very good in the language, it might make the anxiety worse*”, “*Maybe. When the subject has contrary info (pseudoscience) to actual facts from our religion.*”, and “*Sociocultural factors that can trigger anxious feelings in language learning include social comparison, fear of negative evaluation, cultural stereotypes, learning environment, perceived language difficulty, communication style differences, fear of making mistakes, pressure for proficiency, anxiety in social situations, and cultural expectations.*”

Figure 2. The Sociocultural and Affective Factors That May Trigger Anxious Feelings to L2 Classroom

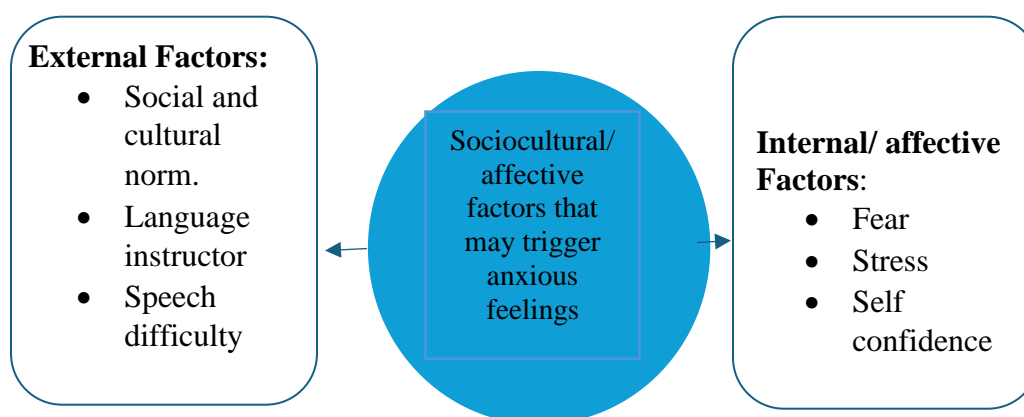


Table 5. Sample of the Open-ended Question Coding, Students direct quotes.

Case	Comment	Node(s)
Student 1	The students get afraid of losing scores because of their university teachers	External
Student 2	learners" and target language cultures, differences in social status of the speakers and interlocutors, and from the fear of losing self-identity	External
Student 3	When the community you come from most of them are advanced in the language, that creates pressure on the learner.	External
Student 4	Maybe people afraid to be make fun of them by others	Internal
Student 5	Language anxiety appears to be the most important variable in language learning as many learners experience discomfort and fatigue because of it.	Internal
Student 6	Embarrassment from others when speaking for fear of ridicule.	Internal
Student 7	Fear and anxiety about social situations that may make a person feel offended, embarrassed, or rejected)	External
Student 8	There may be social pressures to speak fluently and without errors.	External
Student 9	Some people may worry about not being able to meet the expectations of their families or communities about mastering the new language.	Internal
Student 10	لنتمر والتهميش المعلم اذا اعتمد على طالبه بسبب جوده اللغة عنده توقع مني الافضل وانا لا اجيد الغه اساساً يدعي للقلق تحسن المجتمع حولك بالغه وانت بنفس المستوى السيئ	External

Section 3: Strategies Employed by Saudi Language Learners to Manage Foreign Language Anxiety

The questionnaire includes open-ended question to be able to answer this research questions, the questionnaire question was **“What personal strategies or techniques, if any, do you use to cope with foreign language anxiety?”**

There was a consensus among participants regarding strategies to address FLA. Most participants emphasized the importance of language practice through self-learning. This involved practicing the language by speaking to themselves in front of a mirror or pretending to engage in conversations to practice the language *“Acting like you are talking to someone and you have to say what happened in your day in English”*. Additionally, they mentioned personal strategies to reduce FLA before L2 classes, such as thorough preparation and relaxation exercises like imitation and breathing exercises *“Use relaxation techniques for example deep breathing etc. to control yourself and your anxiety.”*. Another commonly mentioned strategy was media consumption, such as watching movies and series, listening to L2 materials, reading extensively in the L2, and using the language in daily activities when going to cafes and restaurants. *“Watch movies in English language”, “Trying to play some games in English and speaking with people who can talk English and learn from them even though they will be friends then one by one they will know how to talk each other.”*

Participants also emphasized the importance of confidence, even when making mistakes, and reminding themselves that they are not native speakers of the language. Positive thinking was also highlighted as impactful. *“Positive Thinking: Focus on positive thoughts like “I can do it” and “I’ll be fine.” “While talking: Speak slowly: No need to rush, take your time and speak slowly and clearly.” and “Calming myself and tell myself that I’m good enough and not everyone should be the best at everything”*.

Conversely, some participants suggested strategies for teachers to employ in the classroom to reduce students' FLA *“Reading and translating inside the classroom, seeking supportive language partners or tutors” and “use technology”*. They mentioned the benefits of group work and collaborative learning in decreasing FLA *“The group work always makes it*

easier for me”. Additionally, they emphasized the importance of teaching strategies and teacher-student interactions in impacting FLA, such as creating a comfortable and enjoyable atmosphere, incorporating classroom games, and fostering open communication where students feel comfortable making mistakes” *teacher use some types of dialogue and cooperative education* *Sometimes he asks my colleagues for help and asks others to explain themselves slowly or repeat themselves*” (as shown in Figure 3).

Figure 3. The Students Used Strategies to Cope With FLA

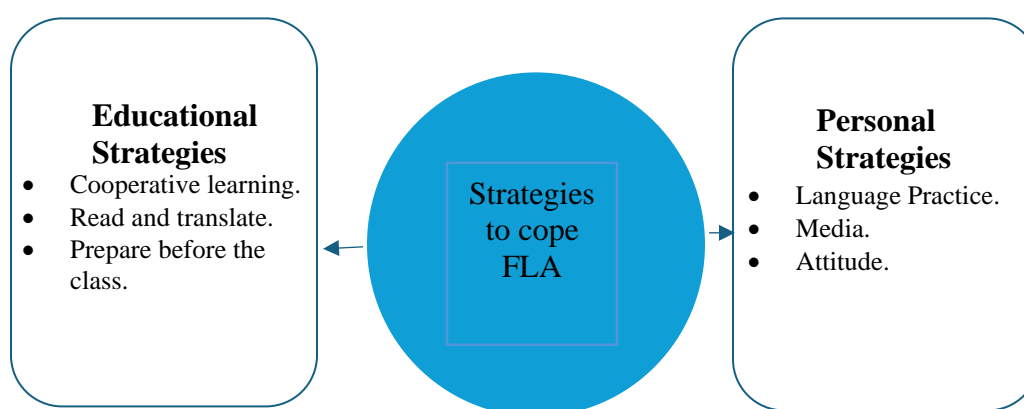


Table 6. Sample of Open-ended Question Coding, Direct Quotes

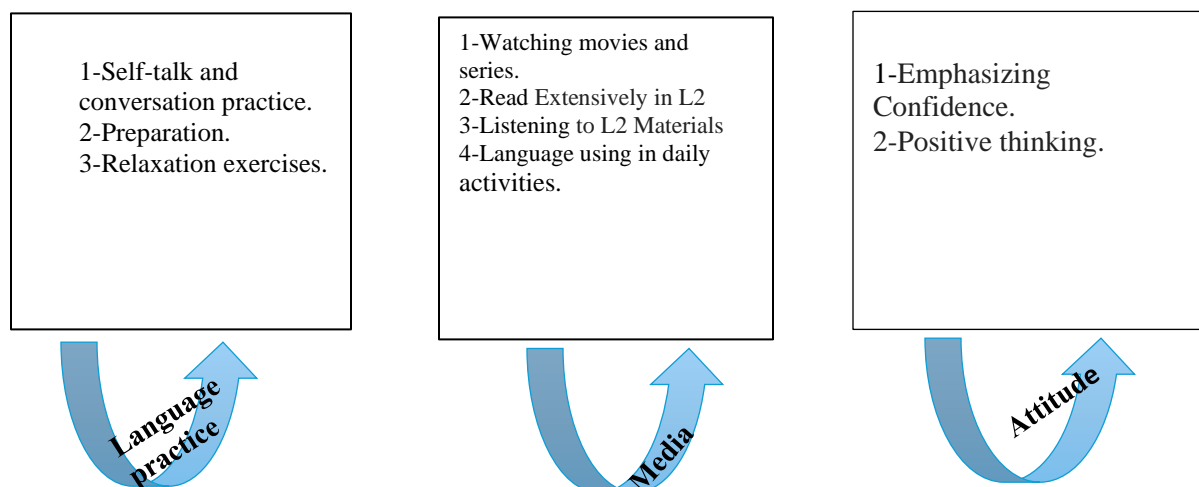
Case	Comment	Note(s)
Student 1	Acting like you are talking to someone and you have to say what happened in your day in English	Personal (practice the L2)
Student 2	محاولة الاندماج والعمل على جعل العملية التعليمية تميز للمتعة بدلاً من الجدية والصرامة	Educational
Student 3	In-class games about language + Practice	Educational
Students 4	i have this mindset (it's not my native language so its okay if i made some mistakes)	Personal (positive talk)
Student 5	Use cooperative education strategy	Educational
Student 6	Listen to the language a lot	Personal (listening practice)

Student 7	Prepare the lesson before attending.	Personal (preparation)
Student 8	talking with the teacher, use technology	Educational
Student 9	Reading and translation	Personal
Student 10	Breathing and not caring about others	Personal (relaxation exercise)

Figure 4, is a deep analysis of the students' personal strategies they follow to overcome the FLA. First, Language Practice and Preparation: Self-Talk and Conversation Practice: Speaking to oneself in front of a mirror or pretending to engage in conversations to practice the language, Thorough Preparation: Preparing thoroughly before L2 classes, and Relaxation Exercises: Engaging in relaxation exercises like imitation and breathing exercises to reduce FLA. Also, Media Consumption: Watching Movies and Series: Consuming media in the target language, such as watching movies and series, Listening to L2 Materials: Actively listening to materials in the target language, Reading Extensively in L2: Reading extensively in the target language, and Language Use in Daily Activities: Using the language in daily activities, such as when going to cafes and restaurants. Attitude and Confidence Building: Emphasizing Confidence: Focusing on confidence, even when making mistakes, and Positive Thinking: Employing positive thinking strategies to combat FLA.

These strategies reflect a proactive approach by students to tackle FLA through various means, including practice, exposure, relaxation techniques, and mindset adjustments.

