

## **The Relationship Between Foreign Language Anxiety in ESP Students and English Test results**

**Ekaterina Strati Gjergo, Daniela Meçe**  
Aleksander Moisiu University of Durrës, Albania

---

Copyright (c) 2022 by Ekaterina Strati Gjergo and Daniela Meçe. This text may be archived and redistributed both in electronic form and in hard copy, provided that the author and journal are properly cited and no fee is charged for access.

---

**Abstract.** Foreign Language Anxiety is often seen as a factor that prevents language learners from successfully learning a foreign language. Many researchers note that foreign language anxiety is one of the most outstanding individual differences to predict the learners' success. The main purpose of this study is to investigate the foreign language anxiety in the students learning English for specific purposes (ESP) and the relationship between foreign language anxiety and English test results. 176 university students of English for specific purposes at various study programs at Aleksander Moisiu University participated in the given study. The Foreign Language Classroom Anxiety Scale (FLCAS) was used to measure foreign language anxiety. The scores obtained in the Foreign Language Classroom Anxiety Scale correlated with the students' mid-term exam results in the ESP course. Results of the study indicate that foreign language anxiety is a problem among ESL students, and it has a significantly negative correlation with the students' results in ESP.

**Key Words.** foreign language anxiety, English for specific purposes, foreign language learning.

Foreign Language Anxiety is defined as “a distinct complex construct of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of language learning process” (Horwitz, Horwitz and Cope 1986:128). It was MacIntyre (1995) who called foreign language anxiety “a situation specific anxiety”.

According to Worde (1998), language anxiety was experienced by one third of the students who were the target group of the given study. Some manifestations of foreign language anxiety

include forgetting words and phrases just learned, distortion of sounds, freezing up when the teacher calls on the student, refusing to speak and remaining silent, avoiding eye contact, responding with short answers, avoiding activities in class, being indifferent, coming unprepared to class, cutting class, putting off the foreign language course until the last year, and sitting in the last row in class (Young 1991).

Different variables related to foreign language learning have been the focus of many studies. Psychological variables, such as anxiety, are considered to play a crucial role in the process of learning a second language. Language anxiety is thought to be a major obstacle to learning a foreign language (Horwitz 2001). Exploring the causes of foreign language anxiety and the effects of anxiety on foreign language learning can help English teachers find practical and effective teaching programs and strategies (Huang 2012).

This article summarizes the studies that have been conducted on language anxiety, including the main models of language anxiety, the effects of language anxiety, and ways to overcome it by studying foreign language. Furthermore, the purpose of the study, the methodology, the main findings, the discussion on the findings and the main conclusions are presented.

### **Purpose of the study**

The main purpose of this study is to investigate Foreign Language Anxiety in ESP students and the relationship that exists between Foreign Language Anxiety and English test results.

### **The two e-research questions in the study are:**

1. What level of foreign language anxiety do ESP students in Durres university have, when it comes to learning English?
2. Is there any relationship between foreign language anxiety and foreign language test results?

### **Literature review**

Horwitz, Horwitz, and Cope (1986) were the first to treat foreign language anxiety as a distinct phenomenon particular to language learning (Young 1991). Several researchers associate language learning with anxiety. According to Horwitz et al. (1986) foreign language anxiety is caused by three factors related to performance: fear of negative evaluation, communication apprehension, and test anxiety.

Based on the results of the studies and research in the given area, it is of utmost importance to understand how students look at themselves as language learners, as it is directly related to the anxiety they experience in foreign language classes. Consequently it also affects their achievements in the given language course. Students who expect that others would evaluate them negatively, who are uneasy about oral expression and are scared of possible failure are more predisposed to have high foreign language anxiety (Horwitz, Horwitz, and Cope 1986).

Luo (2013), based on his review of the foreign language anxiety literature, proposed a four-dimensional source model of foreign language anxiety, which suggests that some amount of foreign language anxiety is inherent in the classroom environment, the characteristics of the language learner, the target language, and the foreign language learning process. According to Young (1991) language anxiety is caused by personal and interpersonal issues, learner beliefs about language learning, teacher beliefs about language teaching, teacher-student interactions, classroom procedures, and language testing.

