The Influence of Language Learning Anxiety on Speaking and Reading Performances in Foreign Language Context

by Masrul Masrul

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Abstract

The contemporary issues of anxiety in foreign language education involve a number of challenges affecting both students and educators. One primary challenge is the pressure felt by students to excel in learning a foreign language. This research investigated the impacts of language learning anxiety on English as Foreign Language (EFL) students' speaking and reading abilities. Students' anxiety in speaking and reading English as a foreign language may arise from a lack of confidence in using a language that is not fully mastered, as well as uncertainty about the responses from the surrounding environment. These factors often influence students' comfort levels in interacting with the language. Data were collected from 102 EFL college students, to whom questionnaires were distributed to assess students' performance. Speaking and reading tests were also conducted, followed by semi-structured interviews to confirm the findings from the quantitative phase. The analysis of variance revealed significant results for speaking and reading anxiety which confirmed previous findings stating that high levels of anxiety negatively affected students' speaking ability, while reading anxiety could facilitate language learning. In addition, social factors weaken students' speaking performance, but the opportunity to use reading strategies could improve reading task performance. The implications of the research for speaking and reading anxiety were also discussed in this study.

Keywords: Debilitative Anxiety; English Learner; Facilitative Anxiety; Language Learning Anxiety

1. Introduction

Several researchers regard anxiety as an inhibiting factor in the learning and mastery of foreign languages. Psychologists started to notice that people display anxiety in a variety of situations, such as driving, testing, and stage performances (Rowland & van Lankveld, 2019). Anxiety is defined as "an emotion based on a threat assessment that requires other symbolic, anticipatory and uncertain factors." and it is also seen as an "uncomfortable tension." Anxiety emerges when people are unsure of an upcoming event, aware that their performance will be evaluated, worried about the consequences of the event, and / or feeling uncomfortable or threatened. On the other side, anxiety can pose some benefits for it fosters ones' personality, increases creativity and raises the awareness of the possibility of life. Whereas, abnormal anxiety is not regaeded a good thing. In language learning, speaking is the most anxiety-provoking skill (Bashori et al., 2020). Speaking Anxiety has been assumed to negatively affect the overall language performance. Although language learning anxiety is common in language teaching, learning and research, the need to contextualize this phenomenon is invaluable to academic practitioners (eg, educators and administrators) as it allows them to design proper interventions and lesson plans. Macayan et al (2018) found two aspects that trigger anxiety. First, social comparison anxiety that affects speaking performance. Second, class anxiety that facilitates constant correction, which helps students carry out reading assignments.

This research contributes by identifying and explaining issues related to anxiety in foreign language learning, particularly in the speaking and reading abilities of English as a Foreign Language (EFL) students. These findings provide insights into the challenges faced by students and educators, aiming to assist in the development of more effective educational strategies. This research aims to identify the influence of reading anxiety on English language learning as a foreign language, with the research question:How does reading anxiety affect language learning for EFL students?

1.1. Literature Review

Anxiety is as a part of affective domain that significantly influences the language learning (Aydin, 2008). Learning anxiety is an emotion that students experience on a daily basis (Tanveer, 2007; Aydin, 2008; Williams et al., 2008). The process of second language learning in schools are similar around the world (Robertson & Nunn, 2007; Wei, 2007).

Second language acquisition theorists and researchers frequently testify that anxiety is largely associated to learning and speaking of a second or foreign language (Tanveer, 2007).

Recently, researchers examined the effects of speaking anxiety on language learning. Madonsela (2015) identified where language anxiety affected students' performance in multilingual classroom learning, especially students who learned English as a second language. Bashori et al (2020) investigated Foreign Language Speaking Anxiety (FLSA) in students who learned using WEB-based mixed method and examined if web-based language learning may assist lessen speaking anxiety, especially if the facility had automatic speech recognition (ASR). The findings revealed that students had moderate to high FLSA levels. They also have positive perception of the learning websites as they believed that web-based language learning helped them reduce their speaking anxiety.