Figure 4. The Personal Strategies Students Recommend Overcoming FLA



The other open-ended question was **"What role do peer interactions and collaborative activities play in influencing foreign language anxiety?"** The most of participants responded positively, agreeing that collaborative learning could decrease FLA and make the learning process more relaxed and interesting. Here are some quotes from the questionnaire answers:

"It may show that everyone is learning and trying, not only the person with anxiety, so it makes them feel that it's fine if they ever say something wrong or don't know something specific in the foreign language." This reflects how collaborative learning can create a positive atmosphere for L2 learning and promote relaxation.

"Not always, but sometimes it encourages me to do more, knowing I won't be judged because we share the same level of language and passion." It gives students a sense of safety knowing they are all striving for success in the class, not just those with FLA.

"Positive interactions with peers can help reduce anxiety by normalizing language challenges, providing encouragement, and fostering a supportive environment where learners feel more comfortable taking risks and making mistakes."

However, there were three responses that expressed negative views about collaborative learning. They mentioned that collaborative learning could lead to mocking and comparisons, enhancing negative feelings if one is at a lower level within the group. One respondent stated, "*It brings more anxiety*," while another mentioned that collaborative work itself is a source of anxiety in the classroom. The last response mentioned that collaborative learning could lead to discouraged work if the group is not interested in completing the task or relies too heavily on one student.

Table 7. The Impact of Peer Interactions and Collaborative Activities on FLA

Positive Aspects	Negative Aspects
- Collaborative learning creates a positive atmosphere for L2 learning.	- Have no impact on the FLA
- Collaborative learning promotes relaxation.	- Collaborative learning could lead to mocking and comparisons.
- Normalizes language challenges.	- Collaborative learning can enhance negative feelings if one is at a lower level within the group.
- Provides encouragement.	- Collaborative work itself is a source of anxiety in the classroom.
- Fosters a supportive environment.	- Collaborative learning could lead to discouraged work if the group is not interested in completing the task or relies too heavily on one student.

Section 4: Teachers' Perceptions and Experiences of Foreign Language Anxiety in Students

How prevalent do you believe foreign language anxiety is among your Saudi students?

The percentage of teachers who answered, 'not prevalent', 'moderately prevalent', 'slightly prevalent', 'very prevalent', and 'extremely prevalent' to this question is shown in Table 8. As indicated in the table, there were a total of 69 responses. The most frequently chosen answer was 'very prevalent', selected by 40% of the participants, followed by 'slightly prevalent' at 20%, 'moderately prevalent' at 17%, and the least chosen answer was 'not prevalent' at 3%. These

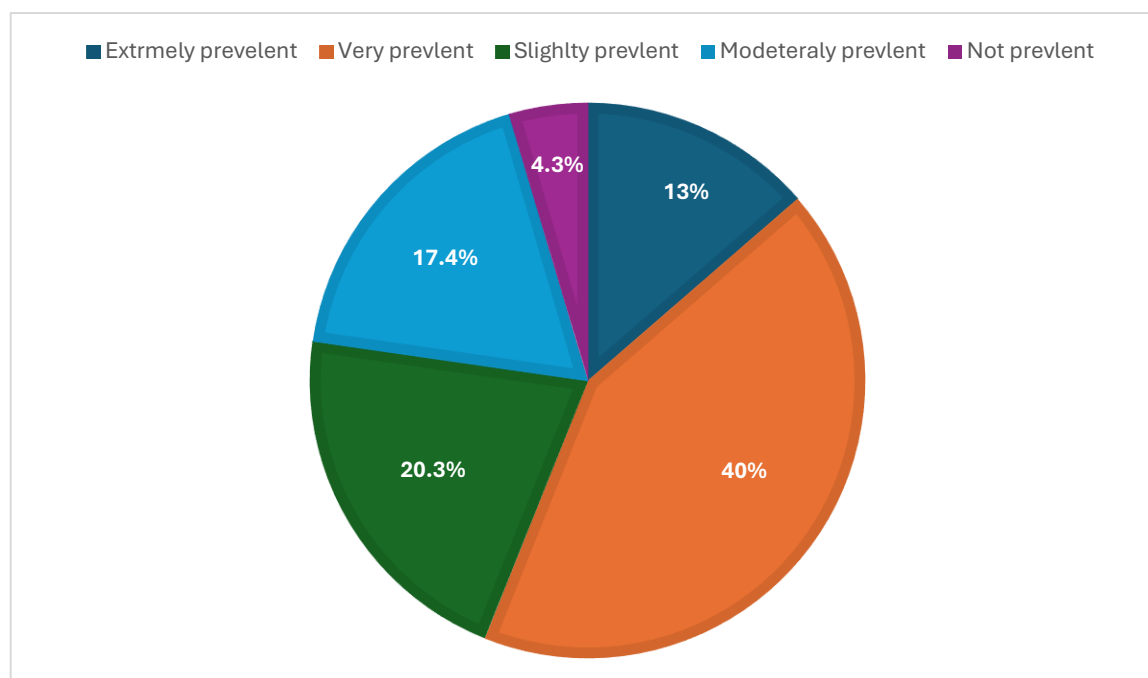
responses indicate that the majority of teacher participants believe that FLA is common among Saudi L2 learners.

Table 8. The Teacher Believe About the FLA Among Saudi Students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not prevalent	3	4.3	4.5	4.5
	Moderately prevalent	12	17.4	18.2	22.7
	Slightly prevalent	14	20.3	21.2	43.9
	Very prevalent	28	40.6	42.4	86.4
	Extremely prevalent	9	13.0	13.6	100.0
	Total	66	95.7	100.0	
Missing	System	3	4.3		
Total		69	100.0		

*Note: 1 (Not prevalent) to 5 (Very prevalent)**

Figure 5. The Percentage of Teachers Beliefs About The Saudi Students FLA



The questionnaire also asked an open-ended question: **“What behaviors most indicate a student is experiencing foreign language anxiety?”** The most commonly repeated answers for this question was related to the lack of participation, which was mentioned 18 times. Teachers observed that students with FLA often showed reluctance to participate in class discussions and avoid the eye contact with the teacher, despite performing well on tests and demonstrating a good understanding of the course content. The second most frequently mentioned behavior was students' fear of speaking in the classroom, which was mentioned 10 times. Students tended to avoid using the L2 and preferred to use their native language because they perceived the L2 as difficult or felt they were not proficient in it.

Other frequently mentioned behaviors included various manifestations of fear, which were mentioned 9 times. This fear encompassed apprehension about speaking in L2, fear of participation in class activities, fear of making mistakes, and anxiety about L2 exams. Shyness and hesitation were mentioned 7 times, with students remaining silent or expressing reluctance to speak in L2 due to feelings of inadequacy or lack of understanding, hesitating to participate in

discussions, speaking softly, and displaying passive engagement in the classroom, resulting in low scores.

Teachers also noted other behaviors such as skipping classes, arriving late, requesting to leave class frequently, avoiding eye contact, remaining silent, showing disinterest, not engaging in group discussions, preferring individual work over group activities, experiencing low academic progress, lacking motivation, and being absent-minded.

Table 9. Most Anxious Students Exhibit This Behavior Inside the L2 Classroom

Behaviors	Frequency
Lack of participation	18
Fear of speaking by L2	10
Fear of mistake, test, participation.	9
Shyness and hesitates	7

Table 10. Sample of Open-ended Question Coding, Teachers Direct Quotes

Case	Comment	Note(s)
Teacher 1	They always embarrass when they start to speak	Speaking anxiety
Teacher 2	Their inability to participate in the class regardless of the fact that they're good (at English) or they know the answer	Participation
Teacher 3	Avoid eye contact with lang. teacher during the class	Physical
Teacher 4	Hesitation. Shyness. Low voices. Avoiding speaking exercises.	Speaking
Teacher 5	Skipping the classes. Asking for some minutes to go out usually. Giving no reaction when the class discussing a topic or something.	Skipping
Teacher 6	Hesitant to raise their hands, intentionally lower their voice when participating or engaging in class, they don't like to do or engage in any extracurricular task	Physical
Teacher 7	Lack of participation, shyness upon asking to talk or speak in front of others, switching to Arabic , saying that English is difficult, or I just can't speak or I don't know English well enough to speak or to understand	Physical

Section 5: Teachers' Adaptations to Create a Supportive Learning Environment

How effective do you feel your teaching practices are at addressing foreign language anxiety?

The percentage of teachers who answered 'not effective at all', 'slightly effective', 'moderately effective', 'very effective', and 'extremely effective' to this question is shown in Table 11. As indicated in the table, there were a total of 69 responses. The most frequently chosen answer was 'moderately effective', selected by 47% of the participants, followed by 'very effective' at 24%, and 'slightly effective' at 15%. The least chosen answers were 'not effective at all' and 'extremely effective', each at 2.9%. These responses reflect the teachers' confidence in their teaching strategies to address students' FLA.

Table 11. The Frequency of “How effective do you feel your teaching practices are at addressing foreign language anxiety?”

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not effective at all	2	2.9	3.1	3.1
	Slightly effective	11	15.9	16.9	20.0
	Moderately effective	33	47.8	50.8	70.8
	Very effective	17	24.6	26.2	96.9
	Extremely effective	2	2.9	3.1	100.0
	Total	65	94.2	100.0	
Missing	System	4	5.8		
	Total	69	100.0		

*Note: 1 (Not effective) to 5 (Very effective) **

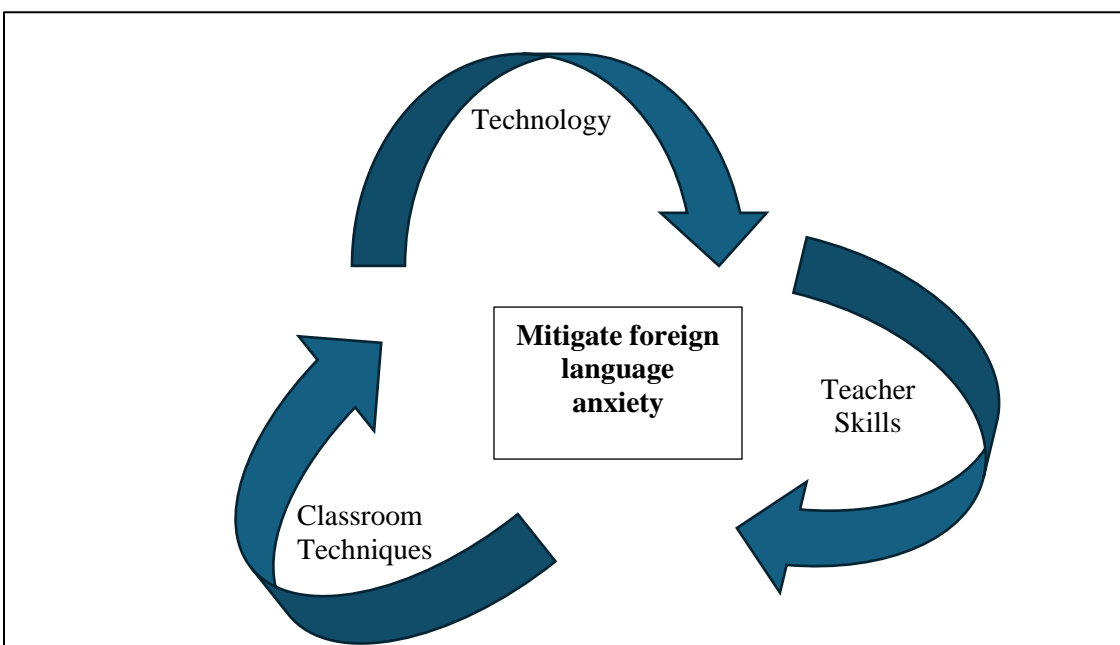
This section of questionnaire includes another open-ended question for the teachers **“What instructional strategies if any, do you employ to mitigate foreign language anxiety?”**

The teachers' responses to this question revolve around three main areas: technology usage, teachers' skills, and classroom techniques as shown in Figure 6. The majority of respondents agree that integrating technology into the classroom can help reduce L2 students' anxiety. This involves using videos, games, creating short videos or audio clips, and watching cartoon movies in L2.

