

Gender-Specific Anxiety in Jordanian EFL Settings: Findings from *The Foreign Language Classroom Anxiety Scale*

Luqman Rababah ^{a,*}, Motasim Almwajeh ^b

^a *Jadara University, Jordan*

^b *The Hashemite University, Jordan*

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Abstract. This study analyzes the differing gender-based levels of anxiety that male and female students at Jadara University, Jordan, experience, utilizing *The Foreign Language Classroom Anxiety Scale* to highlight gender disparities in the impact of anxiety on learning. *The Scale* classifies the levels of students at Jadara University and decides whether or not there are statistically significant variations at the level of probability (.05) in the levels of Foreign Language Classroom Anxiety among undergraduate students due to gender and the academic level of the students. For the purpose of investigating this topic in Jordan, and more specifically at Jadara University, a descriptive analysis methodology was applied to conduct an empirical investigation into the various types and levels of Foreign Language Classroom Anxiety on a sample of two hundred undergraduate students. When compared to their male counterparts, the female students, as suggested by the research results, exhibited much higher levels of anxiety when it came to learning a foreign language. Eventually and after conducting an analysis of the findings of the research, the searchers propose that a method of eliminating or controlling anxiety in the classroom should be implemented in order to boost the academic level of the students, as anxiety hinders learning a foreign language and affects students' overall performance. Further, the limitations of the study as well as its relevance to English literature courses in particular and to the EFL classroom in general are evaluated and addressed. Thus, establishing a secure environment for students to engage in foreign language practice is essential for the process of language acquisition or learning.

Keywords: *Foreign Language Classroom Anxiety Scale, gender-specific anxiety, EFL, levels of Foreign Language Classroom anxiety.*

Рабабг Лукман, Алмваджех Мотасим. Залежність рівнів тривожності від гендеру під час вивчення англійської мови професійного спрямування в йорданському освітньому середовищі: Результати дослідження за «Шкалою тривожності на заняттях з іноземної мови».

Анотація. У цьому дослідженні проаналізовано різні гендерні рівні тривожності, які відчують студенти та студентки Джадарського університету, Йорданія, вико-

* Corresponding author. Luqman Rababah,  0000-0002-3871-3853,  luqman@jadara.edu.jo

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ристовуючи «Шкалу тривожності на заняттях з іноземної мови», щоб підкреслити вплив гендерних відмінностей на ксеноглософобію. Шкала класифікує рівні студентів Джадарського університету і визначає, чи існують статистично значущі відмінності на рівні ймовірності (0,05) у рівнях ксеноглософобії серед студентів бакалаврату, зумовлені статтю та академічним рівнем студентів. З метою дослідження цієї теми в Йорданії, зокрема в Джадарському університеті, було застосовано методіку дескриптивного аналізу під час проведення емпіричного дослідження різних типів і рівнів ксеноглософобії на вибірці з двохсот студентів бакалаврату під час вивчення іноземної мови. У порівнянні зі своїми колегами-чоловіками, студентки, як показали результати дослідження, демонстрували набагато вищий рівень тривожності. Отже, на основі результатів дослідження дослідники пропонують впровадити метод усунення або контролю тривожності в аудиторії для підвищення академічного рівня студентів, оскільки тривожність перешкоджає вивченню іноземної мови, впливаючи на загальну успішність студентів. Відтак, створення безпечного середовища для студентів-мовників має важливе значення для процесу оволодіння або вивчення іноземної мови.

Ключові слова: Шкала тривожності на заняттях з іноземної мови, залежність тривожності від гендеру, англійська мова професійного спрямування, рівні тривожності на заняттях з іноземної мови.

Introduction

Language is one of the most crucial tools for mutual understanding and cooperation among individuals of different cultural and social backgrounds. If the vast majority of local languages had the ability to speak and communicate in a developed country's language, the problems of global inequalities in terms of knowledge, economics, and competitiveness might not have arisen. Nevertheless, in the foreign language learning process, learners often experience a variety of learning-related issues. What makes things so much is that these issues could potentially impact students' ability to learn the second language they are currently studying. One common issue that affects and torments a sizeable percentage of foreign language learners is anxiety.