Recent literatures show contradictory findings regarding the level of anxiety and self-efficacy of foreign language students learning Spanish (Torres & Turner, (2016). The findings discovered that students who showed better ability-unique overseas language anxieties had lower scores on ability-unique overseas language self-efficacies. Students' scores for overseas language anxiety for every overseas language-mastering ability is no longer exclusive to the 5 levels of coursework. However, students' scores of foreign language self-efficacies for every foreign language-mastering ability had been substantially exclusive throughout exclusive stages of coursework. Jay Mansarate Quinto and Veran Macayan (2019) combined qualitative and quantitative methods to investigate English language anxiety and found a significant negative correlation between speaking anxiety and speaking performance, where anxiety lowered students' performance. In addition, speaking anxiety was found as an important psycho- and sociolinguistic phenomenon, which depends on the particular role played by language teaching and learning in preparing engineering students as consumers and future language users in highly technical, specialized, technical fields and competitive.

Liu and Tarnopolsky (2018) have investigated the effect of English-speaking anxiety and strategy use on the performance of EFL students' spoken English tests at Chinese universities. The results showed that compared to high-level students, low-level students gave more importance to negative evaluation and verbal communication. At the same time, they used socio-emotional strategies, fluency-oriented and the frequency of negotiating meaning and reducing and changing information, while ignoring strategies, non-verbal strategies and strategies of trying to think in English more frequently.

Another recent literature also showed contradictory findings about the impact of English speaking anxiety on EFL students who learned using podcasts (Hamzaoğlu & Koçoğlu, 2016). This study compared between the control group and the experimental group, in which the experimental group used podcasts in their testing while the control group did not. Students who used podcasts had higher oral performance and lower levels of language anxiety than

students who did not use podcasts. There is a negative correlation between verbal performance and the speaking ability of the participants. Analysis of the podcast interview showed that students believe that podcast helped them reduce anxiety and increased self-confidence. In addition, Sadeghi and Soleimani (2016) found no significant correlation between anxiety and the use of language learning strategies

Language anxiety and various levels of language acquisition have been proven to have negative correlation (Horwitz et al., 1986; MacIntyre & Gardner, 1989; Young, 1986). Anxiety is a major factor in foreign language learning. Horwitz introduced a broad theory of anxiety in foreign language training (E. Horwitz, 2001). E. K. Horwitz et al (1986), showing students' inability to convey more complex information in a foreign language. Students also had reduced self-confidence and were unable to perform role-playing activities, forgot the vocabulary or grammar that they had previously learned. Furthermore, language anxiety manifests itself. Students without language anxiety learn better than students with lower anxiety. Nishitani and Matsuda (2011) found that students with high anxiety had lower ability to use LLS and were more likely to associate failure with anxiety. Meanwhile, E. Horwitz (2001) investigated the relationship between anxiety and second language learning using the Foreign Language Classroom Anxiety Scale (FLCAS). This study demonstrated that anxiety is a factor that leads to poor language acquisition in some people and tackles potential sources of anxiety, such as challenges in authentic self-presentation and varied language teaching approaches.

A positive correlation has been found between achievement and foreign language anxiety. It also confirms the findings of Karabenick and Knapp (1988). Therefore, students with high academic performance think that seeking help is a failure Karabenick and Knapp (1988) because it can increase anxiety levels. For students, taking foreign language courses can also lower their average scores which can cause anxiety. In this present research, the term speaking anxiety refers to twofold. First, the researchers determined the impact of language learning anxiety on the oral and written L2 performance of students. Second, interviews were conducted to gain deeper understanding of the students' language learning anxiety.

1.1.1. Language Learning Anxiety in Foreign Language Context

There have been numerous research on foreign language anxiety (FLA). FL anxiety has been widely investigated in relation to a variety of criteria such a major, gender, and achievement (J. h Kim, 2000). Dewaele (2014) found that when a language student has attained a very high level of competency, discussion on anxiety becomes less necessary. This sentiment supports the findings of Macintyre et al (1997) and Gardner & Macintyre, (1993) who found that high level of anxiety were associated with low self-rating questionnaire score. Participants also freely expressed a significant level of anxiety about speaking in class in the forms of feeling anxious, dizzy or the freezing sensation when they are called upon to speak. Overall, the data show that students were substantially more apprehensive in the conversation

course than in the reading course, which is aligned with Saito and Samimy (1996) who stated that the oral written modalities have distinct levels of anxiety. S. Kim (2009) also found that in both the reading and conversation course, anxiety was inversely proportional to achievement.