Additionally, many respondents agree on the importance of group work and pair work among students to decrease FLA. Group work fosters collaboration, breaking down the barriers of shyness in using L2. Other effective classroom strategies mentioned include role-playing and the flipped classroom approach. Allowing the use of students' native language, either through translation or accepting answers in their native language, is seen as helpful in reducing FLA. Some teachers advocate for positive reinforcement and regular student presentations to overcome shyness and fear.

However, some teachers offer personal teaching strategies such as providing sample answers for questions to guide students, correcting incorrect sentences, allowing partners to check each other's work, and giving ample time for speech preparation. Others incorporate singing with students, encourage additional reading outside of textbooks, allocate specific time to discuss L2 learning difficulties with students, normalize making mistakes as a part of language learning, and use gestures to indicate students' progress.

Figure 6. The Teachers Recommendation of Instructional Strategies to Mitigate FLA



The other open-ended question was **“What resources or training would help improve your ability to support anxious foreign language learners?”**

The teachers' answers to this question vary. Some teachers provide resources and training to help students, such as encouraging them to repeat after the teacher, ensuring good internet connectivity, maintaining smaller class sizes, supporting the use of L2 to expand vocabulary, and incorporating video watching and presentations into the curriculum.

Conversely, other teachers focus on what helps them manage students with FLA in their classrooms. Some mention technology sources like YouTube for understanding FLA and managing student anxiety. Others cite educational resources such as higher education, psychological training, courses on suitable classroom strategies for different educational levels, understanding characteristics of different educational levels, and providing classroom resources. Additionally, they highlight the importance of practicums, discussions, a deep understanding of

L2, L2 practice, research, attending multiple FLA courses, courses on teaching strategies, and understanding topics before presenting them to students as effective strategies for reducing FLA.

Table 12. Resources Help To Support Anxious Foreign Language Learners

Teacher Personal Training	<ul style="list-style-type: none"> • Personal education. • Personal development; psychological training, courses. • Different classroom strategies. • Personal development; practicums, discussions , L2 practice, research, attending multiple FLA courses.
Inside Classroom facilitators	<ul style="list-style-type: none"> • Teaching strategy; repeat after the teacher, enhance using L2. • Maintaining class sizes. • Incorporating technology usage; video watching and presentations into the curriculum.

To conclude the questionnaire, I asked the participants to share their thoughts **Please share any other comments regarding foreign language anxiety and suggestions for improvement**

The teachers' comments varied. One teacher emphasized the importance of having native speakers to support students in acquiring the L2 with the correct accent. However, another teacher challenged this idea, stating, "Understand that it's very normal to have grammatical mistakes, even native speakers make them. Focus on the language itself (vocabularies and structure), not the accent, as the majority of people are seeking vocabulary and structure first!

Two responses supported the use of students' native language inside the classroom. Additionally, another comment highlighted the significant role of the teacher's behavior in influencing students' anxiety: "Teachers must be fun and relaxed with students. Teachers'

behavior has a significant impact on students' anxiety." Another response emphasized that FLA is influenced by various factors beyond the teacher's control, such as students' relationships with classmates, past experiences, and character.

Some teachers shared strategies they use to help students overcome FLA. One suggested allowing students to take their time and encouraging repeated participation until they feel comfortable speaking in the second language. Another shared personal experience, noting that practicing presentations at home and teaching English to high school students helped alleviate anxiety.

Other comments emphasized the role of family in students' anxiety and the importance of family support for language learning. Another response emphasized the need to focus on students' individual differences, reading, listening, and providing positive feedback. Lastly, there was a suggestion to establish English clubs in schools and provide courses on FLA to help students manage anxiety, with opportunities for participants to share their experiences.

CHAPTER SIX: DISCUSSION

This study aimed to determine the association between several independent variables and Foreign Language Anxiety (FLA) among Saudi students by addressing five specific research questions:

1. What specific classroom environment factors contribute to foreign language anxiety among Saudi language learners?
2. To what extent do sociocultural factors, such as gender roles and cultural norms, relate to foreign language anxiety in Saudi educational settings?
3. What strategies do Saudi language learners employ to manage and mitigate foreign language anxiety in the classroom?
4. How do Saudi language teachers perceive and experience foreign language anxiety in their students within the classrooms?
5. How do Saudi language teachers adapt their instructional methods to create a supportive and less anxiety-inducing learning environment?

By exploring these questions, the study seeks to provide a comprehensive understanding of the factors influencing FLA and the methods to address it in Saudi educational contexts.

Research Question 1

What specific classroom environment factors contribute to foreign language anxiety among Saudi language learners?

The first research question addressed the interrelationships between the classroom environment and its impact on Saudi students' Foreign Language Anxiety (FLA). To measure the classroom environment, I used the edited version of "What Is Happening In This Class?" (WIHIC), which incorporates scales that have been used and proven to be significant predictors

of learning outcomes. This version includes additional scales designed to measure current concerns in classrooms, such as Student Cohesiveness, Teacher Support, Involvement, Investigation, Task Orientation, Cooperation, and Equity. In the edited version used, the Equity and Student Cohesiveness scales were not included. The table below shows the WIHIC scales complete with sample items.

Table 13. Example Items of the WIHIC Questionnaire

Scale	Sample Question
Student cohesiveness	The learning environment promotes a positive attitude toward the subject matter. البيئة التعليمية بالصف تعزز اللغة الانجليزية ايجابياً اهمية
Teacher Support	I get the same encouragement and amount of help from the teacher as do other students. أحصل على نفس القدر من المساعدة من المعلم كما يفعل مع الطلاب الآخرون
Involvement	I give my opinions during discussions. أبدي آرائي أثناء المناقشات 1.
Cooperation	students collaborate well on learning tasks. يتعاون الطلاب بشكل جيد في مهام واجبات التعلم
Equity	I get the same encouragement and amount of help from the teacher as do other students. أحصل على نفس القدر من المساعدة من المعلم كما يفعل مع الطلاب الآخرون

Through the results of the questionnaire, the students' answers appeared neutral. The mean scores across different categories of the scale were similar, around 3.00. However, the highest mean score was for the question related to classroom equity: "I am treated the same as other students in this class," with a mean score of 4.13. This indicates that most Saudi students feel a sense of equity in the classroom, without divisions based on language proficiency or accuracy. This is noteworthy because the students participating in their English learning had varied experience, ranging from 1 to more than 5 years.

On the other hand, the lowest mean score was for the question related to teacher support: "I get the same encouragement and amount of help from the teacher as do other students," with a mean score of 2.96, the lowest in the survey. This suggests that teacher support for students is low and could be a significant source of students' foreign language anxiety. It reflects that the role of the teacher in the classroom is still teacher-centered rather than student-centered.

The low score implies that students feel they do not receive adequate support or encouragement from their teacher, which can contribute to increased anxiety and a less conducive learning environment, especially in a foreign language classroom where students may already feel vulnerable or self-conscious. Equity and fairness: The question specifically mentions getting the "same encouragement and amount of help... as other students," suggesting that students perceive a lack of fairness or impartiality in the way the teacher interacts with and supports different students. This perception of unequal treatment can create a sense of alienation or demotivation among students who feel they are not receiving the same level of support as their peers.

As Alharbi (2015) mentioned, the Saudi education system remains teacher-centered, and English language classrooms still lack a communicative approach. Kasem (2019) also pointed

out that teacher-centered instruction is a major factor contributing to students' poor language performance in English. In teacher-centered classrooms, the bulk of the work is carried out by the teachers, leaving learners in a passive role where they merely receive knowledge.

The teacher's approach is primarily focused on delivering content and instruction, rather than catering to the individual needs and learning styles of students. A teacher-centered approach may result in students feeling neglected or unsupported, as the teacher's primary focus is on disseminating information rather than facilitating a supportive and inclusive learning environment.

The low score could also indicate that the classroom dynamics or teacher-student relationships are not conducive to open communication, trust, and a sense of belonging. If students do not feel comfortable approaching their teacher or expressing their needs, it can lead to a perception of inadequate support and encouragement.

Similarly, Alseghayer (2015) noted that English language teachers often fail to provide their students with strategies to navigate communication breakdowns. Many Saudi English educators neglect the use of teaching aids or authentic supplementary materials in the English classroom, relying solely on the course textbook and the blackboard.

The switch to a student-centered approach is necessary in the English language classroom to decrease students' Foreign Language Anxiety (FLA). As Rubio-Alcalá (2017) recommended, learner-centered approaches often alleviate language anxiety by empowering learners to take charge of the learning process themselves, as emphasized by Gkonou et al. (2016, p. 204). This is consistent with Vygotsky's socio-cultural theory, which emphasizes the importance of learner agency and collaboration in the learning process. Begum (2019) mentions that learner-centered

language learning integrates learner autonomy, allowing individuals to take ownership of their learning journey and tailor it to their specific needs and preferences.

In summary, research question one aimed to identify specific classroom environment factors contributing to FLA among these students. The questionnaire consisted of 19 statements, which participants rated on a five-point Likert scale ranging from strongly disagree to strongly agree. For analysis purposes, the responses were condensed into three categories: agree, neutral, and disagree.