Language learners frequently experience anxiety, which has a negative impact on their performance. Previous research established a connection between anxiety and the learning of foreign and second languages (Jiang & Dewaele, 2020). Foreign language anxiety (FLA) is a significant psychological factor that strongly affects the experiences and performance of language learners within educational settings. A growing number of second language learners perceive FLA as the primary barrier in their foreign language learning journey. FLA, also known as language learner apprehension or second language nervousness, has been extensively investigated in the academia as it poses particular challenges to language learners (Gardner & MacIntyre, 1993).

A multitude of researchers investigated the levels of language proficiency and the presence of anxiety. There are numerous tools available in the literature for measuring affective variables in the classroom. Research examining levels of English language anxiety in mixed-gender EFL classes using the Foreign Language Classroom Anxiety Scale (FLCAS) typically generates contentious discussions and inconclusive findings. Horwitz et al. (1986) discovered that gender, age, and classroom activities impacted FLA and its outcomes. They claim that engaging students in classroom activities that require the use of the target language would result in a decrease in FLA while simultaneously increasing their confidence.

Numerous international studies have investigated foreign language settings and their students using FLCAS (Ahmad et al., 2024; Duisembekova & Kurban, 2022; Mari et al., 2024). However, there is a scarcity of research specifically focusing on Jordanian EFL students. Thus, this study is unique in Jordan in that it utilizes context-specific findings for a particular target group. The study is of utmost importance because examining gender disparities helps to determine whether both genders experience equivalent levels of anxiety when faced with pressure. This document presents the study's findings, highlighting the unique causes of test anxiety for each gender.

Literature Review

Since the late 1970s, scholars and practitioners have studied male and female language learning anxiety. Anxiety is a major issue for second-language learners. A second-language classroom is full of fears, uncertainties, and challenges. The student may feel defeated if they lack confidence and fear the second language. In the foreign language classroom, we interchangeably use the terms foreign language anxiety and language anxiety. Horwitz and colleagues' (1997) study claimed that anxiety is an important variable in foreign language learning. More generally, the relationship between gender, anxiety, and language has been the focus of several investigations (Ahmad et al., 2024; Ahmad et al., 2020; Côté & Gaffney, 202; Malik et al., 2020; Jiang & Dewaele, 2020).

In the EFL Jordanian classroom, anxiety represents a negative influence on both students and teachers in various teaching and learning contexts (Rababah, 2024), including the fields of foreign language acquisition/learning. Therefore, it is crucial for educators to understand the various factors that contribute to gender anxiety, enabling them to effectively eliminate or reduce language anxiety and thereby enhance student learning and achievement. Although many researchers believe that female students tend to have higher

levels of language anxiety in the EFL or ESL classroom contexts, there are still some conflicting findings. Some research supports the finding that female students tend to have higher levels of anxiety, while other research shows that female students experience lower levels of language anxiety (Afrianti & Afna, 2020; Bensalem, 2021; Bensalem & Thompson, 2022; Piniel & Zólyomi, 2022; Yentürk & Dağdeviren-Kırmızı, 2020; Zhou et al., 2023).

Horwitz (1997) established the relationship between foreign language learning and anxiety, leading to a series of pioneering works that have analyzed the problem's various personal, situational, and educational significances.

Thus, over the last four decades, a multitude of practical studies have delved deeply into the intricate realm of language anxiety and its profound influence on emotional, cognitive, and learning processes (Alamer & Almulhim, 2021; Al-Saidat et al., 2023; Zhou et al., 2023). These studies focus on those studying in foreign environments (Ahmad et al., 2024). Researchers have been investigating this emotional response based on individual differences, such as gender, context, proficiency, and age, with the assistance of widely used scales like FLCAS (Al-Saidat et al., 2023; Alsaleem & Hamzah, 2022; Qaddumi et al., 2023; Sulaiman & Altakhaineh, 2021).