Personal and interpersonal issues (self-esteem, competitiveness, student and teacher beliefs, fear of social performance and social anxiety) are probably the most discussed sources of language anxiety in most studies (Young 1991).

Krashen (1983) states that foreign language anxiety is evoked by an individual's self-esteem. Bailey, Daley, and Onwuegbuzie (1999) add that the level of self-esteem of students is negatively related to foreign language anxiety. Therefore, those who struggle with their self-esteem think that others are going to judge them, and as a result it boosts their degree of anxiety. On the other hand, students who are more socially oriented and live better in a community find it less difficult and less anxious learning a new foreign language. Yet, those who are shy and less active in the community tend to experience a greater degree of stress in learning a foreign language. To be more specific, those learners who are not able to perform in challenging tasks and who do not like studying and learning in groups, have a tendency to experience foreign language anxiety at a higher level (Bailey, Daley and Onwuegbuzie 1999). Aydin (2008) studied fear and anxiety in Turkish students learning a foreign language. He also observed and reported that there was a considerable correlation between anxiety and fear of negative evaluation.

Competitiveness can also lead to language anxiety because it is natural to compare themselves with others when people learn to use a foreign language to communicate (Bailey 1983). Beliefs of both learners and their teachers can be related to language anxiety (Young 1991).

It is important to highlight the fact that the role of the teacher and the learning contexts can also be directly related to the concept of foreign language anxiety. More specifically, when a teacher points its finger to the students rather than calling the students by their names in a foreign language class, may result in an increased level of anxiety for them (Capan and Simsek 2012). Aydin (2008) added that the method that teachers choose in correcting students' mistakes is another indication to be considered when it comes to anxiety. They are scared of the negative evaluation of their performance by the teacher who speaks fluently in the target foreign language. The same applies when it comes to the fear and anxiety they experience when comparing themselves to their classmates who speak the foreign language fluently (Horwitz, Horwitz and Cope 1986). Young (1991) said that they hesitate to interact in the classroom as they fear any verbal errors. Argaman and Abu-Rabia (2002) argued that the students' attitudes and the personality of their teachers may also affect foreign language anxiety. Gregersen and Horwitz (2002) reported for some other students that language anxiety may derive from their tendency to give a perfect response. Therefore, they believe it is better to not be active than not provide the perfect answer. In fact both perfectionists and anxious students display similar behaviours. Compared to non-anxious students, those who experience anxiety are never satisfied with their performance and achievements.

Liu and Jackson (2008) state some other significant causes for foreign language anxiety:

- fear of making mistakes,
- teacher's correction of learner's errors,
- and speaking in front of their teachers or peers.

Dewaele, Petrides, and Furnham (2008) stressed the fact that the way students perceive their language skills accounts for another reason why there is foreign language anxiety. Other studies show that foreign language anxiety is also correlated with age (Bailey, Onwuegbuzie and Daley 2003), motivation (Yan and Horwitz, 2008) and emotional intelligence (Awan, Sabir, and Iqbal 2009).

It should also be noted that language knowledge is a valuable skill related to foreign language anxiety as also reported by the studies of Spitzberg and Cupach's (1984) relational model (Foss and Reitzel 1988).

Motivation and foreign language anxiety are directly related: there are those who like communicating and those who do not. By trying to avoid certain situations, there is simply no opportunity to communicate. Some second language learners do not prefer to communicate at all in a situation because they have underestimated their own skills in the target foreign language and consequently, they prefer not to talk at all in the classroom, finding it more

comfortable and satisfying to be quiet. As a result they have such reactions as anxiety, shaking, heavy perspiration, etc. which worsen their attitude towards language learning. This way, students tend to avoid the learning process and their motivation decreases, reinforcing their perception of incompetence. By putting this barrier in place, they do not receive positive evaluation and they are never motivated to improve their result (Foss and Reitzel 1988).

Other factors also affect the feeling of anxiety when learning a foreign language. It is important to have a certain degree of knowledge and be able to use it in a certain context. The concept of knowledge in this case applies to a set of behavioral strategies that one uses in different contexts, knowing what to say in a given situation. It is related to intuitive skills and consciousness in acquiring a foreign language. Efforts to try and understand a new language are quite challenging and generate anxiety among language learners (Foss and Reitzel 1988).