The results revealed FLA among the participants. Most responses fell in the neutral to disagree range, with no extreme responses (strongly agree or strongly disagree) for any question. Neutral responses were observed for “situational anxiety”-inducing situations such as speaking without preparation, forgetting information, or being called upon in class. This suggests these situations create some discomfort, but not extreme anxiety. This implies that while FLA is present, it may not be severely impacting most students.

Interestingly, students generally disagreed with statements suggesting they felt inferior to their peers. However, students expressed neutral feelings about several anxiety-inducing situations, such as speaking without preparation, forgetting known information, or being called on in class. This suggests that while these situations don't cause extreme anxiety, they do create some level of discomfort for many students. The only statement that received clear agreement was about feeling sure and relaxed on the way to language class, indicating a generally positive attitude towards attending language lessons.

Overall, the results paint a picture of a student body that experiences some degree of FLA, but not to an extreme level. The findings suggest that while certain classroom situations

can cause discomfort, most students don't experience severe anxiety in their language learning environment.

Research Question 2

To what extent do sociocultural factors, such as gender roles and cultural norms, related to foreign language anxiety in Saudi educational settings?

The answers to this question show that there is no correlation between Saudi students' FLA and gender norms. However, there is a correlation between Saudi students and multiple factors divided into internal and external categories. Internal factors include their feelings and emotions, which correlate with different sources. External factors, on the other hand, are those that have no connection with the learner's own skills or emotions. This aligns with the self-determination theory (SDT) and motivational orientations, which state that different motivations can be delineated by varying degrees of self-determination expressed as impersonal, external, somewhat internal, and internal (Alamer and Lee, 2019; Alamer, 2021a). They added that there are four different orientations belonging to two general types of motivation.

First, intrinsic orientation reflects the pleasure and enjoyment the learner feels in learning the language. Second, identified orientation represents the learner's feeling that language learning aligns with the values in his/her life. These two orientations form a more general type of motivation called autonomous motivation. Introjected orientation refers to the internal pressure driven by social obligations, such as feelings of guilt and shame if the learner fails in learning the language. Fourth, external orientation reflects the learner's intention to learn L2 because of tangible or intangible rewards or to avoid negative consequences. The motivation formed by these last two orientations is called controlled motivation. Several studies have empirically confirmed these four specific orientations and the two general types of motivation (Gagné et al.,

2010; Oga-Baldwin and Nakata, 2017; Ryan and Deci, 2017; Alamer and Lee, 2019; Alamer, 2021a).

Additionally, the most common response to these questions was centered around the fear of communication, negative evaluation, or test anxiety. Horwitz et al. (1986) proposed that FL anxiety consists of three distinct components: communication apprehension, test anxiety, and fear of negative evaluation. The most significant impact on Saudi students' FLA was from their society and family, as they exerted significant pressure on them to learn English. This result is supported by an earlier study by Korkmaz and Mirici (2023), which found that students avoided speaking in front of their peers due to fear of potential mockery or ridicule. Additionally, they mentioned parental pressure to speak with a foreign accent as one of the reasons for their FLA. Young (1992) also found that among the reasons learners do not participate in classroom activities is the fear of making verbal errors.

As mentioned previously, the pressure on students to speak with a foreign accent could be a source of their FLA. The findings in this section align with Alamer and Almulhim (2021), who found that family expectations can significantly contribute to language learning anxiety. When families place high expectations on students to excel in learning a new language, it can lead to increased stress and anxiety, negatively affecting their performance and overall learning experience. Language anxiety, influenced by family pressure, can manifest in various ways, including fear of making mistakes, apprehension about speaking in front of others, and overall self-doubt regarding language competence. Gupta (1999) mentions that students' linguistic behavior should be guided by teachers, but we need to consider when, where, and how "correction" occurs.

As family and educators, we shouldn't focus on learners' mistakes or pressure them to achieve a foreign accent, especially at the early stage of language learning, because this could be a source of FLA. Alamer and Lee (2019) concluded that the Saudi socio-educational context might influence students' mindset about receiving feedback from others, implying low confidence in the learner, thus resulting in an increased feeling of language anxiety.

In summary, research question two aimed to examine the relationship between sociocultural factors, such as gender roles and cultural norms, and FLA among Saudi students. The survey included two Likert-type scale questions and three open-ended questions. The mean scores for the Likert questions were 2.78 and 2.74, indicating that most participants perceive traditional gender norms and cultural expectations as contributing to FLA. However, overall findings suggest no significant correlation between FLA and these sociocultural factors.

The open-ended responses revealed two main themes: internal and external factors. Internal factors, cited most frequently, included fear, stress, and self-confidence. Fear was the predominant internal feeling, mentioned 14 times, encompassing fears of making mistakes, being mocked, and negative evaluation. Self-confidence issues and stress were also notable internal factors.

External factors were dominated by societal impact, mentioned 19 times, including societal pressure to succeed, family expectations, and societal mockery of language use. Pronunciation difficulties and instructor-related issues were also significant external factors impacting FLA.

These findings align with self-determination theory (SDT) and motivational orientations, emphasizing the complex interplay of intrinsic and extrinsic motivations. The study supports

previous research by Horwitz et al. (1986), Korkmaz and Mirici (2023), and Young (1992), highlighting societal and family pressure as major contributors to FLA.

Overall, the study underscores the importance of understanding the multifaceted nature of FLA, with significant contributions from both internal and external factors. It suggests that addressing these factors in educational practices could help mitigate FLA and improve language learning outcomes for Saudi students.

Research Question 3

What strategies do Saudi language learners employ to manage and mitigate foreign language anxiety in the classroom?

The responses from the learners on this question showed that students' strategies were different; some focused on improving their English language skills, while others focused on reducing their FLA in language usage situations. Therefore, students' strategies to deal with FLA differ depending on their second language proficiency level. Students' FLA coping strategies are connected to their proficiency level and their lack of confidence in their skills. Gardner, Smythe, & Brunet (1977) examined 62 English-speaking students learning French and found that beginner learners experienced the most anxiety, advanced learners the least, and intermediate learners fell between the other two groups. The levels of French class anxiety declined in all three groups from the beginning to the end of the course. Desrochers and Gardner (1981) arrived at similar results and suggested similar implications, indicating that the level of anxiety in language learners could be reduced with experience gained during language learning. Additionally, studies by Kondo and Ying-Ling (2004) and Fallah (2017) suggest that both low- and high-anxiety students demonstrate the adoption of different coping strategies.

The students' coping strategies differ, according to Kondo and Ying-Ling's framework (2004). They have identified five major basic strategies for coping with FLA: preparation, relaxation, positive thinking, peer seeking, and resignation. In this current study, the students' responses mention the same strategies. They mentioned preparing before class to familiarize themselves with class materials, practicing imitation before class, telling themselves positive words, and seeking support from peers and family, as shown in Graph 3. Kondo and Ying-Ling (2004) highlight that the preparation strategy is useful to compensate for the students' lack of language skills, and they added that positive thinking seems to be a good way of raising their confidence, especially when they make nerve-wracking mistakes.

In summary, research question three aimed to explore personal strategies students use to cope with FLA and the role of peer interactions in influencing FLA. The questionnaire included an open-ended question asking, "What personal strategies or techniques, if any, do you use to cope with foreign language anxiety?"

The responses revealed a consensus among participants on various strategies to manage FLA. Many participants emphasized language practice through self-learning, such as speaking to themselves in front of a mirror or pretending to engage in conversations. Additionally, they highlighted the importance of preparation and relaxation exercises, like deep breathing, to manage anxiety before L2 classes. Media consumption, such as watching movies, listening to L2 materials, reading extensively, and using the language in daily activities, was also commonly mentioned. Confidence-building and positive thinking were significant strategies, with participants stressing the importance of accepting mistakes and maintaining a positive mindset.

Participants also suggested strategies for teachers to reduce students' FLA, emphasizing the benefits of group work, collaborative learning, and creating a supportive classroom

atmosphere. They mentioned that a comfortable and enjoyable environment, incorporating classroom games, and open communication could help students feel more at ease and reduce anxiety.

In another open-ended question, "**What role do peer interactions and collaborative activities play in influencing foreign language anxiety?**" Most participants responded positively, agreeing that collaborative learning can decrease FLA by normalizing language challenges and providing encouragement. However, a few participants expressed negative views, indicating that collaborative learning could lead to increased anxiety if it involved mocking, comparisons, or reliance on one student.

The findings indicate that students' strategies to cope with FLA vary depending on their proficiency level and confidence in their skills. Students' responses aligned with Kondo and Ying-Ling's (2004) framework, which identifies five major strategies for coping with FLA: preparation, relaxation, positive thinking, peer seeking, and resignation. The current study revealed that students frequently use preparation, relaxation, and positive thinking to manage their anxiety.

Overall, the results suggest that students employ a variety of proactive strategies to cope with FLA, and peer interactions can play a crucial role in either alleviating or exacerbating anxiety, depending on the classroom dynamics and group composition.

Research Question 4

How do Saudi language teachers perceive and experience foreign language anxiety in their students within the classrooms?

There is an agreement among Saudi teachers that FLA is a main obstacle to Saudi students' English language improvement. FLA can be experienced inside the classroom through

avoidance actions, such as refraining from participating in discussions even when they know the answer, out of fear of peer judgment. Papi et al. (2023) mention that anxious students tend to avoid speaking in class, especially in situations where they have to use the target language spontaneously, fearing making mistakes and being judged. The study (Papi et al., 2023) suggests that FLA can lead to avoidance behaviors among students, such as refraining from participating in discussions or using familiar linguistic features instead of taking risks with more advanced ones.

Papi et al. (2023) also suggest that FLA may cause students to stick to simple, familiar vocabulary and grammatical structures, avoiding more complex expressions that could lead to errors. Faqihi (2024) adds that another behavior exhibited by students in the classroom is an over-reliance on their L1 when participating in L2 discussions, as they seek to avoid mistakes and reduce anxiety. However, this behavior can hinder their practice and improvement in the foreign language.

Additionally, another behavior that reflects students' FLA inside the classroom is avoidance and weak eye contact with the teacher and peers, and their body language might suggest discomfort or disengagement. Gawi (2020) mentions that this behavior can be a way to avoid drawing attention to themselves. It is clear that there are similarities among learners who suffer from FLA in the behaviors they experience in anxious classrooms. Horwitz (1986) mentions multiple physical reactions when learners experience FLA, such as tenseness, freezing, trembling, sweating, and palpitations in their L2 classes. They may also exhibit behaviors like underperforming, overstudying, avoiding the L2, forgetting what they mean to say, being distracted and confused in class, and having trouble speaking in the new language.