Each episode of language use is more likely to generate anxiety when students have less in-class opportunity to use the language in question. Furthermore, if the students has been exposed to a grammar—translation style of instruction, correctness (rather than communication) would have been emphasized, making the students aware of any mistakes made in the classroom. E. Horwitz (2001) explains when anxiety is limited to the language learning situation, it comes into the category of specific anxiety reactions. Anxiety is defined as the subject experience of tension, uncertainty, nervousness and worry linked with an arousal of the autonomic nervous system. The hypothesis that a certain level of fear may motivate language learners in a beneficial way. Ali (2015) remains to be an intriguing topic worthy of more investigation particular attention should be devoted in situations where the dual character of language learning anxiety may be shown.

Ever since the development of the foreign language classroom anxiety scale (FLCAS), the variety of methodological approaches advocated in language learning anxiety research has demonstrated the dynamic characters of anxiety and its complex association to context. Language learning and anxiety have long been linked as found by second language experts. Furthermore, since Horwitz et al (1986) established the foreign language classroom anxiety scale, research on language learning anxiety has progressed with tremendous order and emphasis (FLCAS). Since then, FLCAS has been the most extensively utilized technique for studying language learning anxiety and its impact on a variety of language learning variables.

2. Method

2.1. Research Design
This research was done using a mixed-method with explanatory sequential design. It denoted quantitative data, which were collected first before qualitative data. Moreover, in the beginning of quantitative phase, predictive design was utilized (Johnson, 2001). This design decided whether a certain variable namely predictors (i.e. language anxiety) affect the other variable (i.e. speaking and reading) without doing manipulation process.

2.2. Participants
The participants of the research were 102 university students (female 71 and male 31) in Riau, Indonesia. The participants were second year students who studied English for Academic Purpose, which is a required course in the curriculum. Participants aged between 16-21 and they were consent to participate in this research. The sampling technique was carried out using the stratified random sampling method.

2.3. Instruments

There were two types of instruments used in this study. First, questionnaire consisting of 28 items adapted from Macayan et al (2018a) was used to measure students' reading and speaking anxiety. There were 14 items used for measuring students' speaking anxiety and 14 item was used to measure students' reading anxiety. Then, performance test employed to discover their performance on both variables. This instrument was proved reliable with overall consistency of alpha 0.96.

Data of the dependent variables were acquired from final score of speaking and reading course. All of this data were pre-requisites to the English for Academic Purpose course. For speaking test, the assessment was conducted through debating. In one speaking session test, 2 team consisted of 3 students each team were given a motion, such as "foreign language effects on the dismissing of Nationalism" and 10 minutes for discussion. For reading test, they were asked to write a 100-500 word essay about "one way to live happily". 5-point scoring from 1(lowest) -5 (highest) was given based on reading rubric which has been used around 10 years.

Four English teachers were assigned to rate the speaking and reading tests. During the test, EFL expert and the teacher evaluated students' speaking ability. Whereas for reading assessment, teacher and EFL expert conducted a discussion on the students' reading scores. After all of the data had been collected, the analysis of variance (ANOVA) was administered.

2.4. Foreign language classroom anxiety scale (FLCAS)

The foreign language classroom anxiety scale is one of the most widely used questionnaires for assessing classroom anxiety (FLCAS) developed by (E. K. Horwitz et al., 1986). Several scholars have used the FLCAS to explore classroom anxiety in connection to various variables. FLCAS is a valid, reliable and robust psychometric instrument for assessing foreign language classroom anxiety consisting of 33 items and used five-point Likert-type scale items that range from strongly agree (5) to strongly disagree (1). The FLCAS scores for each participant was determined as the sum of all item points and varied from 33 to 165.

The measure was divided into three sub-categories: communication apprehension, test anxiety and dread of unfavorable evaluation. The first group is associated with anxiety in communication, such as speaking and reading; second category is associated with anxiety when students were worried about failing a test; and the third category is associated with students' worries about the evaluation by peers and teachers. There were 11 communication apprehension items, 15 exam anxiety items, and 7 dread of negative evaluation items. Therefore, nine items were worded negatively and reserved during data processing. Furthermore, phrasing modifications were made where needed. For example, the original question, 'I don't mind making mistakes in language class', was modified to "I don't mind making mistakes in class." The FLCAS was translated into Indonesian and then proofread by native Indonesian speakers. The translation was then double-checked by an experienced

English instructor whose native language is Indonesian, as well as an Indonesian language and literature specialist. The Cronbach's alpha reliability analysis of the FLCAS in our study regarded the Indonesian version of FLCAS valid.