Dewaele, Petrides and Furnham (2008) focused on the concept of emotional intelligence and how it affects foreign language anxiety. The higher the Emotional Intelligence level of a student, the lower the foreign language anxiety. Also, other factors such as competence in another foreign language, frequency of exposure to a certain language, social skills, a wide range of network of people speaking this language, and higher self-esteem directly affect foreign language anxiety (Dewaele, Petrides and Furnham 2008). Finally, age was also an object of research regarding foreign language anxiety. The younger the age of foreign language learners, the lower the level of anxiety they experience.

### **Effects of foreign language anxiety**

Anxiety associated with foreign languages has five main negative effects on foreign language learning (Horwitz, Horwitz and Cope 1986; MacIntyre 1995). First, foreign language anxiety could lead to poor academic achievement. Studies have reported that a negative relationship has been found between foreign language anxiety and academic achievement (Horwitz 2001; Salehi and Marefat 2014; Cakici 2016). Bailey, Onwuegbuzie and Daley (2003) found that an academic effect of foreign language anxiety is students' drop out. Students who suffer from high anxiety are more probable to drop out than those students who do not.

The second effect is related to social communication. Students with high levels of anxiety are not interested in communicating with others and language anxiety leads students to be unwilling to communicate in English (MacIntyre 2007). The lack of language experience prevents students from further developing their skills in a foreign language, thus they are caught in a vicious circle.

The third negative effect is related to cognition abilities. Foreign language anxiety functions as an affective filter that denies information from reaching a learner's cognitive processing system (MacIntyre 1995). There are some negative elements such as tension, fear, and panic which affect the students' learning progress, making their efforts unsuccessful. This makes students feel incompetent and they are discouraged in their future efforts, reinforcing their feeling of failure (Foss and Reitzel 1988).

The fourth effect of EFL is negatively related to affection and feelings. High levels of anxiety may negatively influence feelings related to learning a new language and other factors such as motivation and attitude. According to Horwitz (2001), foreign language anxiety likely influences a student's feeling about studying and is negatively associated with students' English learning motivation.

The fifth effect is related to perception about self. Students who experience anxiety in learning a foreign language could feel miserable about themselves and are low in self-confidence (MacIntyre and Gregersen 2012). Students' negative beliefs about their competences in a foreign language create negative expectations which in turn lead to decreased effort and accomplishment (MacIntyre, Noels and Clément 1997).

### **How to overcome foreign language anxiety**

There is not enough scientific research on anxiety in different cultures and the ways that foreign language learners and teachers deal with it (Tran and Moni 2015).

The solutions that students and teachers provide to reduce language-related anxiety are the subject of relatively few studies. "*Prepare, relax, think positively, seek out peers, and resign*" are the five primary types of methods that foreign language learners employ to deal with their language anxiety, according to a study conducted by Kondo and Ying-Ling (2004). Students' efforts to overcome their sense of worry or threat by enhancing their learning and study skills fall under the first category, preparation. The second, relaxation, discusses how to mitigate the negative consequences of anxiety. The third, practicing positive thinking involves trying to "divert attention from stressful situations to positive and pleasant cues and bring relief to the worried kids." The search for other students who experience anxiety in their language lesson is the fourth strategy, known as peer seeking. The fifth, resignation, refers to pupils' reluctance to allay their language phobia.

Marwan (2016) noted that learners use preparation, relaxation, positive thinking, and peer seeking as their go-to tactics for overcoming their foreign language anxiety. Structured

cooperative learning activities that offer a welcoming, nonthreatening atmosphere to learn a new language are one way to ease language anxiety (Nagahashi 2007). Noormohamadi (2009) found that although less anxious students primarily utilize social and metacognitive methods, high anxiety students primarily use memory and metacognitive strategies.

Martirosian and Hartoonian (2015) investigated the relationship between self-regulated learning techniques and language learning anxiety. Self-regulated learning strategies and foreign language anxiety are both significant factors that have contrasting positive and negative effects on the language learning process. The findings showed a correlation between self-regulated learning practices and foreign language anxiety, including communication anxiety, exam anxiety, and fear of receiving a poor grade (cognitive strategy use and self-regulation).