These findings lead back to the internal factors (like self-confidence and fear of mistakes) and external pressures (like classroom environment and societal expectations) that significantly influence foreign language anxiety among Saudi students. To decrease FLA, teachers emphasize the importance of creating a supportive classroom environment, employing positive reinforcement, and adapting teaching methods to be more student-centered. Additionally, past experiences of teachers shape how they address and manage students' anxiety, highlighting the need for professional development focused on anxiety reduction strategies (Alamer et al., 2021).

In summary, research question four aimed to identify specific classroom behaviors indicating FLA among Saudi L2 learners and the prevalence of FLA according to teachers. The questionnaire included questions that participants rated on a five-point Likert scale and an open-ended question to gather qualitative insights.

The results, as shown in Table 6, indicated that 40% of teachers found FLA to be very prevalent among students, while 20% considered it slightly prevalent. The least chosen answer was 'not prevalent,' selected by only 3% of participants. This suggests that the majority of teachers believe FLA is common among Saudi L2 learners.

The open-ended question revealed that the most commonly observed behavior indicating FLA was a lack of participation, mentioned 18 times. Teachers noted that anxious students often avoid participating in class discussions and making eye contact, despite understanding the course content well. Fear of speaking in the classroom, mentioned 10 times, was another significant indicator, with students avoiding the L2 and preferring their native language due to perceived difficulty and lack of proficiency.

Other behaviors frequently mentioned included various manifestations of fear (9 times), shyness and hesitation (7 times), and actions such as skipping classes, arriving late, and avoiding

eye contact. Teachers agreed that FLA is a significant obstacle to English language improvement among Saudi students, often leading to avoidance behaviors.

These findings align with previous studies suggesting that FLA can result in avoidance of participation, reliance on simple language structures, and over-reliance on L1. Teachers emphasized the importance of creating a supportive classroom environment and employing positive reinforcement to reduce FLA.

Overall, the results indicate that FLA is prevalent among Saudi L2 learners and is reflected in specific classroom behaviors. Teachers recognize the need for strategies to manage and reduce FLA to enhance students' language learning experiences.

Research Question 5

How do Saudi language teachers adapt their instructional methods to create a supportive and less anxiety-inducing learning environment?

The survey participants reflect a deep understanding of FLA and its impact on students' motivation and the educational process. The teachers in the survey provided multiple instructional strategies they use to manage students' FLA inside the classroom, as shown in Graph 6: Technology application, teacher skills, and classroom techniques. The use of technology, such as language learning apps and online resources, can provide students with additional practice opportunities outside the classroom, helping to reduce anxiety as students can practice at their own pace and in their own time. This aligns with Ahmadi's (2018) study, which suggests that online platforms, mobile applications, and virtual reality tools offer avenues for immersive and contextually rich language learning experiences (Ahmadi, 2018; Iberahim, Yunus, & Sulaiman, 2023). The integration of technology has empowered learners to take more

ownership of their language acquisition, fostering autonomy and personalized learning paths (Nguyen, 2021; Trinh, 2023; Mhlongo et al., 2023).

One of the most important classroom techniques that helps decrease learners' FLA is collaboration through group work. There was agreement among the students and teachers who participated in this questionnaire about the advantages of group work in reducing FLA. Working in groups provides students with the opportunity to support each other, reducing the pressure to perform perfectly in front of the entire class. Peer collaboration fosters a sense of solidarity and shared learning goals, making students feel more comfortable and less anxious about making mistakes (Faqihi, 2024; Papi et al., 2023).

The shared responsibility through collaborative work can lower students' stress levels. They realize they are not alone in their struggles and can rely on their peers for help. In smaller groups, students are more likely to participate actively, which increases their practice time and gradually reduces anxiety related to speaking in a foreign language. A supportive atmosphere where students motivate and encourage each other helps to alleviate anxiety, and collaborative work fosters better relationships and increased familiarity with peers. This familiarity reduces social anxiety and makes students more comfortable when speaking in front of others (Faqihi, 2024; Gawi, 2020; Papi et al., 2023).

Incorporating group work into language learning classrooms can be a highly effective strategy for reducing students' FLA, leading to improved confidence, increased participation, and better overall language acquisition outcomes. Teacher skills and behaviors inside the classroom can either increase or decrease learners' FLA. Alrabai (2014) found that learners become nervous about forgetting what they already know, go blank when they try to say something without preparation, and feel panic when asked by their language teacher to reply using English.

In a similar context, Debreli, et al, (2015) conducted a study to identify the sources of FLSA among Turkish learners. The results revealed that participants cited the teachers' attitudes towards their speaking errors as one of the main reasons for FLSA. Price (1991) pointed out that teachers' positive behavior towards their students may reduce FLSA, emphasizing that teachers should act 'like a friend helping them to learn and less like an authority figure making them perform freely'.

Previous studies highlight the significant role of teachers' reactions to students' FLA. Teachers need to create an attractive and positive L2 classroom environment to decrease students' FLA. Gawi (2024) mentions that teachers should build a welcoming and supportive classroom environment where students feel comfortable taking risks. This includes fostering mutual respect among students, using humor, and providing positive reinforcement to encourage student participation and reduce fear of judgment. Papi et al. (2023) emphasize the importance of student-centered learning strategies in reducing students' FLA. Faqihi (2024) mentions the importance of teachers using the L1 to help students at the beginning stages of language learning, which helps reduce frustration and anxiety by ensuring that students understand the material before attempting to use the foreign language. By focusing on student needs and promoting a positive learning experience, Saudi language teachers can significantly enhance their students' confidence and language acquisition skills.

In summary, research question five aimed to evaluate the effectiveness of teachers' practices in addressing foreign language anxiety (FLA) among Saudi students and identify strategies employed by teachers to mitigate FLA. The questionnaire included a mix of Likert scale questions and open-ended responses.

According to Table 6, the majority of teachers (47%) rated their practices as moderately effective in addressing FLA, followed by 24% who found them very effective. Only 2.9% felt their methods were either not effective at all or extremely effective. These responses indicate a general confidence among teachers in their ability to manage FLA.

The open-ended question revealed three main areas where teachers focused their strategies: technology usage, teacher skills, and classroom techniques. Many teachers highlighted the benefits of integrating technology, such as using videos, games, and audio clips, to reduce anxiety. Group work and pair work were also commonly cited as effective strategies for fostering collaboration and reducing shyness. Additional methods included role-playing, the flipped classroom approach, positive reinforcement, and allowing the use of the students' native language for translation or answers.

Teachers also shared personal strategies such as providing sample answers, allowing peer checks, giving ample preparation time, encouraging additional reading, discussing learning difficulties, normalizing mistakes, and using gestures to indicate progress. These strategies aim to create a supportive and engaging classroom environment.

When asked about resources or training that could improve their ability to support anxious learners, teachers mentioned the need for better internet connectivity, smaller class sizes, more opportunities for students to use the L2, and incorporating video presentations into the curriculum. They also highlighted the importance of personal development through psychological training, courses on classroom strategies, and understanding different educational levels.

Overall, the survey results reflect a deep understanding among teachers of the impact of FLA and the effectiveness of various instructional strategies. The integration of technology,

collaborative work, and teacher skills are key components in reducing FLA and improving students' language learning experiences.

CHAPTER SEVEN: IMPLICATIONS, RECOMMENDATION AND CONCLUSION

The findings from the survey shed light on several important implications for language teaching practices and classroom management. Firstly, it is notable that only two out of 69 teachers supported the use of students' native language inside the classroom. This raises concerns, particularly regarding translanguaging and code-switching practices.

Research has demonstrated the benefits of translanguaging and code-switching, allowing students to utilize their entire linguistic repertoire, including their native language, to aid comprehension and communication (Li Wei, 2011). Restricting the use of students' native language may limit their ability to express themselves effectively and fully engage in the learning process, potentially exacerbating student anxiety. Ignoring the benefits of translanguaging and code-switching can be detrimental. Research has demonstrated the advantages of these practices in language learning. They allow students to draw upon their linguistic resources to navigate complex communicative situations, develop metalinguistic awareness, and scaffold their learning. By prohibiting the use of the native language, teachers are disregarding these proven benefits. This approach can potentially hinder students' language development and learning outcomes

Moreover, the comments highlighting the significant role of teacher behavior in influencing students' anxiety underscore the importance of creating a positive and supportive classroom environment. Teachers play a crucial role in shaping students' learning experiences, and their behavior can significantly impact students' anxiety levels (Papi et al., 2023). Therefore, it is imperative for teachers to adopt a fun and relaxed demeanor in their interactions with students, fostering an atmosphere of trust and comfort in the classroom. By restricting the use of students' native language, teachers are essentially limiting the linguistic resources available to students. This can hinder their ability to fully express themselves, clarify misunderstandings, and

make connections between their existing knowledge and the new language they are learning. When students are allowed to use their entire linguistic repertoire, including their native language, it can facilitate comprehension, reduce anxiety, and promote a more inclusive and supportive learning environment.

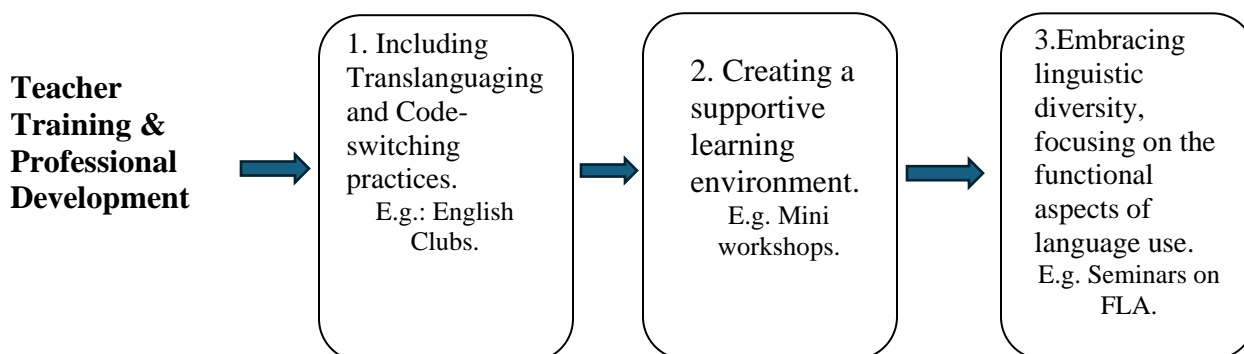
Foreign Language Anxiety (FLA) remains a critical issue in educational settings, particularly in language learning environments. Understanding the causes of FLA, such as fear of negative evaluation, communication apprehension, test anxiety, lack of confidence, and cultural differences, is essential for developing effective management strategies. Future research should focus on exploring methods to create supportive learning environments, enhance communication skills, implement relaxation techniques, build confidence, and provide cultural sensitivity training to mitigate FLA. Additionally, the transformative role of Artificial Intelligence (AI) in addressing FLA warrants further investigation. AI-powered platforms that offer personalized and adaptive learning experiences can significantly reduce anxiety by creating customized learning paths, providing immediate and tailored feedback, and ensuring that content is appropriately challenging and constructive. Moreover, AI's ability to simulate virtual practice environments, monitor signs of anxiety through student interactions, and facilitate low-stress conversations via chatbots presents promising avenues for research. By leveraging AI, researchers can develop strategies that create more effective and anxiety-free language learning environments, ultimately leading to better outcomes for students.