Foreign language learning process has been regarded the most challenging activity by the researchers. Ones' attempts to communicate using the foreign language would be acceptable in class based on the level of vocabulary understanding, grammar, and cultural-social standards, none of which were present in any context of the first language. Consequently, the frame of language was naturally hard, demanding stronger courage . Therefore, communication in those classes was tedious and not spontaneous. Any assignment in a foreign language can be perceived hard. Learners' self-esteem foreign language learning was naturally lower than the one in their first language. The distinction between the true self- and the limited self, as observed in foreign language acquisition is crucial, such as the separation between language anxiety and other didactic anxiety.

Afterward, the qualitative phase was conducted to collect data that complete the previous data. After identifying the aspects, interviews were carried out. Researcher organized the situation that allowed participant to utter their perspective on a subject. Researcher selected 12 participants aged between 17 – 18 years who had high level of anxiety and varying performance scores.

The interview process was conducted in ten days in October 2020. Each interview lasted for 25-30 minutes and all of sessions were audio recorded. Afterward, the interview records were transcribed verbatim. Subsequently, researcher began the data analysis with data coding. After finishing all coding process, the researcher reviewed the data.

3. Findings and Discussion

3.1. The influences of language learning anxiety on speaking and reading performance

The impact of anxiety on students' performance was quantitatively investigated, which results showed important findings. The differences in the mean scores could be detected from varied students' task performance based on different anxiety levels.

Table 1. Descriptive Analysis of Mean Scores in speaking and reading performance based in different levels of anxiety

Anxiety	N	L2 Speaking		L2 Reading	
		Mean	Std. Deviation	Mean	Std. Deviation
High	34	2.647	1.178	2.029	0.797
Average	34	3.971	0.797	3.941	0.776
Low	34	6.029	0.834	5.735	0.751
Total	102	4.216	1.686	3.902	1.703

Anxiety affects speaking and reading performance, while language learning anxiety can facilitate learning as well by agitating the learning activities while the level of anxiety amplifies. On the contrary, it will facilitate learning when task performance increases and the anxiety level intensifies. The influence of anxiety to students' task performance was tested using the analysis of variance (ANOVA).

Table 2. The Influence of language learning anxiety on speaking

Dependent : L2 Speaking

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Intercept	1812.745	1	1812.745	2000.557	0.000**
Anxiety	**197.549**	**2**	**98.775**	**109.008**	**0.000****
Error	89.706	99	0.906		
Total	2100.000	102			

Table 2 presents that anxiety has significant influences on speaking. Students' anxiety emerges either positive or negative impacts on students' speaking performance. The analysis of variance resulted in significant p value, F=109,00; p=0,000. p-value (0.000** < .10) implies that students' mean score significantly varies across anxiety level.
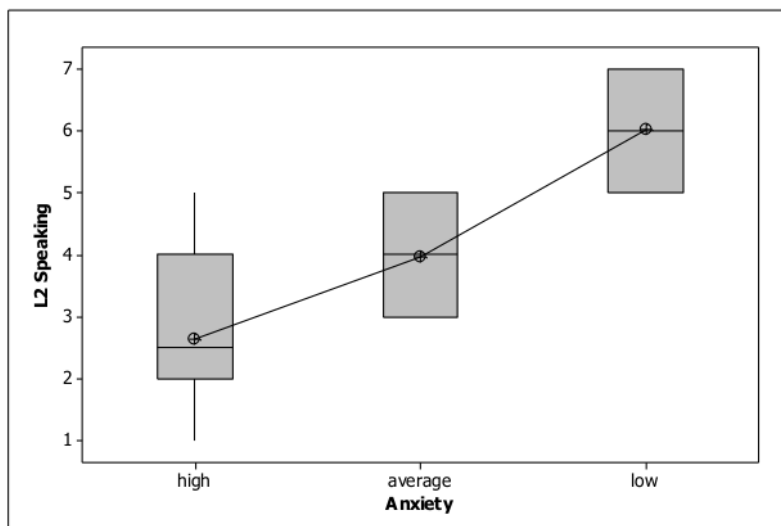

Figure 1. The impact of language learning anxiety on speaking

Figure 1 illustrates how anxiety influences students' speaking performance. As seen in the Figure, learning anxiety negatively influences speaking performance. Students with low

anxiety performed better in speaking tasks, while students with higher anxiety levels obtained lower scores in speaking.

