

Article

# Oral Communication Anxiety in EFL Learners at Universidad Agraria del Ecuador: A Case Study

## *Ansiedad en la comunicación oral en estudiantes de inglés como lengua extranjera en la Universidad Agraria del Ecuador: un estudio de caso*

Gladys Vanessa Moreno Cartagena <sup>1\*</sup>

<sup>1</sup> Universidad Agraria del Ecuador, Ecuador, Milagro; <https://orcid.org/0009-0008-2800-6654>

\* Correspondence: [gmoreno@uagraria.edu.ec](mailto:gmoreno@uagraria.edu.ec)

 <https://doi.org/10.70881/mcj/v4/n2/149>

**Citation:** Moreno Cartagena, G. V. (2026). Ansiedad en la comunicación oral en estudiantes de inglés como lengua extranjera en la Universidad Agraria del Ecuador: un estudio de caso. *Multidisciplinary Collaborative Journal*, 4(2), 40-53. <https://doi.org/10.70881/mcj/v4/n2/149>

**Received:** 05/03/2026

**Revised:** 12/04/2026

**Accepted:** 20/04/2026

**Published:** 28/04/2026



**Copyright:** © 2026 by the authors. This article is an open access article distributed under the terms and conditions of the **Creative Commons License, Attribution-NonCommercial 4.0 International (CC BY-NC)**.

(<https://creativecommons.org/licenses/by-nc/4.0/>)

**Abstract:** Oral communication anxiety (OCA) constitutes a pervasive affective barrier in English as a Foreign Language (EFL) classrooms, particularly at early proficiency levels. This study examined the nature, triggers, and manifestations of OCA among beginner-level (A1/A2) EFL university students enrolled at the Centro de Idiomas, Universidad Agraria del Ecuador (UAE). A qualitative case study design was adopted, involving 25 participants selected through purposive sampling. Data were collected through semi-structured individual interviews and focus group discussions. Thematic analysis revealed four dominant anxiety sources: fear of negative evaluation, oral test anxiety, low pronunciation confidence, and presentation anxiety. Fear of negative evaluation and presentation anxiety emerged as the most prevalent constructs, each reported by over 80% of participants. Physical symptoms such as trembling voice, perspiration, and mental blocking were consistently documented. These findings suggest that the UAE EFL context produces high levels of communicative anxiety rooted in affective vulnerability and institutional assessment practices. Pedagogical implications point toward the urgent need for low-stakes oral activities, affect-sensitive instruction, and technology-enhanced speaking environments to reduce anxiety and promote communicative competence.

**Keywords:** oral communication anxiety; EFL learners; fear of negative evaluation; case study; university English teaching.

**Resumen:** La ansiedad ante la comunicación oral (ACO) constituye una barrera afectiva prevalente en los entornos de enseñanza del inglés como lengua extranjera (EFL), especialmente en los niveles iniciales de dominio. Este estudio examinó la naturaleza, los factores desencadenantes y las manifestaciones de la ACO en estudiantes universitarios de nivel principiante (A1/A2) del Centro de Idiomas de la Universidad Agraria del Ecuador (UAE). Se adoptó un diseño de caso de estudio cualitativo con 25 participantes seleccionados mediante muestreo intencional. Los datos fueron recolectados mediante entrevistas individuales semiestructuradas y grupos focales. El análisis temático reveló cuatro fuentes dominantes de ansiedad: miedo a la evaluación negativa, ansiedad ante pruebas orales, baja confianza en la pronunciación y ansiedad ante presentaciones orales. Los hallazgos sugieren que el contexto EFL de la UAE genera niveles elevados de ansiedad comunicativa con implicaciones pedagógicas relevantes.

**Palabras clave:** ansiedad en comunicación oral; aprendices de inglés; miedo a la evaluación negativa; estudio de caso; enseñanza universitaria de inglés.