Based on these findings, three recommendations can be made to enhance language teaching practices and mitigate student anxiety. First, educators should consider embracing translanguaging and code-switching as valuable pedagogical tools to facilitate language learning. Encouraging students to draw from their entire linguistic repertoire can promote deeper

understanding and engagement in the learning process (García, 2009). Second, teacher training programs should emphasize the importance of creating a supportive classroom environment and provide strategies for managing student anxiety effectively (Faqihi, 2024). This may include incorporating student-centered learning approaches, promoting positive teacher-student relationships, and implementing relaxation techniques to alleviate stress during instruction (Alamer et al., 2021).

Third, the emphasis placed by one teacher on the importance of having native speakers to support students in acquiring the L2 with the correct accent raises several potential concerns. Firstly, it may perpetuate accent bias, where certain accents are unfairly valued over others. Restricting the use of students' native language in the classroom can inadvertently create language hierarchies, where the target language is perceived as superior or more valuable than the students' native language. This can lead to a devaluation of students' linguistic and cultural identities, potentially contributing to feelings of insecurity, anxiety, and a lack of confidence in their language learning abilities. This Additionally, it can create feelings of inadequacy or inferiority students who speak English with non-native accents, potentially undermining their self-esteem and motivation to learn. Research has shown that accent bias can have detrimental effects on individuals' academic and professional opportunities, highlighting the importance of addressing this issue within language education settings (Lev-Ari & Keysar, 2010).

Figure 7. Recommendations For Reducing FLA



To address these concerns and promote a more inclusive learning environment, it is recommended that teacher training programs incorporate modules on accent diversity and sensitivity. Educators should be encouraged to recognize and celebrate the diverse range of accents present in their classrooms, emphasizing that linguistic diversity enriches the learning experience for all students (Wolfram, 2003). Additionally, strategies for mitigating accent bias, such as promoting awareness of language variation and challenging stereotypes, should be integrated into classroom instruction (Rubin, 1992).

Limiting communicative competence: An excessive focus on accent acquisition may overshadow the development of other essential language skills, such as grammar, vocabulary, pragmatics, and overall communicative competence. While accent is an important aspect of language proficiency, overemphasizing its importance can lead to a narrow and imbalanced approach to language teaching, potentially neglecting other crucial aspects of language learning. Instead of emphasizing the acquisition of a "correct" accent, language educators should prioritize effective communication, mutual understanding, and the development of overall linguistic competence (Gupta 1999). Embracing linguistic diversity, fostering a supportive and inclusive

learning environment, and focusing on the functional aspects of language use can better serve students' language learning needs and enhance their motivation and confidence.

Moreover, providing training and professional development opportunities for teachers who teach English is essential. These initiatives can help educators enhance their pedagogical skills and adapt their teaching methods to better meet the diverse needs of their students.

Establishing English clubs in schools is also a promising idea, as it provides students with additional opportunities for language practice and cultural exchange in a supportive and engaging environment.

Additionally, organizing mini workshops or seminars on foreign language anxiety (FLA) can be highly beneficial. These events can raise awareness about FLA among both teachers and students, offering strategies for managing anxiety and promoting a positive learning experience.

The findings of this study have important implications for policies and practices in the current climate of English teaching in Saudi Arabia. Incorporating a communicative approach to language instruction, focusing on meaningful communication rather than accent attainment, aligns with international best practices in language education. By prioritizing professional development for teachers, fostering extracurricular language learning opportunities, and addressing FLA through targeted interventions, Saudi educational institutions can create more inclusive and effective English language learning environments.

The study highlights the importance of promoting linguistic inclusivity and challenging accent bias within language education settings. By fostering a supportive and inclusive learning environment that values all forms of linguistic expression, educators can empower students to embrace their linguistic identities and thrive academically. Moving forward, it is essential for

teacher training programs and educational institutions to prioritize cultural competence and diversity awareness, ensuring that all students feel respected and valued in the classroom.

For future research, learner autonomy and motivation play a main role in reducing FLA. Future research could explore the causal relationships between these variables, potentially identifying strategies to promote motivated learning and reduce FLA. Studies could be designed to test the effectiveness of individual instructional strategies, such as role-playing or flipped classroom approaches, in reducing foreign language anxiety. Additionally, future research could investigate the impact of different teacher training programs or support systems on teachers' ability to support anxious students. It could delve deeper into how these factors interact with individual differences in learners' experiences and outcomes. Research could focus on developing and testing interventions tailored to specific contexts (e.g., online learning) or populations (e.g., young learners, refugees). Moreover, future research could investigate the complex relationships between self-perception, identity, and FLA, potentially identifying strategies to promote positive self-perceptions and reduce FLA.

Despite these valuable insights, there are some limitations to consider. The study's findings are based on a specific cultural and educational context, which may limit their generalizability to other regions or education systems. The sample size and demographic diversity might also restrict the applicability of the results. Future research should aim to include a more diverse and larger sample to enhance the generalizability of the findings.

The implications for language teaching and learning within the Saudi Arabian context. However, it is crucial to exercise caution when considering how these findings might apply to other contexts or applied more broadly. While the study provides important insights for Saudi Arabia's English language education system, further research is needed to determine the extent to

which these results can be generalized or applied more broadly. Exploring the potential wider applicability of the study, while acknowledging its limitations, could enhance its appeal to a broader audience. Building on the study's findings, identifying potential areas for further investigation can deepen our understanding of FLA and its impact on language learning. This will demonstrate a commitment to advancing the field and contribute to the ongoing dialogue on effective language education practices.

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Declaration of Generative AI and AI-assisted technologies:

During the preparation of this work the authors used ChatGPT & Claude in order to format references in APA style, to improve readability and language and to check for grammar, syntax, and organization. The technology was used with human oversight and control. After using this tool, the authors reviewed and edited the content as needed and take full responsibility for the content of the publication.

Appendix A

Questionnaire

Dear Teachers and Students,

Your participation in this survey on foreign language learning is greatly appreciated. It will help us understand and improve teaching and learning of English as a foreign language in Saudi Arabia. Please answer all questions thoughtfully and honestly.

عزيزي المعلمين والطلاب،
إن مشاركتك في هذا الاستطلاع حول تعلم اللغات الأجنبية موضع تقدير كبير. وسوف يساعدنا على فهم وتحسين تدريس وتعلم اللغة الإنجليزية كلغة أجنبية في المملكة العربية السعودية. يرجى الإجابة على جميع الأسئلة بعناية وبصراحة.

I. Participant Information (Required for All)

1. *Gender*
 - *Female*
 - *Male*
2. *Are you an English language*
 - *Teacher*
 - *Student*

If teacher :

3. *The teaching/ learning experience*
 - *Less than 3 years*
 - *5 to 10 years*
 - *10 to 15 years*
 - *More than 15 years*
4. *Do you experience and know what foreign language anxiety (FLA) is*
 - *Yes*
 - *No*

If student:

5. *Year of study*
 - *1st year*
 - *2nd year*
 - *3rd year*
 - *4th year*
6. *Do you experience foreign language anxiety*
 - *Yes*
 - *No*
 - *Not sure*

II. Short Foreign Language Classroom Anxiety Scale (S-FLCAS)

This survey will help the researcher and the participants to figure out if they suffer from FLA or not, before the participants are included in the study.

Please rate how strongly you agree with the following statements as they apply to your typical experience learning a foreign language. Use the scale 1 = Strongly disagree to 5 = Strongly agree

*FLA سيساعد هذا الاستطلاع الباحث والمشاركين في معرفة ما إذا كانوا يعانون من
أم لا، قبل إدراج المشاركين في الدراسة*

*يرجى تقييم مدى موافقتك على العبارات التالية لأنها تنطبق على تجربتك النموذجية في تعلم لغة أجنبية. استخدم المقياس 1 =
غير موافق بشدة إلى 5 = موافق بشدة*

1. *I never feel quite sure of myself when I am speaking in my foreign language classroom.*
لا أشعر أبدًا بالثقة التامة في نفسي عندما أتحدث في فصل اللغة الأجنبية الخاص بي.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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2. It frightens me when I don't understand what the teacher is saying in the foreign language.

يخيفني عندما لا أفهم ما يقوله المعلم باللغة الأجنبية.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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3. During language class, I find myself thinking about things that have nothing to do with the course.

أثناء حصة اللغة، أجد نفسي أفكر في أشياء لا علاقة لها بالدورة.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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4. I keep thinking that the other students are better at language than I am.

ما زلت أعتقد أن الطلاب الآخرين أفضل مني في اللغة.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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5. I am usually at ease during tests in my language class.

عادة ما أشعر بالراحة أثناء الاختبارات في صف اللغة الخاص بي.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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6. I start to panic when I have to speak without preparation in language class.

أشعر بالذعر عندما أضطر إلى التحدث دون تحضير في فصل اللغة.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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7. In language class, I can get so nervous I forget things I know.

في صف اللغة، أشعر بالتوتر الشديد لدرجة أنني أنسى الأشياء التي أعرفها.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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8. It embarrasses me to volunteer answers in my language class.

13. أشعر بالحرج من التطوع بإجابات في صف اللغة الخاص بي.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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9. I would not be nervous speaking the foreign language with native speakers.

14. لن أشعر بالتوتر عند التحدث باللغة الأجنبية مع الناطقين بها.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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10. I often feel like not going to my language class.

17. أشعر في كثير من الأحيان برغبة في عدم الذهاب إلى صف اللغة الخاص بي.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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11. I feel confident when I speak in foreign language class.

18. أشعر بالثقة عندما أتحدث في دروس اللغة الأجنبية.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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12. I can feel my heart pounding when I'm going to be called on in language class.