In addition, language learning anxiety also influences students' reading performance (Table 3). The analysis of variance resulted in F=194,39 p=0,000, indicating that the mean score of reading significantly varied across anxiety levels (high, average, low)

Table 3. Influence of language learning anxiety on Reading

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Intercept	1552.980	1	1552.980	2585.228	0.000**
Anxiety	**233.549**	**2**	**116.775**	**194.393**	**0.000****
Error	59.471	99	0.601		
Total	1846.000	102			

The following figure illustrated the impact of language learning anxiety on reading.
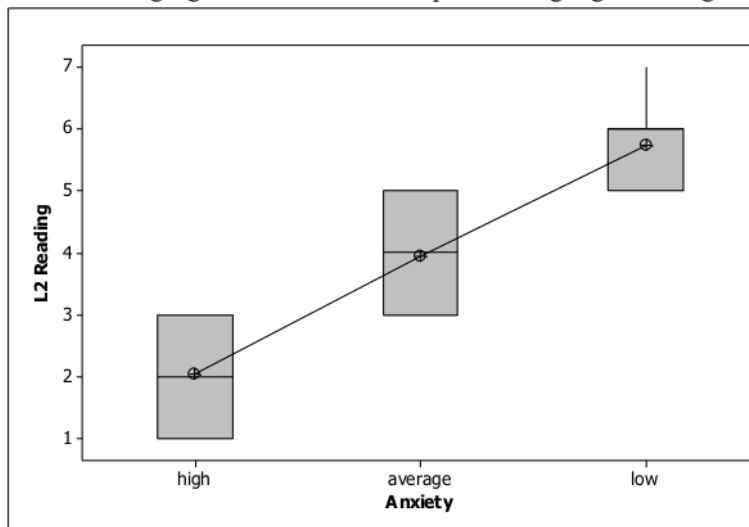

Figure 2. Debilitative impact of language learning anxiety on L2 reading

The quantitative finding revealed positive and negative roles of language learning anxiety in influencing speaking and reading performance. It was considered necessary to investigate the context-specific experiences that might give details about different effect of language learning anxiety to students' performance.

3.2. Context-specific experiences explain the impact of language learning anxiety on speaking and reading

Research found speaking anxiety correlates to certain experiences of assignment performance. In the following script 1 and 2, students admitted that people around them triggered their anxiety.

(1) My classmates make me feel anxious because I thought that they will make fun of me when I make wrong answer (respondent 6)

(2) When I speak, I am afraid that my classmate spot my mistakes (respondent 5)

The surrounding social environment can trigger ones' anxiety, including the classmates. Students were anxious for being made fun of when they make mistakes. Another respondent explained how negative perception affected their performance.

(3) Insults from other people make my speaking performance poor as my friends' negative responses lowered my confidence (participant 1)

Respondent 1 confessed that classmates' opinions had direct effect on the speaking performance. The other respondent stated that in addition to classmates, teachers can trigger anxiety as well.

(4) Teachers are the major trigger of my anxiety because I am worried of obtaining poor scores for the mistakes that I make. Thence, I need to make sure that I make positive impression. Respondent 4 admitted that some people, including classmates and teacher could trigger anxiety for different reason. Students often become anxious as they wanted to gain high scores for their speaking tasks and that they need to make positive impressions.

Social components also influence students' reading performance. The following scripts describe how students dealt with anxiety during reading performance.

(5) I do not experience reading anxiety because I always re-read the texts and make sure that I make correct answers (respondent 13)

(6) I do not experience reading anxiety because I can change my answer. However, it is hard to revise my utterances during speaking performance (respondent 18).

This response indicated that the social surrounding affects speaking and reading through different ways. However, the situation did not prove that they did not experience reading anxiety at all.