## 1. Introduction

Oral communication constitutes the cornerstone of language learning, yet it simultaneously represents one of the most anxiety-inducing dimensions of the foreign language classroom (Jalleh et al., 2021; Tsang, 2025). For EFL learners in Latin American university contexts, the act of speaking English is frequently entangled with deep-seated affective barriers that impede not only linguistic output but also the learner's willingness to communicate (Zarrinabadi & Saberi Dehkordi, 2024). These barriers, broadly categorized under the construct of oral communication anxiety (OCA), manifest as psychological, physiological, and behavioral responses that interfere with the natural process of second language acquisition (Alrabai, 2025).

Foreign language anxiety (FLA) was conceptualized by Horwitz et al. (1986) as a distinct, complex psychological phenomenon arising from the unique challenges of language learning. Within this framework, OCA has been recognized as a specific sub-construct that operates across oral performance modalities, including spontaneous conversation, structured presentations, role-plays, and oral examinations (Okyar, 2023; Tareen et al., 2023). Research consistently identifies fear of negative evaluation, communication apprehension, and test anxiety as the three core components of FLA, all of which have direct implications for oral task engagement (Gökgöz-Kurt & Durukan, 2023).

The Ecuadorian university EFL context presents a particularly understudied scenario. Students enrolled in language programs at public institutions such as the Universidad Agraria del Ecuador (UAE) typically enter with limited prior exposure to communicative English instruction, having been educated under grammar-translation methodologies prevalent in secondary education (Waluyo, 2024). These structural conditions, combined with institutional pressures related to mandatory English certification, create a fertile ground for the emergence of OCA among A1 and A2 proficiency learners.

Recent literature highlights technology as a promising mediator of speaking anxiety. Chen (2024) demonstrated that technology-enhanced language learning significantly reduced public speaking anxiety among EFL learners, while Tai (2024) documented the effectiveness of intelligent personal assistants in promoting out-of-class speaking practice. Similarly, Deep et al. (2025) reported that artificial intelligence tools positively influenced anxiety reduction among college ESL learners. Nevertheless, these digital interventions remain largely absent from the pedagogical landscape of public Ecuadorian universities, where resource constraints and infrastructural limitations persist.

Beyond technological factors, the social dynamics of the classroom exert considerable influence on learner anxiety. Alshammari and Mugaddam (2023) identified oral presentations as particularly threatening assessment formats for EFL university students, a finding echoed by Fan and Xie (2025) in their

ecological case study of pre-service teacher anxiety. Suratina and Sribayak (2025) further documented that fear of peer judgment and teacher correction constitute primary anxiety triggers among adult EFL learners, regardless of proficiency level.

Despite the growing body of international evidence, empirical investigations into OCA within Ecuadorian public university EFL settings remain scarce. The present study addresses this gap by conducting an in-depth qualitative case study at the Centro de Idiomas, UAE. The central research objective is: to identify and describe the dominant sources and manifestations of oral communication anxiety among A1/A2 EFL learners at Universidad Agraria del Ecuador.

## 2. Materials and Methods

### 2.1 Research design

This study adopted a qualitative case study design (Yin, 2018) grounded in an interpretivist epistemological paradigm. Case study methodology was selected because it allows the researcher to explore a bounded phenomenon in this case, OCA among A1/A2 EFL learners within its real-life institutional context, preserving the richness and complexity of participants' lived experiences. The design aligns with recent EFL anxiety research employing qualitative approaches to capture the multidimensional nature of affective constructs (Fan & Xie, 2025; Wang et al., 2025).

### 2.2 Participants and sampling

The study was conducted during the 2024–2025 academic year at the Centro de Idiomas, Universidad Agraria del Ecuador, Guayaquil campus. Participants were selected through purposive sampling (Creswell & Poth, 2018) based on the following inclusion criteria: (a) enrollment in A1 or A2 English courses, (b) age 18 or above, (c) no previous formal communicative English instruction beyond secondary school, and (d) willingness to participate voluntarily. The final sample comprised 25 undergraduate students (14 female, 11 male) aged between 19 and 23 years ( $M = 20.7$ ). Participants represented diverse academic programs including Agricultural Engineering, Agronomy, and Environmental Sciences. Table 1 presents the full participant profile.