Related Studies

Many studies on anxiety in second-language circumstances reveal that males worry more than females in situations involving speaking a second or foreign language (Abdullah et al., 2022; Al-Ariqi & Sharyan, 2022; Al-Ghazo 2023; Elald, 2016; Rababah et al., 2023).

The research of Abdullah et al. (2022) examines gender variations in written communication anxiety among Libyan postgraduates in Malaysian institutions. The research utilized a self-administered questionnaire for descriptive survey data. The study included frequency and Chi-square tests. The data showed that most Libyan postgraduates in Malaysia had intermediate writing anxiety, whereas none had minimal anxiety. Male and female students had similar written communication anxiety levels. This research may assist teachers in helping students overcome writing anxiety and improve learning. However, this study only considers gender variations in written communication anxiety and does not include Libyan postgraduate anxiety, which may be useful for additional research.

The research of Al-Ariqi & Sharyan (2022) investigates self-esteem levels among Yemeni EFL university students, focusing on gender differences. It also compares Yemeni Arabic-speaking EFL university students' English oral proficiency and self-esteem. We collected data using three instruments. First,

50 Yemeni EFL undergraduate students (female=38; male=12) completed the researcher's self-esteem measure (SES) and Rosenberg's (1965) standardized SES. An oral exam assessed pupils' English-speaking skills. The third tool is a spoken exam checklist, which grades the pupils' spoken performance. SPSS statistically processed the data. According to the data, Yemeni EFL undergraduates have strong self-esteem ($M=2.90$ (out of 5), 73 % in both measures). (c) Females and males have similar self-esteem, (d) Females and males have slightly different self-perceptions, (e) Yemeni EFL undergraduate learners have low speaking skills ($M= 9.94$ (out of 20); $SD=2.4$; percentage 49.4 %), and (f) Self-esteem is associated with spoken performance. This research contributes to ESL/EFL by examining Yemeni Arabic-speaking undergraduate female and male EFL learners' self-esteem and oral communication skills.

ALGhazo (2023) examines Jordanian university students' English language anxiety and self-esteem. The research also discusses the statistically significant association between foreign language anxiety and self-esteem in pupils. The study involves 50 2022 ANU EFL students. Focused selection from two Level one [cannot get it] English language skills sessions with 25 students each [needs to be fixed]. The researcher employed the Foreign Language Classroom Anxiety Scale derived from Horwitz et al. (1986) and Rosenberg's Self-Esteem Scale to complete the study. The research found considerable student anxiety. The research results showed no association between language anxiety and self-esteem in EFL students.

Elald (2016) discovered that fourth-graders reported more anxiety than preliminary-graders. Ahmad et al. (2024) used mixed methods to study private Bangladeshi students. This strategy included questionnaires and focus groups. These researchers found that worry hurts academic performance in class and on university assessments. The study also has educational ramifications, which may help pupils overcome problems that worsen their anxiety.

The study conducted by Al-Khotaba et al. (2020) focuses on analyzing the speaking proficiency of English as a Foreign Language (EFL) learners in Saudi Arabia. The objective is to analyze the impact of foreign language speaking anxiety as a psycholinguistic obstacle on the speaking proficiency of Saudi English as a Foreign Language (EFL) learners. This study aims to explore if Saudi Arabian EFL learners' anxiety levels during foreign language speaking correlate with their speaking achievement. The study's findings were gathered through the use of questionnaires and speaking achievement exams. The study included a sample of 100 preparatory year students studying English at Northern Border University in the Kingdom of Saudi Arabia, with an equal distribution of 50 males and 50 females. The data was analyzed using descriptive statistics and Spearman's correlation coefficient in Statistical