Using a sample of 295 Iranian English language learners, Fallah (2017) investigated the correlation between mindfulness, coping self-efficacy, and foreign language anxiety. The findings indicated that higher levels of mindfulness were correlated to reduced levels of anxiety in learning a foreign language and higher levels of coping self-efficacy. Additionally, it was discovered that the relationship between mindfulness and linguistic anxiety could be partially mediated by coping self-efficacy.

The use of technology is crucial to the teaching and learning of foreign languages, yet foreign language anxiety is one of the significant affective factors that negatively affects the aforementioned processes. Researchers have not put much emphasis on how technology use influences people's levels of anxiety when speaking a foreign language, though. The findings of recent studies on the given issue are conflicting. In their study, Ataiefar and Sadighi (2017) suggested that technology might be utilized to assist students who are anxious about learning a second language. According to Aydin (2018) the use of technology has a reducing effect on foreign language anxiety.

We cannot select a model that is best for controlling foreign language anxiety, but as Tran and Moni (2015) point out in their study, we should not expect a model to work for everyone. Instead of focusing on how to lower it, they stress the need for working out methods for coping with foreign language anxiety (Tran and Moni 2015).

In conclusion, we can say that even though there are many related studies on foreign language anxiety, there are no studies on this topic in Albania. This current study tries to shed light on this issue in the context of ESP learning conducted with university students in Albania.

## **Research methodology**

There were 176 participants in this study, university students learning English for specific purposes (ESP) in different study programs at Aleksander Moisu University, Durres, Albania.

The questionnaire consisted of two sections. The first section intended to collect background information about participants (age, sex, etc..), their mid-term English test results, and information about difficulties faced in English classroom presentations. The second one included the Foreign Language Classroom Anxiety Scale (FLCAS) designed by Horwitz, Horwitz and Cope in 1986, for assessing students' anxiety in English classes.

The FLCAS is a widely recognized instrument to assess general foreign language anxiety. It consists of 33 items which are rated on a Likert scale ranging from strongly agree to strongly disagree. The quantitative results were analyzed with the Statistical Package for the Social Sciences (SPSS) version 23.0.

### **Procedure and background information**

The instrument for this study was administered to all participants after the mid-term exam evaluation. The mid-term exam has 40% of the evaluation of the subject and is of great importance in the total evaluation of the student. Students at UAMD take ESP courses, starting with prior knowledge of English. Although all the students have taken English language lessons before, the opportunity to take quality lessons and the opportunity to be exposed to the English language is different. Of the 176 students who participated in the study, 124 were female and 52 were male. Students between the ages 18 to 23 who studied in different bachelor programs.

### **Research findings**

Below are the results of the study that provide answers to the two research questions.

1. What level of foreign language anxiety do ESP students in Durres university have, when it comes to learning English?

To know the participants' general level of language classroom anxiety, the total scores of each respondent are calculated. Descriptive statistics indicate that most of the students in the study were students with moderate to high anxiety levels (56.9%). A total of 43.1 % were identified as students with low anxiety, 21.6% were classified as students with moderate anxiety and 35.3 % with high anxiety levels.

Table 1. Foreign Language Anxiety (FLA)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low FLA	76	43.1	43.1	43.1
	Moderate FLA	38	21.6	21.6	64.7
	High FLA	62	35.3	35.3	100.0
	Total	176	100.0	100.0	

As shown in table 1, 56.9% of the participants reported moderate to high levels of anxiety related to foreign language. This result indicates that anxiety related to foreign language learning is a problem which needs to be addressed effectively.

2. What is the correlation between foreign language anxiety and students' English test results?

The participants of the study were asked to report their intermediate English test evaluation scores. Table 2 indicates that the study found a moderate to high negative correlation ( $r=-.559$ ) between foreign language anxiety and English test results.