20. أستطيع أن أشعر بقلبي ينبض عندما يتم استدعائي إلى صف اللغة.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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13. The more I study for a language test, the more confused I get.

21. كلما درست أكثر من أجل اختبار اللغة، كلما زاد حيرتي.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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14. I don't feel pressure to prepare very well for language class.

22. لا أشعر بالضغط من أجل الاستعداد جيدًا لفصل اللغة.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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15. I feel very self-conscious about speaking the foreign language in front of other students.

24. أشعر بالخجل الشديد تجاه التحدث باللغة الأجنبية أمام الطلاب الآخرين.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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16. I feel more tense and nervous in my language class than in my other classes.

26. أشعر بالتوتر والعصبية في صف اللغة الخاص بي أكثر من الفصول الأخرى.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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17. When I'm on my way to language class, I feel very sure and relaxed.

28. عندما أكون في طريقي إلى دروس اللغة، أشعر بالثقة والاسترخاء.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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18. I am afraid that the other students will laugh at me when I speak the foreign language.

31. أخشى أن يسخر مني الطلاب الآخرون عندما أتحدث اللغة الأجنبية.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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19. I get nervous when the language teacher asks questions which I haven't prepared in advance.

33. أشعر بالتوتر عندما يطرح مدرس اللغة أسئلة لم أقم بإعدادها مسبقاً.

● Strong agree	● Agree	● Neither agree or disagree	● Disagree	● Strong disagree
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III. II. What Is Happening in this Class Questionnaire (WIHIC) (For students only)

These surveys consist of statements regarding activities that may occur in this class. You will be prompted to indicate the frequency with which each activity occurs. There are no definitive

"correct" or "incorrect" responses – your opinions are what we are seeking. Consider how accurately each statement reflects your experience in this class.

Please rate how often the following statements apply to your typical foreign language learning environment.

Use the scale:

1 = Almost never

2 = Seldom

3 = Sometimes 4 = Often

5 = Almost always

تتكون هذه الاستطلاعات من بيانات تتعلق بالأنشطة التي قد تحدث في هذا الفصل. سيطلب منك الإشارة إلى معدل تكرار حدوث كل نشاط. لا توجد إجابات نهائية "صحيحة" أو "غير صحيحة" - آرائكم هي ما نسعى إليه. فكر في مدى دقة كل عبارة. تعكس تجربتك في هذا الفصل.

يرجى تقييم عدد المرات التي تنطبق فيها العبارات التالية على بيئة تعلم اللغة الأجنبية النموذجية لديك.

استخدم المقياس:

1 = أبداً

2 = نادراً

3 = أحياناً 4 = غالباً

5 = دائماً تقريباً

1. I give my opinions during discussions.

أبدي آرائي أثناء المناقشات.

● Almost never	● Seldom	● Sometimes	● Often	● Almost Always
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2. The teacher is interested in my problems.

المعلم مهتم بمشاكلي.

● Almost never	● Seldom	● Sometimes	● Often	● Almost Always
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3. I get the same encouragement and amount of help from the teacher as do other students.

أحصل على نفس القدر من المساعدة من المعلم كما يفعل الطلاب الآخرون.

● Almost never	● Seldom	● Sometimes	● Often	● Almost Always
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4. I am treated the same as other students in this class.

أعامل مثل الطلاب الآخرين في هذا الفصل.

● Almost never	● Seldom	● Sometimes	● Often	● Almost Always
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5. The learning environment promotes a positive attitude toward the subject matter.

تعمل بيئة التعلم على تعزيز الموقف الإيجابي تجاه الموضوع.

• Almost never	• Seldom	• Sometimes	• Often	• Almost Always
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6. I have positive feelings toward learning in this class.

16. لدي مشاعر إيجابية تجاه التعلم في هذا الفصل.

• Almost never	• Seldom	• Sometimes	• Often	• Almost Always
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7. Students collaborate well on learning tasks.

17. يتعاون الطلاب بشكل جيد في مهام التعلم.

• Almost never	• Seldom	• Sometimes	• Often	• Almost Always
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8. To what degree do physical factors in the classroom environment (e.g. seating arrangements, noise, temperature) contribute to foreign language anxiety? 1 (Not at all) to 5 (Significant impact)*

18. إلى أي درجة تساهم العوامل المادية في بيئة الفصل الدراسي (مثل ترتيبات الجلوس والضوضاء ودرجة الحرارة) في القلق من اللغة الأجنبية؟ 1 (لا على الإطلاق) إلى 5 (تأثير كبير)

• 1	• 2	• 3	• 4	• 5
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9. How effective do you believe technology integration in the classroom is at alleviating foreign language anxiety? 1 (Not effective) to 5 (Very effective)*

19. ما مدى فعالية دمج التكنولوجيا في الفصل الدراسي في التخفيف من قلق اللغة الأجنبية؟ 1 (غير فعال) إلى 5 (فعال جدًا)

• 1	• 2	• 3	• 4	• 5
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10. How important is access to language learning resources (textbooks, multimedia materials) for reducing foreign language anxiety? 1 (Not important) to 5 (Very important)*

20. ما مدى أهمية الوصول إلى موارد تعلم اللغة (الكتب المدرسية ومواد الوسائط المتعددة) لتقليل القلق من اللغة الأجنبية؟ 1 (غير مهم) إلى 5 (مهم جدًا)

• 1	• 2	• 3	• 4	• 5
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III. Sociocultural Influences (Students Only)

To what extent do traditional gender norms in Saudi society contribute to foreign language anxiety? 1 (No influence) to 5 (Strong influence)*

إلى أي مدى تساهم المعايير الجنسية التقليدية في المجتمع السعودي في القلق من اللغة الأجنبية؟ 1 (لا يوجد تأثير) إلى 5 (تأثير قوي)

• 1	• 2	• 3	• 4	• 5
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How much influence do broader Saudi cultural expectations have on foreign language anxiety? 1 (No influence) to 5 (Strong influence)*

*ما مدى تأثير التوقعات الثقافية السعودية الأوسع على القلق من اللغة الأجنبية؟ 1 (لا يوجد تأثير) إلى 5 (تأثير قوي)

• 1	• 2	• 3	• 4	• 5
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Are there specific sociocultural factors that may trigger anxious feelings related to language learning? Short answer*

*هل هناك عوامل اجتماعية وثقافية محددة قد تثير مشاعر القلق المتعلقة بتعلم اللغة؟ اجابة قصيرة

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IV. Coping Strategies and Support

How helpful is support from peers and instructors in managing foreign language anxiety? 1 (Not helpful) to 5 (Very helpful)*

*ما مدى فائدة الدعم من الأقران والمعلمين في إدارة القلق من اللغة الأجنبية؟ من 1 (غير مفيد) إلى 5 (مفيد جداً)

• 1	• 2	• 3	• 4	• 5
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Do interactive online resources provide an avenue for alleviating language anxiety? 1 (Not effective) to 5 (Very effective)*

*هل توفر الموارد التفاعلية عبر الإنترنت وسيلة للتخفيف من القلق اللغوي؟ 1 (غير فعال) إلى 5 (فعال جداً)

• 1	• 2	• 3	• 4	• 5
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What personal strategies or techniques, if any, do you use to cope with foreign language anxiety?
Short answer*

*ما هي الاستراتيجيات أو التقنيات الشخصية، إن وجدت، التي تستخدمها للتعامل مع قلق اللغة الأجنبية؟ اجابة قصيرة

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11. What role do peer interactions and collaborative activities play in influencing foreign language anxiety? Short answer*

*ما هو الدور الذي تلعبه التفاعلات بين الأقران والأنشطة التعاونية في التأثير على قلق اللغة الأجنبية؟ اجابة قصيرة 21.

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V. Instructional Approaches (For teachers)

How prevalent do you believe foreign language anxiety is among your Saudi students? 1 (Not prevalent) to 5 (Very prevalent)*

*ما مدى انتشار قلق اللغة الأجنبية بين طلابك السعوديين؟ 1 (غير منتشر) إلى 5 (منتشر جدًا)

• 1	• 2	• 3	• 4	• 5
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What instructional strategies, if any, do you employ to mitigate foreign language anxiety? Short answer*

*ما هي الاستراتيجيات التعليمية، إن وجدت، التي تستخدمها للتخفيف من قلق اللغة الأجنبية؟ اجابة قصيرة

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How effective do you feel your teaching practices are at addressing foreign language anxiety? 1 (Not effective) to 5 (Very effective)*

*ما مدى فعالية ممارساتك التعليمية في معالجة القلق من اللغة الأجنبية؟ 1 (غير فعال) إلى 5 (فعال جدًا)

• 1	• 2	• 3	• 4	• 5
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What resources or training would help improve your ability to support anxious foreign language learners? Short answer*

*ما هي الموارد أو التدريب الذي من شأنه أن يساعد في تحسين قدرتك على دعم متعلمي اللغة الأجنبية القلقين؟ اجابة قصيرة

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VI. Open-Ended Questions

1. What sociocultural factors or expectations most contribute to your foreign language anxiety? 1. ما هي العوامل أو التوقعات الاجتماعية والثقافية التي تساهم بشكل أكبر في قلقك من اللغة؟
STUDENTS الأجنبية؟

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2. What personal strategies help you effectively cope with language-related anxious feelings? 2. ما هي الاستراتيجيات الشخصية التي تساعدك على التعامل بفعالية مع مشاعر القلق المرتبطة باللغة؟
STUDENTS

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3. (For teachers): What behaviors most indicate a student is experiencing foreign language anxiety? ما هي السلوكيات التي تشير أكثر إلى أن الطالب يعاني من قلق اللغة الأجنبية؟

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VII. Final Thoughts (teacher)

Please share any other comments regarding foreign language anxiety and suggestions for improvement: يرجى مشاركة أي تعليقات أخرى بخصوص القلق من اللغة الأجنبية واقتراحات للتحسين: إجابة قصيرة
Short answer

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Thank you for your time! Please contact ____Amal alnefaie at Aalne001@odu.edu____ with any questions.

Your perspectives will be very meaningful in improving how English as a foreign language is taught and learned in Saudi Arabia.

شكرا لك على وقتك! يرجى الاتصال بـ _____ أمل النفيعي على _____ إذا كانت لديك أية أسئلة

ستكون وجهات نظرك ذات معنى كبير في تحسين كيفية تدريس وتعلم اللغة الإنجليزية كلغة أجنبية في المملكة العربية السعودية.