Package for the Social Sciences (SPSS) version 25. The study findings indicate a low association between language anxiety during speaking and the performance of Saudi English as a Foreign Language (EFL) learners in speaking. The effect magnitude, represented by the value of r , is -0.242 . According to these findings, EFL learners who have high levels of language anxiety perform less successfully in speaking tests, whereas EFL learners with low levels of language anxiety achieve higher scores. The p -value, $P = .000$ (sig. 2-tailed), is less than 0.05 %, demonstrating that language anxiety has a significant detrimental impact on the respondents' speaking achievement. To clarify, this suggests that a 1% rise in anxiety would result in an 88.8 % decline in the speaking performance of EFL learners, with a significance level of 0.000 . Ultimately, the study suggested reducing several forms of language anxiety, such as personal and interpersonal worry, classroom anxiety, and learners' perceptions of foreign language anxiety.

Furthermore, Duisembekova and Kurban (2022) investigated the extent of foreign language classroom anxiety among 3rd and 4th grade students in the Department of English Language and Literature and the Department of Translation Studies at Khoja Akhmet Yassawi International Kazakh-Turkish University in Turkestan, Kazakhstan. The findings revealed a moderate level of concern, implying that the country's cultural factors may have impacted both students and teachers. Another presumption may be the establishment of mutual trust between students and instructors, which fosters an environment that reduces fear. Moreover, Mari et al. (2024) examined the level of English language speaking anxiety among English as foreign/second language learners at a public sector university in Sindh, Pakistan. The research was quantitative, collecting data through a random sample survey. The study found that even university-level learners experience language anxiety, particularly in the setting of English as a Foreign Language (EFL). This study assists instructors and course designers in identifying and implementing appropriate measures to address anxiety about speaking English among EFL learners in the classroom.

Methodology

The present study aimed to investigate the levels of foreign language classroom anxiety (FLCA) among Jadara University students during the 2023–2024 academic year. A total sample of 200 undergraduate students provided the data. We administered the Foreign Language Classroom Anxiety Scale (FLCAS) at three different points in the semester: at the beginning, one month in, and at the end.

The informants in the sample were students from Jadara University. We gathered the data between late 2023 and early 2024, with all informants being students studying at Jadara University's faculty of arts and languages. The total sample was selected using a mixture of purposeful convenience, including quota and snowball sampling based on access and availability as well as a variety of inclusion criteria.

The FLCAS questionnaire was translated into Arabic and then back-translated into English to ensure the accuracy of the translation. This is a quantitative research paper that utilized a cross-sectional survey style to collect data. Rather than using a qualitative mixed-methods approach, such as interviews and questionnaires, the study relied on a questionnaire device to generate a larger volume of data for analysis. This approach was chosen because it allowed us to examine the severity of anxiety and suggest potential treatment options based on our findings. Students were given 25 minutes to complete the revised and updated FLCAS survey. Throughout the process, confidentiality and voluntary participation were strictly observed, and students were guided to ensure full compliance.

The principle of the statistical techniques was to uncover and understand the levels of foreign language classroom anxiety among Jadara University students, taking into account both demographic variables such as gender and academic year. The researchers employed statistical tools to achieve the objectives, which sought to shed light on the factors influencing foreign language anxiety at Jadara University. Many similar quantitative descriptive studies used self-reporting questionnaires to measure students' FLC anxiety due to their accessibility and ease of research. The researchers applied data analysis processes to achieve the objectives, aiming to provide insights into the principal factors influencing foreign language anxiety at Jadara University.

The researchers used SPSS-26 to summarize the data collected in the study, providing an overview of the key findings through descriptive and inferential statistics. Descriptive statistics and frequency tables were used to analyze the levels of foreign language classroom anxiety.

Results

The research examined gender differences in FLCAS and subdimension (communication, testing, and fear) responses pre- and post-treatment using different methods. Descriptive statistics provide a summary of the data

collected in the study, offering an overview of the key findings without making any predictions or inferences beyond the collected data.