Table 2. Correlation between foreign language anxiety levels and students' English test results

		FLA	Test results
FLA	Pearson Correlation	1	-.559**
	Sig. (2-tailed)		.000
	N	176	176
Test results	Pearson Correlation	-.559**	1
	Sig. (2-tailed)	.000	

---

N	176	176
---	-----	-----

---

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## **Discussion**

The main purpose of this study was to investigate foreign language anxiety in ESP students and the relationship between foreign language anxiety and English test results. The results of the study indicate that most of the students have moderate to high anxiety levels (56.9%). The given data also correlates to results from previous studies. Worde (1998) argued that one third to one half of the participants involved in the study reported a certain level of language anxiety.

This data shows that the anxiety related to learning a foreign language is a problem among the students included in the study. However, the study is not conclusive. Other studies are needed to see more clearly if other factors are related to high levels of anxiety. There are studies showing that anxiety levels have increased among the student population in recent years. In their metanalytic study Necho, Tsehay, Birkie, Miset, and Tadesse in 2021 stated that the average prevalence of anxiety was found to be 38.12%. It remains to be further studied whether the level of anxiety that students reported during this study is related to the anxiety associated with learning a foreign language or the generally high levels of anxiety among young people.

Furthermore, the results obtained indicate a statistically significant negative correlation between FLA and English test results. The findings of the given study are also in line with previous related studies which show that there is a negative relationship between foreign language anxiety and academic achievement (Horwitz 2001; Salehi and Marefat 2014; Cakici 2016). This study confirmed that anxious foreign language learners tend to have lower achievement in English tests. However, the study does not indicate if lower achievement in English tests is a result of language anxiety, or poor learning is the cause of lower achievement and anxiety.

## **Conclusions**

This study shows that Foreign Language Anxiety is a challenging issue among ESP students. The results suggest that researchers need to treat this issue systematically and offer a better understanding. By identifying the causes and consequences of foreign language anxiety we may find ways to address this issue. The negative correlation between foreign language anxiety and English test results is significant and it indicates the impact that anxiety could have in student

achievement. It is suggested that an in-depth study of this variable is needed to further investigate the impact of such a variable and other related variables on student performance.

A qualitative study which would focus on evidencing the factors related to the anxiety of learning a foreign language would help to better understand this issue. Although there are many existing studies, a cultural view on variables related to Foreign Language Anxiety in Albania would be helpful for teachers to better understand and take further actions. It is also important that the studies are also accompanied by suggestions for students and teachers on how to address a given problem.

### Works Cited

- Awan, R. N., Sabir, A., & Iqbal, S. (2009). A study of relationship between foreign language anxiety and emotional intelligence among university Students. *MEAAR*, 7(1), 23-36.
- Argaman, Osnat and Abu-Rabia, Salim (2002). The influence of language anxiety on English reading and writing tasks among native Hebrew speakers. *Language Culture and Curriculum*, 15(2), 143-160.  
<https://www.tandfonline.com/doi/abs/10.1080/07908310208666640?journalCode=rlcc20>
- Ataiefar, Farideh., & Sadighi, Firooz (2017). Lowering foreign language anxiety through technology: A case of Iranian EFL sophomore students. *English Literature and Language Review*, 3(4), 23-34.  
<https://ideas.repec.org/a/arp/ellrar/2017p23-34.html>
- Aydin, Selami (2008). An Investigation on the Language Anxiety and Fear of Negative Evaluation among Turkish EFL Learners. *Online Submission Asian EFL Journal* p 421-444.  
<https://files.eric.ed.gov/fulltext/ED512266.pdf>
- Aydin, Selami (2018). Technology and foreign language anxiety: Implications for practice and future research. *Journal of Language and Linguistic Studies*, 14(2), 193-211.  
<https://dergipark.org.tr/en/download/article-file/650552>
- Bailey, Kathleen M (1983). Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. *Classroom oriented research in second language acquisition*, 3(5), 67-102.
- Bailey, Philip, Daley, Christine and Onwuegbuzie, Anthony. (1999). Foreign language anxiety and learning style. *Foreign language annals*, 32(1), 63-76.