**Table 1**

*Participant Profile (n = 25)*

Participant	Age	Gender	Level	Semesters
P1	19	Female	A1	1st
P2	20	Male	A1	1st

P3	21	Female	A2	2nd
P4	22	Male	A2	2nd
P5	19	Female	A1	1st
P6	20	Male	A2	2nd
P7	21	Female	A1	1st
P8	23	Male	A2	2nd
P9	20	Female	A1	1st
P10	22	Male	A2	2nd
P11	19	Female	A1	1st
P12	21	Male	A1	1st
P13	20	Female	A2	2nd
P14	22	Male	A2	2nd
P15	21	Female	A1	1st
P16	23	Male	A2	2nd
P17	20	Female	A1	1st
P18	22	Male	A2	2nd
P19	21	Female	A1	1st
P20	20	Male	A2	2nd
P21	19	Female	A1	1st
P22	23	Male	A1	1st
P23	20	Female	A2	2nd
P24	22	Male	A2	2nd
P25	21	Female	A1	1st

*Note.* A1 = beginner; A2 = elementary level per CEFR framework. Names replaced by codes to ensure anonymity.

### 2.3 Data collection instruments

Data were collected through two qualitative instruments. First, semi-structured individual interviews were conducted with all 25 participants, each lasting between 25 and 40 minutes. The interview protocol was designed around four thematic axes derived from the literature: (a) perceptions of oral tasks in the EFL classroom, (b) emotional and physical reactions during speaking activities, (c) sources of communicative anxiety, and (d) coping strategies. Second, two focus group discussions (FGDs) were organized, each comprising 6 and 7 participants respectively, with sessions lasting approximately 60 minutes. FGDs were used to triangulate individual interview data and elicit group-level perceptions of anxiety dynamics (Jalleh et al., 2021; Suratina & Sribayak, 2025).

All instruments were developed in Spanish to maximize participant comfort and expressiveness. Interview and FGD sessions were audio-recorded with informed consent, subsequently transcribed verbatim, and translated into English by the researcher for analytical purposes. An external bilingual reviewer validated the translations for semantic accuracy.

### 2.4 Data analysis

Data were analyzed using Braun and Clarke's (2006) six-phase thematic analysis protocol: (1) familiarization with the data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) producing the report. Coding was conducted manually following an inductive-deductive approach, with deductive codes derived from established FLA constructs (Horwitz et al., 1986) and inductive codes emerging organically from the data. Credibility was enhanced through member checking, wherein five participants reviewed preliminary theme summaries for accuracy. An audit trail was maintained throughout the analytical process to ensure dependability and confirmability (Lincoln & Guba, 1985).

### 2.5 Ethical considerations

Prior to data collection, institutional authorization was obtained from the Centro de Idiomas directorate and UAE's Academic Research Committee. All participants provided written informed consent. Anonymity was guaranteed through participant coding (P1–P25). The right to withdraw at any stage without academic penalty was explicitly communicated. No compensation was offered for participation.

## 3. Results

Thematic analysis of 25 individual interviews and two focus group discussions yielded four overarching themes representing the dominant sources and manifestations of OCA among the participating A1/A2 EFL learners at UAE. These themes are presented below with supporting participant excerpts and

frequency data. Table 2 summarizes the main themes, representative excerpts, and occurrence frequencies across participants.