Aalne001@odu.edu

Appendix B: IRB Approval



OFFICE OF THE VICE PRESIDENT FOR RESEARCH



Physical Address

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Norfolk, Virginia 23508

Mailing Address

Office of Research
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Norfolk, Virginia 23529
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DATE: February 28, 2024

TO: Abha Gupta, Ph.D

FROM: Old Dominion University Education Human Subjects Review Committee

PROJECT TITLE: [2158803-1] Navigating Language Anxiety: An In-Depth Survey Analysis of Foreign Language Anxiety in Saudi Classrooms and Its Interaction with Classroom Environment, Teacher Strategies, and Learner Perspectives

REFERENCE #:

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS

DECISION DATE:

REVIEW CATEGORY: Exemption category #2

Thank you for your submission of New Project materials for this project. The Old Dominion University Education Human Subjects Review Committee has determined this project is EXEMPT FROM IRB REVIEW according to federal regulations.

We will retain a copy of this correspondence within our records.

If you have any questions, please contact John Baaki at (757) 683-5491 or jbaaki@odu.edu. Please include your project title and reference number in all correspondence with this committee.

This letter has been electronically signed in accordance with all applicable regulations, and a copy is retained within Old Dominion University Education Human Subjects Review Committee's records.

Appendix C: FLA Survey Questions

1. I never feel quite sure of myself when I am speaking in my foreign language classroom.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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2. I don't worry about making mistakes in my language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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3. I tremble when I know that I am going to be called on for a language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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4. 4. It frightens me when I don't understand what the teacher is saying in the foreign language.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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5. It . It wouldn't bother me at all to take more foreign language classes.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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6. During language class, I find myself thinking about things that have nothing to do with the course.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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7. I keep thinking that the other students are better at language than I am.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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8. I am usually at ease during tests in my language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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9. I start to panic when I have to speak without preparation in language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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10. I worry about the consequence of failing my foreign language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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11. I don't understand why some people get so upset over foreign language classes.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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12. In language class, I can get so nervous I forget things I know.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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13. It embarrasses me to volunteer answers in my language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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14. I would not be nervous speaking the foreign language with native speakers.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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15. I get upset when I don't understand what the teacher is correcting.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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16. Even if I am well prepared for language class, I feel anxious about it.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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17. I often feel like not going to my language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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18. I feel confident when I speak in foreign language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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19. I am afraid that my language teacher is ready to correct every mistake I make.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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20. I can feel my heart pounding when I'm going to be called on in language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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21. The more I study for a language test, the more confused I get.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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22. I don't feel pressure to prepare very well for language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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23. . I always feel that the other students speak the foreign language better than I do.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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24. I feel very self-conscious about speaking the foreign language in front of other students.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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25. Language class moves so quickly I worry about getting left behind.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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26. I feel more tense and nervous in my language class than in my other classes.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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27. I get nervous and confused when I am speaking in my language class.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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28. When I'm on my way to language class, I feel very sure and relaxed.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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29. I get nervous when I don't understand every word the language teacher says.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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31. I am afraid that the other students will laugh at me when I speak the foreign language.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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32. I would probably feel comfortable around native speakers of the foreign language.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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33. I get nervous when the language teacher asks questions which I haven't prepared in advance.

• Strong agree	• Agree	• Neither agree or disagree	• Disagree	• Strong disagree
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CURRICULUM VITAE

BIOGRAPHICAL

Name: Amal O. Alnefaie

Workplace: University of Hail

Home Address: Amal.obied55@gmail.com

EDUCATIONAL DEGREE AND BACKGROUND

2021 – present	Ph.D. Old Dominion University, Norfolk, Virginia Literacy, Language and culture with an emphasis TESOL.
Fall 2023	Preparing Future Faculty Certificate
Spring 2021	Global Certificate Program, Old Dominion University, Norfolk, Virginia
Fall 2020	Leadership Certification Program, Old Dominion University, Norfolk, Virginia
2019 – 2021	M.A. Old Dominion University, Norfolk, Virginia Applied Linguistics, Concentration in TESOL
2010 – 2014	B.S. Shaqra University, Saudi Arabia, Education college, English language

LANGUAGES

Arabic (Native Language)

English (Excellent)

COMPUTER SKILLS

Microsoft office

HONOR

Year 2024: Certificate of appreciation for effort and outstanding

contribution as vice president for women affaire of the Saudi Student Association at Old Dominion University, Saudi Arabian Cultural Mission, Washington D.C., USA

Year 2023: Certificate of appreciation for effort and devotion and dedication for Saudi Student Association at Old Dominion University, Old Dominion University, Norfolk, Virginia

November 18, 2021: Certificate of recognition for outstanding and support and valuable contribution to Global Gala Night, Old Dominion University, Norfolk, Virginia

September 29, 2021: Certificate of recognition for outstanding and support and valuable contribution to the Saudi National Day, Old Dominion University, Norfolk, Virginia

Year 2020: Certificate of appreciation for effort and outstanding contribution as social affairs representation of the Saudi Student Association at Old Dominion University, Saudi Arabian Cultural Mission, Washington D.C., USA

Year 2019: Certificate of appreciation for effort and devotion and dedication for Saudi Student Association at Old Dominion University, Old Dominion University, Norfolk, Virginia

PROFESSIONAL EXPERIENCE

2023- Present Language instructor, University of Hail , Saudi Arabia

2022 – 2024 Club Vice President for women affair for the Saudi Student Association for Saudi Arabian Cultural Mission, SACM &

Old Dominion University, Norfolk, VA

- Year 2023** Teaching Assistant, Old Dominion university, Norfolk, VA
- 2021 – 2022** Social Affairs Representative of the Saudi Student Association for
Saudi Arabian Cultural Mission, SACM & Old Dominion
University, Norfolk, VA
- Year 2021** English Language Teacher, English Language Center (ELC),
Old dominion university, Norfolk, VA
- Year 2016** English Language Teacher, Al-Fanar Private Schools, Riyadh, Saudi Arabia

TEACHING EXPERIENCE

- 2023 Language instructor, University of Hail, Hail, Saudi Arabia
- Taught courses in Introduction to English Language, Communication Skills, and Introduction to Learning the Rehabilitation of the Disabled to 90 students.
 - Taught foundation English skills for students from different disciplines.
 - Established positive relationships, assisted staff in the management of student behavior by applying proactive strategies
 - Ensured safety for students in all environments and provided direct instructional support to individuals and groups of students
 - Followed written and oral instructions; communicated effectively giving clear and concise directions

- Assisted in organizing classroom materials and helped develop related activity and learning centers, including visual aids
 - Assisted students in adapting classroom assignments for homework
- 2023 Teaching Assistant, Old Dominion University Norfolk, VA
- Assisted instructor with grading and weekly assignments in an undergraduate course.
- 2021 English Language Teacher, English Language Center (ELC), Old Dominion university, Norfolk, VA
- Developed and implemented lesson plans for students of all levels.
 - Provided individualized instruction to students.
 - Assisted students in mastering vocabulary and grammar.
 - Developed materials to supplement instruction.
- 2016 English Language Teacher, Al-Fanar Private Schools, Riyadh, Saudi Arabia
- Developed and implemented lesson plans for kindergarten students.
 - Instructing students in basic academic, social, and other related skills.
 - Developing and managing behavior plans for students who require them.
 - Communicating with parents and other teachers regarding student progress and classroom activities.
 - Assisted students in mastering vocabulary and grammar.
 - Developed materials to supplement instruction

COURSES TAUGHT AT OLD DOMINION UNIVERSITY

TLED 468/568

Language Acquisitions and Reading for Students with Diverse

Learning Needs.

COURSES TAUGHT AT UNIVERSITY Of Hail

ENGL 100	English Language
ENGL 1004	Pre-intermediate English
ENGL 1005	Intermediate English
ENGL 112	Reading Comprehension
ENGL 166	Listening and Speaking 2

PERSONAL DEVELOPMENTAL TRAINING SKILLS

February 2021	VA CEC webinar: Supporting the Transition to Adult Life During a Pandemic: Resources for Special Educators, Parents, and Students with Disabilities
November 2021	The Informational Interview, Old Dominion University, Norfolk, VA
October 2021	Career Pathways Info Session, Old Dominion University, Norfolk, VA
October 2021	Developing your Individual Development Plan (IDP), Old Dominion University, Norfolk, VA
October 2021	Exploring the Post-doc Option, Old Dominion University, Norfolk, VA
October 2021	Webinar: Dyslexia and Co-Occurring Disorders Robin Hegner, Leadership Lecture Series (LLS)
October 22/2020	LLS: Managing Relationships Building your Network, Old Dominion University, Norfolk, VA
September 16/2020	LLS: Social Change Model, Old Dominion University, Norfolk, VA
September 23/2020	LLS: Strong Assessment: Career direction and Strong, Old Dominion University, Norfolk, VA
September 30/2020	LLS: Leadership from different Perspectives, Old Dominion University, Norfolk, VA
September 11/2020	VCLD/VACEC Webinar: COVID-19 and Special Education
August 2020	NC/CEC webinar: Virtual Mini Conference
August 2020	NC/CEC webinar: Specially Designed Instruction for Co-teaching in Middle and High School
August 2020	VCLD/VACEC webinar: Virtual Teaching from Different

Perspectives

Year 2020

Exploring Linguistics Online Course, University of Essex
United Kingdom.

Year 2018

Future Path Program on the Basics of Professional Research, Misk
initiatives Riyadh, Saudi Arabia

POSTRS/PRESENTATIONS

February 2023

NC-CEC 36th Annual Conference

March 2023

Virginia States Literacy Association's 56th Annual,

April 2022

Graduate Research Achievement Day , Presenter

April 2021

The 42nd Annual Spring Conference on The teaching of Writing

PUBLICATION

Articles:

- **“Participatory Action Research Inside an English Second Language Classroom: Towards a Critical Syllabus”**

Alnefaie, Amal, "Participatory Action Research Inside an English Second Language Classroom: Towards a Critical Syllabus" (2022). *College of Education & Professional Studies (Darden) Posters*. 1.

https://digitalcommons.odu.edu/gradposters2022_education/1

- **“Code-Switching in the Second Language Classroom: A Narrative Study of a Saudi English Language Teacher’s Experience”**

Alnefaie, A., & Gupta, A. (2024). Code-switching in the second language classroom: A narrative study of a Saudi English language teacher’s experience. *Arab World English Journal* 15(2), 87-100. <https://dx.doi.org/10.24093/awej/vol15no2.6>

Book Chapter

"Understanding Diversity, Equity & Inclusion: Policies and Practices" *Chapter 3* (ISBN: 978-93-84080-54-6), published by Dominant Publishers & Distributors, New Delhi