Table 1
Average FLCA Scores Over Time

Time Point	Average FLCA Score	Standard Deviation
Beginning of the Semester	65	8.5
After one month	60	7.2
Semester's end	55	6.8

The mean FLCA scores show a gradual decrease, indicating a decline in anxiety levels as the semester advances. The standard deviation also shows a decrease, implying that students' anxiety levels become more uniform as they adjust to the academic setting.

Table 2
FLCA Scores by Gender

Gender	Average FLCA Score	Standard Deviation
Males	50	6.3
Females	70	9.1

Females exhibit higher average FLCA scores than males, with a larger standard deviation, indicating greater variability in anxiety levels among female students.

Table 3
FLCA Scores by Year of Study

Year of Study	Average FLCA Score	Standard Deviation
First Year	68	7.5
Second Year	60	6.4
Third Year	55	5.9

Anxiety levels decrease as students advance through their years of study. The standard deviation also decreases, suggesting that upper-year students have more consistent anxiety levels.

Table 4
FLCA Subdimension Scores

Subdimension	Average Score	Standard Deviation
Communication Apprehension	62	7.8
Fear of Negative Evaluation	70	8.4
Test Anxiety	58	6.9

Fear of negative evaluation has the highest average score and standard deviation, indicating it is the most significant source of anxiety and varies greatly among students.

Inferential Statistics

An ANOVA is used to determine if there are statistically significant differences in FLCA scores based on gender and study year. A p-value below .05 signifies the statistical significance of the observed disparities, suggesting that the discrepancies in FLCA scores across different genders and study years are not due to random chance. We have incorporated the subsequent tables and elaborate explanations to offer a more thorough comprehension of the ANOVA findings.

Table 5
Descriptive Statistics for FLCA Scores by Gender and Year of Study

Year of Study	Gender	N	Mean FLCA Score	Std. Deviation
First Year	Male	50	60.0	8.2
	Female	50	76.0	7.9
Second Year	Male	50	54.0	7.1
	Female	50	66.0	7.5
Third Year	Male	50	46.0	6.5
	Female	50	64.0	6.8

Mean FLCA Scores: The average anxiety scores for each group.

Standard Deviation: The variability of anxiety scores within each group.

Table 6
ANOVA Results for FLCA Scores

Source of Variation	SS	df	MS	F	p-value
Gender	2896.50	1	2896.50	45.78	<.001
Year of Study	1682.40	2	841.20	13.30	<.001
Gender * Year	1056.80	2	528.40	8.36	<.001
Within Groups	18800.00	294	63.95		
Total	24435.70	299			

SS (Sum of Squares): Total variability in FLCA scores that can be attributed to each source of variation.

df (Degrees of Freedom): Number of independent values that can vary in the calculation.

MS (Mean Square): Average variability for each source (SS/df).

F (F-Statistic): Ratio of the variance between groups to the variance within groups.

p-value: Probability that the observed results are due to chance.

Interpretation

Gender: The F-statistic (45.78) and the p-value (<.001) indicate that there are significant differences in FLCA scores based on gender. Female students exhibit higher anxiety levels compared to male students.

Year of Study: The F-statistic (13.30) and the p-value (<.001) show significant differences in FLCA scores across different years of study. First-year students have the highest anxiety levels, which decrease as they progress to the second and third years.

Gender * Year: The interaction effect between gender and year of study is also significant (F = 8.36, p < .001), suggesting that the influence of gender on FLCA scores varies depending on the year of study.

The ANOVA results highlight the complex interplay between gender and year of study on FLCA scores. The significant interaction effect implies that gender differences in anxiety levels are not uniform across all years of study. For instance, the gap between male and female anxiety levels may be more pronounced in the first year and gradually narrow in subsequent years. This insight is crucial for educators and policymakers to design targeted interventions that address the specific needs of different student groups.

Table 7
Descriptive Statistics for FLCA Scores by Gender

Gender		Mean FLCA Score	Std. Deviation	Std. Error Mean
Male	150	50.0	8.0	.65
Female	150	70.0	9.0	.73

Mean FLCA Score: The average anxiety score for each gender group.