**Table 2**

*Thematic Analysis Summary: OCA Sources and Representative Excerpts*

Theme	Sub-theme	Representative excerpt	Frequency (n=25)
<b>Fear of negative evaluation</b>	Peer judgment	"I am afraid my classmates will laugh at my mistakes"	22 (88%)
<b>Fear of negative evaluation</b>	Teacher correction	"When the teacher corrects me I feel embarrassed"	19 (76%)
<b>Oral test anxiety</b>	Performance pressure	"Before speaking tests I cannot sleep well"	21 (84%)
<b>Oral test anxiety</b>	Blank-mind episodes	"I forget everything when I am in front of the class"	18 (72%)
<b>Low pronunciation confidence</b>	Accent insecurity	"I know the words but my accent sounds wrong"	20 (80%)
<b>Low pronunciation confidence</b>	Intelligibility concern	"People may not understand what I am saying"	17 (68%)
<b>Presentation anxiety</b>	Preparation overload	"I practice many times but still feel very nervous"	23 (92%)
<b>Presentation anxiety</b>	Physical symptoms	"My hands shake and my voice trembles when I present"	20 (80%)

*Note.* Frequency reflects the number and percentage of participants ( $n = 25$ ) who expressed the sub-theme during interviews or FGDs. Excerpts translated from Spanish by the researcher.

### 3.1 Fear of negative evaluation

Fear of negative evaluation (FNE) emerged as the most pervasive source of OCA, reported explicitly by 22 out of 25 participants (88%) during individual interviews. FNE manifested primarily as concern about peer judgment and teacher correction. Participants described a heightened sense of social exposure during oral tasks, with many reporting avoidance behaviors such as deliberately remaining silent or producing minimal responses to reduce the risk of public error. One participant articulated: "I know I make grammar mistakes, but if I speak and my classmates hear them, I feel like I will be seen as the worst student in the

class." This perception aligns with Okyar's (2023) finding that fear of negative evaluation is a robust predictor of speaking self-efficacy deficits in EFL contexts. Dag-Akbas (2024) similarly documented that explicit communication strategy training can disrupt these anxiety cycles by building learner confidence incrementally.

### 3.2 Oral test anxiety

Oral test anxiety was reported by 21 participants (84%) and was distinctively characterized by anticipatory anxiety preceding formal oral assessments. Participants described somatic symptoms including insomnia, accelerated heartbeat, and gastric discomfort in the hours and days before oral tests. A critical pattern observed in the FGDs was the phenomenon of mental blocking: during the oral examination itself, participants reported sudden inability to retrieve vocabulary or grammatical structures they had previously mastered. This cognitive disruption under evaluative conditions resonates with Ahmadi Safa and Lotfi's (2025) structural equation modeling findings, which demonstrated that test anxiety significantly and negatively predicted online speaking test performance among EFL learners, independent of proficiency level.

### 3.3 Low pronunciation confidence

Low confidence in pronunciation was documented in 20 participants (80%), manifesting as accent insecurity and intelligibility concern. Participants at the A1 level in particular expressed uncertainty about whether their phonological production would be comprehensible to interlocutors, including their own peers. This insecurity was exacerbated in role-play and pair-work activities, where real-time pronunciation monitoring competed with semantic processing demands. Tsang (2025) reported a significant positive relationship between self-perceived pronunciation adequacy and oral performance outcomes, suggesting that interventions targeting phonological self-concept may yield anxiety reduction as a secondary benefit.

### 3.4 Presentation anxiety

Presentation anxiety constituted the most intensely experienced anxiety modality, despite being the most anticipated. Twenty-three participants (92%) reported elevated anxiety specifically in the context of structured oral presentations. Physical symptoms were more consistently reported in this modality than in any other oral task type, including visible trembling, voice alterations, perspiration, and cognitive dissociation. Participants noted that despite extensive preparation, anxiety remained unmitigated on the day of performance. This finding concurs with Alshammari and Mugaddam (2023), who documented that EFL learners perceive oral presentations as disproportionately high-stakes assessment events, and with Jin (2024), who observed that uncontrolled evaluative social contexts amplify performance anxiety beyond the reach of preparation-based coping strategies.