- Bailey, Philip, Onwuegbuzie, Anthony and Daley, Christine (2003). Foreign Language Anxiety and Student Attrition. *Academic Exchange Quarterly*, 7(2), 304-308.
- Cakici, Dilek (2016). The Correlation among EFL Learners' Test Anxiety, Foreign Language Anxiety and Language Achievement. *English Language Teaching*, 9(8), 190-203.  
<https://dergipark.org.tr/en/download/article-file/778411>
- Capan, Seyt Ahmet., & Simsek, Harun (2012). General foreign language anxiety among EFL learners. A survey study. *Frontiers of language and teaching*, 3(11), 116-124.  
[https://scholar.googleusercontent.com/scholar?q=cache:4qEa0CYihhUJ:scholar.google.com/+calling+students+by+name+language+anxiety&hl=en&as\\_sdt=0,5](https://scholar.googleusercontent.com/scholar?q=cache:4qEa0CYihhUJ:scholar.google.com/+calling+students+by+name+language+anxiety&hl=en&as_sdt=0,5)
- Dewaele, Jean Marc., Petrides, Kostandinos, and Furnham, Adrian (2008). Effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: A review and empirical investigation. *Language learning*, 58(4), 911-960.  
<https://eprints.bbk.ac.uk/id/eprint/765/1/765.pdf>
- Fallah, Nasser (2017). Mindfulness, coping self-efficacy and foreign language anxiety: A mediation analysis. *Educational Psychology*, 37(6), 745-756.  
<https://www.tandfonline.com/doi/abs/10.1080/01443410.2016.1149549?journalCode=cedp20>
- Foss, Karen, & Reitzel, Armeda (1988). A relational model for managing second language anxiety. *TESOL quarterly*, 22(3), 437-454.  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.462.1837&rep=rep1&type=pdf#page=67>
- Gregersen, Tammy and Horwitz, Elaine (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal*, 86(4), 562-570.  
<https://onlinelibrary.wiley.com/doi/abs/10.1111/1540-4781.00161>
- Horwitz, Elaine (2001). Language anxiety and achievement. *Annual review of applied linguistics*, 21, 112-126.  
<https://www.cambridge.org/core/journals/annual-review-of-applied-linguistics/article/abs/language-anxiety-and-achievement/4DBB97FCB69BD1632CBBDDAD96C81884E>

- Horwitz, Elaine; Horwitz, Michael, and Cope, Joann (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.  
<https://www.jstor.org/stable/327317>
- Huang, Qian (2012). Study on Correlation of Foreign Language Anxiety and English Reading Anxiety. *Theory & Practice in Language Studies*, 2(7).  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.348.3598&rep=rep1&type=pdf#page=206>
- Kondo, David and Ying-Ling, Yang (2004). Strategies for coping with language anxiety: The case of students of English in Japan. *Elt Journal*, 58(3), 258-265.  
<https://academic.oup.com/eltj/article-abstract/58/3/258/423109>
- Krashen, Stephen (1983). Second language acquisition theory and the preparation of teachers: Toward a rationale. *Georgetown University Round Table on Languages and Linguistics*, 255-263.
- Liu, Meihua and Jackson, Jane (2008). An exploration of Chinese EFL learners' unwillingness to communicate and foreign language anxiety. *The modern language journal*, 92(1), 71-86.  
<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-4781.2008.00687.x>
- Luo, Han (2013). Foreign language anxiety: Past and future. *Chinese Journal of Applied Linguistics*, 36(4), 442-464.  
<https://www.ingentaconnect.com/content/degruyter/cjal/2013/00000036/00000004/art0004>
- MacIntyre, Peter (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The modern language journal*, 79(1), 90-99.  
<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1540-4781.1995.tb05418.x>
- MacIntyre, Peter (2007). Willingness to communicate in the second language: Understanding the decision to speak as a volitional process. *The modern language journal*, 91(4), 564-576.  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.521.2336&rep=rep1&type=pdf>
- MacIntyre, Peter; Noels, Kimberly and Clément, Richard (1997). Biases in self-ratings of second language proficiency: The role of language anxiety. *Language learning*, 47(2), 265-287.  
<http://www.psych.ualberta.ca/~knoels/personal/Kim%27s%20publications/MacIntyreNoelsClement1997.pdf>