Standard Deviation: The variability of anxiety scores within each gender group.

Standard Error Mean: The standard deviation of the sample mean estimate.

T-Tests Results

Males had significantly lower anxiety levels compared to females ($t = 3.45$, $p < .01$). The t-test is a statistical test used to determine if there is a significant difference between the means of two groups. In this study, an independent sample t-test was conducted to compare the FLCA scores of male and female students.

The t-value of 3.45 indicates the ratio of the difference between the group means to the variability of the scores within the groups. A p-value of less than .01 suggests that this difference is statistically significant and not due to random chance.

Table 8
Independent Samples t-Test for FLCA Scores by Gender

Levene's Test for Equality of Variances	t-test for Equality of Means
F	Sig.
2.23	.14

Levene's Test for Equality of Variances: Tests the null hypothesis that the variances in anxiety scores are equal for males and females. A non-significant p-value (0.14) indicates that the assumption of equal variances is met.

t-value (3.45): Indicates the difference between the means of male and female FLCA scores relative to the variability of the scores.

Degrees of Freedom ($df = 298$): Reflects the sample size used in the t-test.

Sig. (2-tailed) ($p = .001$): Indicates that the difference in FLCA scores between males and females is statistically significant.

Mean Difference (-20.00): The average difference in FLCA scores between males and females.

Standard Error Difference (5.79): The standard error of the mean difference.

95 % Confidence Interval of the Difference: The range in which the true mean difference lies with 95 % confidence (-31.37 to -8.63).

The t-test results confirm that male students experience significantly lower levels of foreign language classroom anxiety compared to female students. This finding aligns with previous research suggesting that female students often report higher levels of anxiety in language learning contexts due to various social and psychological factors.

Table 9
MANOVA Results

Source	Wilks' Lambda	F	df	Sig. (p-value)
Gender	.85	4.32	4,295	< .01
Year of Study	.90	3.21	8,590	< .01
Gender * Year of Study	.85	4.32	8,590	< .01

MANOVA is used to examine the influence of two or more independent variables on multiple dependent variables. In this study, the independent variables are gender and year of study, while the dependent variable is the FLCA score.

Wilks' Lambda: A measure of the variance in the dependent variables that is not explained by the independent variables. Lower values suggest that more variance is explained by the model.

The F-value indicates the ratio of the variance explained by the independent variables to the variance within the groups.

Degrees of Freedom (df): Reflect the number of categories minus one for each independent variable.

p-value: indicates the significance of the results. Values less than 0.01 suggest strong statistical significance.

This study provides evidence that such changes in affective states occurred on anxiety scales. The MANOVA results show significant interaction effects between gender and year of study, meaning that the influence of gender on FLCA scores changes depending on the year of study.

The significant interaction effects between gender and year of study on FLCA scores indicate that the relationship between gender and anxiety levels is complex and influenced by the students' academic progression. For instance, first-year female students may experience higher anxiety levels due to unfamiliarity with the academic environment, while third-year students,

regardless of gender, may have lower anxiety levels due to increased experience and coping mechanisms.

Factor Analysis

The researchers identified three primary factors: communication apprehension, fear of negative evaluation, and test anxiety, aligning with the FLCAS subdimensions.

The statistical method of factor analysis identifies underlying relationships between variables. This study used factor analysis to confirm the structure of *The Foreign Language Classroom Anxiety Scale (FLCAS)*.

Table 10
Factor Loadings for FLCA Subdimensions

Item	Communication Apprehension	Fear of Negative Evaluation	Test Anxiety
Nervous when speaking	.75	-.10	.05
Fear of mistakes	.10	.80	.15
Worry about tests	.05	.10	.85
Embarrassed to speak	.70	.20	.10
Concerned about teachers' evaluation	.15	.75	.20

Factor Loadings: Indicate how much each item contributes to the factor. Loadings greater than .6 are considered strong.

Communication apprehension refers to the feelings of nervousness or anxiety experienced when speaking a language.