**Table 3***Anxiety Trigger Frequency Across Oral Task Types*

Anxiety trigger	Oral presentations (n=25)	Pair / group work (n=25)	Oral tests (n=25)	Overall (%)
<b>Fear of negative evaluation</b>	22 (88%)	16 (64%)	20 (80%)	77%
<b>Pronunciation insecurity</b>	20 (80%)	14 (56%)	18 (72%)	69%
<b>Vocabulary gaps</b>	18 (72%)	17 (68%)	21 (84%)	75%
<b>Teacher monitoring</b>	15 (60%)	12 (48%)	22 (88%)	65%
<b>Physical symptoms</b>	20 (80%)	10 (40%)	19 (76%)	65%

Note. Values represent the number and percentage of participants reporting each trigger per task type. Overall percentage computed as mean across the three modalities.

## 4. Discussion

### 4.1 Fear of Negative Evaluation

Fear of negative evaluation (FNE) emerged as the most pervasive source of oral communication anxiety among participants (88%), confirming its central role within the broader construct of foreign language anxiety as originally conceptualized by Horwitz et al. (1986). In the present study, FNE manifested primarily through sensitivity to peer judgment and teacher correction, leading to avoidance behaviors such as minimal participation and reluctance to speak spontaneously.

These findings are consistent with Okyar (2023), who identified FNE as a strong predictor of reduced speaking self-efficacy in EFL contexts. Similarly, Zarrinabadi and Saberi Dehkordi (2024) demonstrated that evaluative classroom environments intensify anxiety by reinforcing social comparison dynamics. In the UAE context, where oral performance is frequently public and correction practices remain highly visible, FNE appears to be amplified by institutional norms that prioritize accuracy over communicative risk-taking.

From a pedagogical perspective, these results suggest the need to shift toward low-anxiety speaking environments where errors are reframed as part of the learning process. Incorporating peer feedback models centered on meaning rather than form may help reduce evaluative pressure and foster greater willingness to communicate.

## 4.2 Oral Test Anxiety

Oral test anxiety was reported by 84% of participants and was characterized by both anticipatory stress and in-performance cognitive disruption, particularly in the form of mental blocking. Participants described experiencing physiological symptoms such as insomnia, accelerated heartbeat, and difficulty concentrating prior to oral assessments, as well as sudden inability to retrieve known linguistic forms during performance.

This pattern aligns with Ahmadi Safa and Lotfi (2025), who found that test anxiety significantly impairs speaking performance regardless of proficiency level. The mental blocking phenomenon observed in this study can be interpreted through the lens of cognitive interference theory, where anxiety consumes working memory resources necessary for language production (Muhammadpour et al., 2025). As a result, learners may underperform despite adequate preparation.

The findings highlight the importance of rethinking assessment practices in EFL contexts. Incorporating formative, low-stakes oral assessments and alternative evaluation methods may reduce performance pressure and allow learners to demonstrate their communicative competence more accurately. Additionally, integrating technology-mediated speaking tasks, as suggested by Namaziandost et al. (2022), may help buffer the negative effects of evaluative stress by reducing immediate social exposure.

## 4.3 Low Pronunciation Confidence

Low pronunciation confidence was identified in 80% of participants, reflecting a significant source of anxiety among A1/A2 learners. This anxiety manifested as both accent insecurity and concern about intelligibility, particularly in real-time communicative situations where learners were required to process and produce language simultaneously.

These findings are consistent with Tsang (2025), who reported that self-perceived pronunciation competence plays a mediating role between anxiety and speaking performance. At early proficiency levels, limited phonological control may increase learners' self-monitoring load, thereby intensifying anxiety and reducing fluency. In the present study, participants frequently expressed fear that their speech would not be understood, which in turn discouraged active participation.

Chen and Hwang (2022) demonstrated that exposure to authentic communicative contexts can significantly improve both pronunciation confidence and overall speaking performance. In line with this, the integration of technology-enhanced tools such as speech recognition applications or AI-based conversational platforms may provide learners with opportunities for repeated, low-risk practice. Such interventions could contribute to the gradual development of phonological confidence and reduce anxiety associated with oral production.

#### 4.4 Presentation Anxiety

Presentation anxiety emerged as the most intense form of oral communication anxiety, affecting 92% of participants. Unlike other anxiety types, this form was characterized by persistent physical symptoms including trembling, voice instability, and perspiration as well as cognitive disruption that was not alleviated by preparation.