- MacIntyre, Peter and Gregersen, Tammy (2012). Affect: The role of language anxiety and other emotions in language learning. In *Psychology for language learning* (pp. 103-118). Palgrave Macmillan, London.  
[https://repozytorium.amu.edu.pl/bitstream/10593/3264/1/SSLT%20\(2\)%20193-213%20MacIntyre,%20Gregersen.pdf](https://repozytorium.amu.edu.pl/bitstream/10593/3264/1/SSLT%20(2)%20193-213%20MacIntyre,%20Gregersen.pdf)
- Martirosian, Armine, and Hartoonian, Aranid (2015). Lowering foreign language anxiety through self-regulated learning strategy use. *English Language Teaching*, 8(12), 209-222.  
<https://files.eric.ed.gov/fulltext/EJ1084301.pdf>
- Marwan, Ardi (2016). Investigating students' foreign language anxiety. *Malaysian Journal of ELT research*, 3(1), 19.  
[https://www.melta.org.my/journals/MAJER/downloads/majer03\\_01\\_04.pdf](https://www.melta.org.my/journals/MAJER/downloads/majer03_01_04.pdf)
- Nagahashi, Terri Lee (2007). *Techniques for reducing foreign language anxiety: Results of a successful intervention study*. Takita University 53-60.  
<https://core.ac.uk/download/pdf/144186582.pdf>
- Necho, M., Tsehay, M., Birkie, M., Biset, G., & Tadesse, E. (2021). Prevalence of anxiety, depression, and psychological distress among the general population during the COVID-19 pandemic: A systematic review and meta-analysis. *International Journal of Social Psychiatry*, 67(7), 892-906.  
<https://journals.sagepub.com/doi/pdf/10.1177/00207640211003121>
- Noormohamadi, Rezvan (2009). On the Relationship Between Language Learning Strategies and Foreign Language Anxiety. *Journal of Pan-Pacific Association of Applied Linguistics*, 13(1), 39-52. <https://files.eric.ed.gov/fulltext/EJ921023.pdf>  
<https://files.eric.ed.gov/fulltext/EJ921023.pdf>
- Salehi, Masoomah, & Marefat, Fahimeh (2014). The Effects of Foreign Language Anxiety and Test Anxiety on Foreign Language Test Performance. *Theory & Practice in Language Studies*, 4(5).  
<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.966.5459&rep=rep1&type=pdf>
- Tran, Trang Thi Thu, & Moni, Karen (2015). Management of foreign language anxiety: Insiders' awareness and experiences. *Cogent Education*, 2(1), 992593.  
<https://www.tandfonline.com/doi/pdf/10.1080/2331186X.2014.992593>
- Worde, R. Anne. (1998). *An investigation of students' perspectives on foreign language anxiety*. George Mason University.

<https://files.eric.ed.gov/fulltext/ED479986.pdf>

Yan, Jackie Xiu, and Horwitz, Elaine (2008). Learners' perceptions of how anxiety interacts with personal and instructional factors to influence their achievement in English: A qualitative analysis of EFL learners in China. *Language learning*, 58(1), 151-183.

<https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1467-9922.2007.00437.x>

Young, Dolly Jesusita (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest?. *The modern language journal*, 75(4), 426-439.

<https://www.jstor.org/stable/329492>

**Ekaterina Strati** is a lecturer of “Legal English”, “Applied Linguistics” and “Lexicology” at the Department of Foreign Languages, Faculty of Education, “Aleksandër Moisiu” University of Durres. She graduated in English language Teaching and has a PhD in Linguistics issued by the University of Tirana. Since 2007 she has been teaching and dealing with research. She is also the co-author of the textbook “Legal English for Higher Education” and author of several articles published in scientific journals. Email: ekaterina\_gjergo@yahoo.co.uk

**Daniela Meçe** is a lecturer at the Department of Psychology, Faculty of Education, “Aleksander Moisiu” University of Durres. She graduated in Psychology and later earned a PhD in Psychology from Tirana University. For more than 15 years she has been interested in teaching and research. She is the author of several articles published in scientific journals. Email: danielamece@gmail.com

Received: 30 June, 2022

Final version accepted: 1 November, 2022