(7) Sometimes, I become worried about the reading test because I do not want to gain poor scores. Yet, my anxiety level was not high because I am confident that I would do my best during the test (respondent 7)

(8) I am always worried about reading task because I always make time to reread the text. I found many difficult vocabularies and the length of text is always out of my expectation (respondent 4)

(9) When there was reading test, I was always worried about the time limit. I am afraid that I run out of my time meanwhile the reading passages are always long (respondent 11)

Students also felt reading anxiety due to worries of gaining low scores, difficulties in understanding the text and the limited time allocation. Some students managed to enhance their reading ability despite the anxiety as stated in the following scripts.

(10) However, I believe that I can achieve better reading score because reading I believe that adequate reading ability will be beneficial (respondent 8)

(11) Honestly, I preferred reading rather than speaking because I can focus on my text and I am glad that my friend did not focus on me (respondent 15)

(12) I am not really good at reading but at least I can guess the content of the text from the main ideas and using reading strategy to find the specific answer (respondent 12)

Students' reading anxiety might be low because they can focus on their selves rather than on others' perception. They confessed that they were able to apply reading strategies, focus on their task and guess the content.

In brief, language learning anxiety significantly influences students' speaking and reading performance. However, speaking anxiety weakens students' task performance while it also gives positive impact on reading. The worries about receiving negative judgment and low scores negatively influence speaking. The anxiety regarding the time limitation, ability to understand the text and the fear of obtaining low scores trigger greater anxiety. Fortunately, this condition can be addressed by applying proper reading strategies, focusing on the text and developing stronger self-efficacy.

Tabel 4. Students' Language Anxiety Levels and the Correlation to Reading Comprehension

Reading Comprehension	Language Anxiety			Total
	Low	Medium	High	
Low	15 (65%)	2 (6%)		17
Medium	7 (30%)	26 (72%)	6 (14%)	39
High	1 (4%)	8 (22%)	37 (86%)	46

Table 4 shows there were 17 students categorized low in reading comprehension, 15 (65%) some of them have low anxiety and 2 students (6%) were categorized medium in terms of anxiety. Of students who were in the medium reading comprehension, 7 (30%) of them have language anxiety issue. Meanwhile, 26 (72%) students fall into medium category in language anxiety case and 6 (14%) students fall into high category in language anxiety case.

Students with high reading comprehension category amount to 46 students, where 1 (4%) student has low language anxiety issue, 8 (22%) students fall into medium category in language anxiety case and 37 (86%) students fall into high category in language anxiety case.

Tabel 5. Speaking and reading comparison based on anxiety levels

Item	MS	F	Sig	Tukey A1 x A2		Tukey A1 x A3		Tukey A2 x A3	
				MD	Sig	MD	Sig	MD	Sig
Speaking	98.775	109.008	0.000	1.323	0.000	3.382	0.000	2.058	0.000
Reading	116.775	194.393	0.000	1.911	0.000	3.705	0.000	1.794	0.000

MS value (mean square) shows the levels of students' anxiety values: low (A1), medium (A2) and high (A3). F and Sig values are the indicators of the significant difference.

In speaking, MS value was 98.775 with F value 109.008 (sig 0.000), with sigh value less than 0.05. Therefore, it was concluded that the difference in speaking scores between groups of students with different anxiety levels was significant. The Turkey HSD test further confirmed that the mean values of students in A1 and A2 groups were significantly different from the deviation mean 1.323 (sig: 000). Group A1 and A2 have significantly different deviation mean of 3.382 (sig: 000).

The value of MS in reading variable was 116.775 with F value 194.393 (sig 0.000) and sig value lesser than 0.05. The difference in reading scores between groups of students with different anxiety levels was significant. The Turkey HSD test showed that the mean values of students in group A1 and A2 were significantly different from the deviation mean of 1.911 (sig: 000). Group A1 and A2 have significantly different deviation mean of 3.705 (sig: 000), while A2 and A2 show significantly different deviation mean of 1.794 (sig: 000).

3.3. Discussions

Anxiety has been seen as factor that inhibits the language learning process. This study explains the nature of anxiety in language learning classroom, particularly on speaking and reading performance.