This finding is consistent with Alshammari and Mugaddam (2023), who identified oral presentations as high-stakes assessment events that disproportionately elevate anxiety levels among university EFL learners. Similarly, Fan and Xie (2025) argued that public performance contexts activate heightened self-awareness and social evaluative threat, which can override cognitive preparation and trigger embodied stress responses.

In the UAE context, presentation tasks appear to function as critical anxiety triggers due to their formal, evaluative nature and the lack of gradual scaffolding. The persistence of anxiety despite repeated practice suggests that preparation alone is insufficient to mitigate stress in high-exposure contexts. As indicated by Deep et al. (2025), the use of AI-mediated rehearsal environments may offer a viable solution by allowing learners to practice presentations in non-judgmental settings before performing in front of an audience.

These findings underscore the need for a more progressive approach to oral task design, where learners move from private to semi-public and finally public speaking contexts. Such scaffolding may help reduce anxiety intensity and improve overall performance.

#### 4.5 Pedagogical Implications

Taken together, the findings of this study highlight the need for a comprehensive, affect-sensitive approach to EFL instruction in the UAE context. The high prevalence of all four anxiety types suggests that oral communication anxiety is not an isolated phenomenon but a systemic condition shaped by instructional practices, assessment methods, and learner proficiency levels.

Consistent with Chen (2024), Tai (2024), and Jin (2024), technology-enhanced language learning emerges as a promising avenue for reducing anxiety and promoting communicative competence. Tools such as digital speaking journals, vlogging tasks, and AI-based conversational agents can provide learners with opportunities for repeated practice in low-pressure environments. Furthermore, Waluyo (2024) emphasizes that technology integration can transform individual differences into opportunities for personalized learning, a perspective particularly relevant in heterogeneous EFL classrooms.

In addition to technological interventions, teacher training in affect-sensitive pedagogy is essential. Educators should be encouraged to adopt feedback strategies that prioritize communication over accuracy, create supportive

classroom climates, and design oral tasks that gradually increase in complexity and exposure. Such measures may help reduce anxiety levels and foster a more positive and effective language learning experience.

## 5. Conclusions

This study examined the nature and sources of oral communication anxiety (OCA) among A1/A2 EFL learners at the Centro de Idiomas, Universidad Agraria del Ecuador. The findings revealed that OCA is a pervasive and multidimensional phenomenon, with four dominant sources consistently identified across participants: fear of negative evaluation, oral test anxiety, low pronunciation confidence, and presentation anxiety. Among these, presentation anxiety and fear of negative evaluation emerged as the most influential, highlighting the central role of social and evaluative factors in shaping learners' emotional experiences during oral communication.

The results contribute to the growing body of research on foreign language anxiety by providing empirical evidence from a Latin American public university context, which remains underrepresented in the literature. In particular, the study demonstrates that early proficiency learners (A1/A2) experience heightened vulnerability due to the combined demands of linguistic development and public performance. The presence of cognitive disruptions, such as mental blocking, alongside physical symptoms, underscores the extent to which anxiety interferes with both performance and participation in EFL classrooms.

From a pedagogical perspective, the findings emphasize the need for a shift toward more affect-sensitive instructional practices. Traditional approaches that prioritize accuracy and high-stakes evaluation may inadvertently reinforce anxiety and limit communicative engagement. Instead, the incorporation of low-stakes speaking activities, supportive feedback mechanisms, and gradual progression in task complexity is recommended to foster learner confidence and reduce anxiety levels. Additionally, the integration of technology-enhanced learning tools offers promising opportunities to create low-pressure environments where learners can practice speaking more freely and consistently.

Despite its contributions, this study presents certain limitations. The case study design, focused on a single institutional context, limits the generalizability of the findings to other EFL settings. Furthermore, the exclusive reliance on qualitative data, while appropriate for in-depth exploration, does not allow for statistical generalization. Future research should consider mixed-methods approaches that combine validated quantitative instruments with qualitative insights to provide a more comprehensive understanding of OCA. Expanding the scope to include multiple institutions and proficiency levels would also strengthen the external validity of the findings.