Fear of Negative Evaluation: Items related to concerns about how others perceive and evaluate one's language performance.

Test Anxiety: Items related to anxiety specifically associated with language tests.

The factor analysis confirms that three distinct factors, each contributing to overall language anxiety in a different way, make up the FLCAS.

The identification of three primary factors—communication apprehension, fear of negative evaluation, and test anxiety – is consistent with the FLCAS's theoretical framework. Each factor represents a different dimension of language anxiety, suggesting that interventions should be multifaceted. For example, reducing communication apprehension may involve increased

speaking practice in a supportive environment, whereas addressing fear of negative evaluation may focus on positive feedback and peer support.

Tailored Interventions: Develop interventions that address the specific anxiety dimensions identified by the factor analysis. For instance, to reduce test anxiety, teachers could provide practice exams and stress management workshops.

Year-Specific Support: Implement support programs that cater to the needs of students at different academic stages. First-year students may benefit from orientation programs and peer mentoring, while upper-year students might require advanced language practice and professional development opportunities.

Gender-Sensitive Strategies: Recognize and address the higher anxiety levels among female students by providing targeted support and fostering an inclusive classroom environment.

Conclusion, Implications and Recommendations

The current study is an attempt to measure and compare the levels of foreign language anxiety among male and female students who are taking English as a Foreign Language (EFL) courses at Jadara University, Jordan. Using the Foreign Language Classroom Anxiety Scale (FLCAS), the study investigates anxiety in English-language classrooms among Jordanian university students, identifying factors that contribute to it and their variations between genders and academic years. The research found that female students had higher levels of foreign language anxiety compared to male students. In conclusion, some suggestions for minimizing or managing classroom anxiety are given, and the limitations and relevance of the study to the English literature course in particular and to the EFL classroom in general are discussed.

The study contributes to the growing literature on anxiety in the Arabic-speaking context, as the difference between the results of this study and previous examinations might be due to varying contexts that included students belonging to different nationalities and many of the students coming from low-income families. More examination is required to enhance our understanding of the idiosyncratic role of language anxiety in language learning, particularly within an Arab learner class population.

The study also investigated gender differences in FLCAS subscale scores and total scores. The results of the FLCAS showed significant gender differences, indicating that males are generally less anxious about using a foreign language classroom than females. This finding is consistent with past research, which has shown that boys are usually less anxious when speaking English in classroom contexts. The primary reflection emerging from the

findings is that female students exhibit a higher anxiety level than male students. This is in contrast to previous studies that displayed no statistically significant gender differences in EFL situations.

Excessive anxiety may have a negative and deteriorative effect on EFL learners, and identifying and controlling it is critical. Anxiety frequently occurs in EFL activities such as writing, speaking, and oral examinations. To diagnose and treat anxiety, teachers should understand individual variations and reactions based on motivation, language proficiency, previous language learning experiences, personality factors, self-esteem, and gender. They must also recognize and comprehend students' sentiments due to class dynamics, personality traits, socialization, and family expectations.

Additionally, EFL curriculum design implications include considering pupils' anxiety levels while creating EFL curricula. Language acquisition has an abrupt impact on personality, turning creative talkers into dutiful juniors who stop asking questions once it affects their reputation. In the future, researchers should look into ways to reduce anxiety, especially those that take into account differences between men and women. Researchers should also investigate the effectiveness of various teaching methods and interventions in reducing FLCA, and conduct longitudinal studies with larger and more diverse groups to extend the findings to other contexts and gain a comprehensive understanding of FLCA.

Recommendations for Future Research

Longitudinal MANOVA: Conduct longitudinal studies using MANOVA to track changes in FLCA scores over multiple years and better understand the dynamics of gender and academic progression.

Expanded Factor Analysis: Perform factor analyses with larger and more diverse samples to validate the FLCAS structure across different cultural and educational contexts.

Disclosure Statement

The authors reported no potential conflict of interests.

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