Moreover, speaking anxiety negatively impacts students' speaking performance, which then results in low speaking score. Anxiety can also correlate with other aspects such as English proficiency level and multilingualism (Santos et al., 2017). It may also relate to students' perception about the audiences Peter D. MacIntyre and Mac Donald (1998) and students' beliefs and concerns that play crucial roles in preparing speech (Daly et al., 1989). In addition, speaking and oral assessment, which are common in higher education, can be major sources of anxiety and stress for students (Nash et al., 2016). In classroom practice, females students are generally more anxious in using English in classroom (Pappamihiel,

2001). However, students' anxiety are usually lower than their self-report Behnke et al (1987) and students with lower anxiety were able to notice error utterances and target forms (Rassaei, 2015). Students often feel less anxious when speaking in front of ASR-based websites compared than speaking with peers (Bashori et al., 2020). However, avoiding peer-to-peer speaking is not an option because every student needs to develop adequate speaking ability to interact with each other and to make effective communication. To address this problem, anxiety-reducing strategy can be used to reduce the students' level of anxiety (Alrabai, 2015). However, students' should first identify the reason of their anxiety in order to reduce the anxiety in learning foreign language that will eventually enhance their learning effectiveness (He, 2013).

In addition, reading anxiety can be analyzed based on students' use of words (Holland, 2013). Reading anxiety is influenced by students' self-efficacy (Huerta et al., 2017), students' mark and gender Martinez et al (2011) and students' confidence in their reading skill, which influence their reading motivation and result in different reading outcomes (Pajares, 2003). In order to overcome this issue, reading itself can be stress-releasing and anxiety-reducing Wynne et al (2014) when pre-reading activities are emphasized (Schweiker-Marra & Marra, 2000). Anxiety reduction session is also effective in decreasing students' anxiety by fostering positive perspective and develop realistic beliefs (Toyama & Yamazaki, 2019; Cheng, 2002). It is necessary to convince students about the importance of EFL learning in all levels of education to make them more persistent and develop stronger need to learn English (Trang et al., 2013). For example, in a translation class, it is essential for teacher to be aware of anxiety-triggering factors in order to help students to reduce their anxiety and to encourage students in performing optimal translation tasks as well as growing more positive self-perception about their language skill (Yan & Wang, 2012).

5. Conclusion

The results of this study provide insights that will add up to the body of knowledge about language learning anxiety and will give positive contribution to language learning practices. This study found that students with high level of anxiety were likely to show worse speaking performance rather than students with lower anxiety levels. On the contrary, students with high level anxiety reading better than those of lower anxiety level.

Participants in this study also shared their specific experiences that potentially influenced how anxiety gave different impacts on speaking and reading such as social components that debilitate speaking. They realized that the speaking anxiety was derived from the thought that of being judged by their peers and the need to impress the teachers. However, in the process to impress the teacher, students become anxious about the feedback that will be given by teachers. Differently, students' reading anxiety positively influenced students' reading ability as long as the anxiety encouraged them to enhance their reading quality. Feedback on

students' reading was able to enhance the quality of writing through revising and rewriting the sentences structure including grammar. Moreover, this study provide insights about students' speaking and reading anxiety that can be used by practitioners to use anxiety to develop students' speaking and reading by encouraging the students to support each other to speak and encouraging the students to revise and rewrite based on the feedback.

Some implications that teachers should consider are: Teachers need to understand that students' anxiety levels can have different impacts depending on speaking or reading involvement. Realizing that anxiety can either motivate or hinder, teachers can develop appropriate teaching strategies. Teachers need to create a speaking environment that is supportive and minimizes students' fear of peer assessment. Providing opportunities for students to speak and supporting collaboration among students can help reduce speaking anxiety. Teachers can collaborate with students in designing learning methods that take into account anxiety levels. By understanding students' experiences, teachers can create a more positive and supportive learning experience.

Considering these implications, teachers can play a crucial role in creating a learning environment that supports students' development in overcoming anxiety and enhancing their speaking and reading abilities in English as a foreign language.

Further deeper investigation on the language learning anxiety among the participants is worth to conduct. Future researchers are encouraged to determine the types of tasks where anxiety facilitates optimal language learning. Regarding the results and conclusions of this study, practitioners need to have more concern about language learning anxiety because for it can either assist or slow down learning process depending on the tasks and context. Future researchers are also suggested to identify the strategies that encourage language learning.

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