In conclusion, oral communication anxiety represents a significant barrier to effective language learning in the studied context. Addressing this challenge requires not only pedagogical adjustments but also a broader reconsideration of how oral performance is framed, practiced, and assessed in EFL classrooms.

**Contributions authors:** Conceptualization, G.V.M.-C; methodology, G.V.M.-C; formal analysis, G.V.M.-C; investigation, G.V.M.-C; resources, G.V.M.-C; original draft writing, G.V.M.-C; writing, revision, and editing, G.V.M.-C; visualization, G.V.M.-C; supervision, G.V.M.-C. All authors have read and accepted the published version of the manuscript.

**Funding:** This research has not received external funding.

**Acknowledges:** The author acknowledges the support of Universidad Agraria del Ecuador and extend sincere thanks to all participating students and educators whose commitment and engagement were fundamental to the successful completion of this research.

**Data availability statement:** The data are available upon request from the corresponding authors: [gmoreno@uagraria.edu.ec](mailto:gmoreno@uagraria.edu.ec)

**Conflict of interest:** The authors declare no conflict of interest.

#### References

- Ahmadi Safa, M., & Lotfi, J. (2025). Iranian EFL learners' online self-regulated learning, use of communication strategies, test anxiety, and online speaking test performance: A Structural Equation Modeling approach. *International Journal of Language Testing*, 15(1), 173–192. <https://doi.org/10.22034/ijlt.2024.466895.1361>
- Al-Obaydi, L.H., Rahul, D.R. & Pikhart, M. The effect of online oral reading on reading comprehension, reading anxiety, and classroom anxiety among EFL learners. *Educ Inf Technol* **29**, 2841–2855 (2024). <https://doi.org/10.1007/s10639-023-11950-y>
- Arabai, F. (2025). The predictive role of anxiety and motivation in L2 proficiency: An empirical causal model. *Language Teaching Research*, 29(7), 3104–3142.
- Alshammari, N. A., Mugaddam, A. H. (2023). Oral Presentations as Assessment Criteria for EFL learners at University Level: A Saudi Instructors' Perspective. *Eurasian Journal of Applied Linguistics*, 9(2), 132-141. Doi: <http://dx.doi.org/10.32601/ejal.902011>
- Chen, Y. chen. (2024). Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety. *Computer Assisted Language Learning*, 37(4), 789–813. <https://doi.org/10.1080/09588221.2022.2055083>
- Chen, M. R. A., & Hwang, G. J. (2022). Effects of experiencing authentic contexts on English speaking performances, anxiety and motivation of EFL

- students with different cognitive styles. *Interactive Learning Environments*, 30(9), 1619–1639. <https://doi.org/10.1080/10494820.2020.1734626>
- Dag-Akbas, R. (2024). Enhancing EFL Students' Speaking Confidence: The Role of Explicit Communication Strategy Training. *i-manager's Journal on English Language Teaching*, 14(3), 24-36. <https://doi.org/10.26634/jelt.14.3.20941>
- Deep, P. D., Ghosh, N., & Koptelov, A. V. (2025). Reducing speaking anxiety among college ESL students through artificial intelligence. In V. Akerson, H. Polat, & A. Tekin (Eds.), *Proceedings of IConSES 2025—International Conference on Social and Education Sciences* (pp. 139–154). ISTES.
- Fan, Y., Xie, Z. Exploring Preservice EFL Teacher Anxiety in the Teaching Practicum: An Ecological Case Study in China. *Asia-Pacific Edu Res* 34, 675–687 (2025). <https://doi.org/10.1007/s40299-024-00887-6>
- Gökgöz-Kurt, B. & Durukan, D. (2023). Examining tertiary-level distance EFL learners' perceived value of learning English and foreign language anxiety in compulsory English classes, *The Journal of Language Teaching and Learning* 13(1), 1-18
- Jalleh, C. M., Mahfoodh, O. H. A., & Singh, M. K. M. (2021). Oral Communication Apprehension among Japanese EFL International Students in a Language Immersion Program in Malaysia. *International Journal of Instruction*, 14(2), 155-178. <https://doi.org/10.29333/iji.2021.14210a>
- Jin, S. (2024). Speaking proficiency and affective effects in EFL: Vlogging as a social media-integrated activity. *British Journal of Educational Technology*, 55, 586–604. <https://doi.org/10.1111/bjet.13381>
- Okyar, H. (2023). Foreign language speaking anxiety and its link to speaking self-efficacy, fear of negative evaluation, self-perceived proficiency and gender. *Science Insights Education Frontiers*, 17(2):2715-2731.
- Muhammadpour, M., Tahriri, A., Razmjoo, S.A. and Hassaskhah, J. (2025), Taking the Edge Off Foreign Language Listening Anxiety: Online Game-Based Working Memory Training Embedded in Metacognitive Intervention. *J Comput Assist Learn*, 41: e70057. <https://doi.org/10.1111/jcal.70057>
- Namaziandost, E., Razmi, M. H., Hernández, R. M., Ocaña-Fernández, Y., & Khabir, M. (2022). Synchronous CMC text chat versus synchronous CMC voice chat: impacts on EFL learners' oral proficiency and anxiety. *Journal of Research on Technology in Education*, 54(4), 599–616. <https://doi.org/10.1080/15391523.2021.1906362>
- Su, H. (2025). An Exploration of the Role of Metacognitive Awareness and Listening Anxiety in EFL Learners' Listening Comprehension. *International*

*Journal of Listening*, 39(2), 150–162.  
<https://doi.org/10.1080/10904018.2024.2420103>

- Sun, J., Motevalli, S., & Chan, N. N. (2024). Exploring Writing Anxiety during Writing Process: An Analysis of Perceptions in Chinese English as a Foreign Language (EFL) Learners. *Qualitative Research in Education*, 13(2), pp. 149-164. <http://dx.doi.org/10.17583/ijep.12938>
- Suratina, N., & Sribayak, V. (2025). Factors contributing to speaking anxiety and anxiety reduction techniques in Thai adult EFL learners. *LEARN Journal: Language Education and Acquisition Research Network*, 18(1), 294-319. <https://doi.org/10.70730/MYTS3987>
- Tai, T. Y. (2024). Effects of intelligent personal assistants on EFL learners' oral proficiency outside the classroom. *Computer Assisted Language Learning*, 37(5–6), 1281–1310. <https://doi.org/10.1080/09588221.2022.2075013>
- Tareen, H., Haand, M. T., & Muhammadi, A. (2023). Investigating EFL learners' perceptions towards the difficulties in oral presentation at Kandahar university. *Anatolian Journal of Education*, 8(1), 79-92. <https://doi.org/10.29333/aje.2023.816a>
- Tsang, A. (2025). The relationships between EFL learners' anxiety in oral presentations, self-perceived pronunciation, and speaking proficiency. *Language Teaching Research*, 29(4), 1639-1659.
- Waluyo, B. (2024). Technology-fused English teaching and learning in higher education: From individual differences to being different individuals. *LEARN Journal: Language Education and Acquisition Research Network*, 17(2), 42-47.
- Wang, F., Xu, R., & Lin, Z. (2025). Understanding Classroom Foreign Language Learning Anxiety: A Case Study of British Literature in a Mainland China University Context. *Sage Open*, 15(3).
- Zarrinabadi, N., & Saberi Dehkordi, E. (2024). The effects of reference of comparison (self-referential vs. normative) and regulatory focus (promotion vs. prevention) feedback on EFL learners' willingness to communicate. *Language Teaching Research*, 28(2), 556-576.
- Zhong, J., Ismail, L., & Zheng, R. (2025). Improving Chinese EFL Learners' Oral Proficiency Through Video-Enhanced Project-Based Learning: A CAF Perspective. *Sage Open*, 15(4).