

Survey For Self-Efficacy in Language Learning and Fear of Learning a Foreign Language

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ABSTRACT

This study investigates the relationship between self-efficacy in foreign languages and various types of fear in language learning among undergraduates. It aims to understand how psychological factors interact and influence students' motivation, resilience, and confidence in their abilities. The study also investigates whether anxiety hinders language learning, particularly oral communication, and whether self-efficacy can mitigate the negative effects of fear and anxiety during foreign language learning. The quantitative study was conducted on 122 second-year Arabic language BA students learning for business management. The result of the study is that self-efficacy alone is not sufficient to prevent fear in these students, as success in foreign language learning is equally influenced by emotional and psychological factors as well as linguistic ability. The research indicates that students possess self-efficacy but encounter obstacles that impede their capacity to overcome anxieties associated with language acquisition. To overcome these problems, various strategies, such as creating a positive learning atmosphere and using teaching approaches that help students, are needed. Teachers can help students overcome their nervousness and build a better foundation for language mastery by providing customised tools and boosting their enthusiasm. Previous articles have shown that boosting students' self-esteem is a significant factor in their performance on different language skills and tasks.

Keywords: Self-Efficacy, Fear of Learning, Foreign Language Learning. Communication Apprehension

INTRODUCTION

Background of Study

Although many similar studies have been extensively conducted and discussed, this topic remains critical due to its significance in current pedagogy. This study is closely tied to the concept of self-efficacy, which refers to students' belief in their ability to learn, particularly Arabic as a third language, orientated towards the specialization of BA learning for business management. The authors examined the relationship between self-efficacy in foreign language learning and aspects of anxiety or fear in language acquisition, as well as the extent to which students' self-efficacy can enhance their learning performance and influence the types of fear or anxiety related to communication among public university (IPTA) students.

Abilities in Language Learning

The ability of an individual to learn a foreign or third language depends largely on personal factors. According to Bandura (1997), the concept of self-efficacy refers to an individual's confidence in their ability to successfully perform a task. In the context of language learning, Pajares (2002) explained that self-efficacy encompasses

confidence in listening, speaking, reading, and writing skills. Schunk, Pintrich, and Meece (2014) further emphasise that students with high levels of self-efficacy are more likely to set challenging learning goals, demonstrate strong motivation, and persist in overcoming obstacles. Several studies, including Mills, Pajares, and Herron (2007) and Wang, Schwab, Fenn, and Chang (2013), found a significant positive relationship between self-efficacy and academic achievement in foreign language learning, a foreign or third language, other than one's mother tongue, is not an easy task. Anxiety or fear often accompanies individuals attempting to acquire a new language, regardless of their age or background. This concern can negatively influence students' ability to learn any foreign or third language. Numerous studies have been conducted to investigate this phenomenon (Kamarulzaman, Ibrahim, Yunus, & Ishak, 2013).

Statement of Problem

Statement of Problem Students face significant challenges when learning Arabic, which are frequently caused by several psychological issues such as anxiety, lack of motivation, fear of making mistakes, and low self-confidence. Despite their high self-efficacy, many foreign language learners nonetheless feel fear and anxiety, particularly while speaking. Anxiety has consistently been highlighted as a significant impediment to language acquisition (Horwitz et al., 1986; MacIntyre & Gard4, 1999). Previous research (e.g., Al-Khasawneh, 2016; Daud et al., 2022) has found that learners frequently suffer moderate-to-high levels of language learning anxiety, particularly communication anxiety, fear of unfavourable evaluations, and test anxiety. Anxiety has an impact on message quality, as well as the speaker's confidence and believability. (Rengganawati, 2024). Students with poor confidence may avoid participating in language programs, be hesitant to practice speaking, and have increased language anxiety—all of which might impede their progress. Self-efficacy is generally not related to the skills possessed by the individual but rather to the psychological or individual confidence. Continuous and prolonged emotional turmoil will cause excessive emotional tension, which often brings negative impacts, one of which is anxiety (Purnamasari, 2020). Despite the relevance of this psychological element, there has been limited study on how self-confidence influences Arabic language learning and the extent to which increasing students' self-confidence can lessen negative psychological barriers. As a result, the purpose of this research is to address the psychological problems that Arabic language learners experience, as well as to investigate the role of self-confidence in overcoming these challenges to improve language learning. Objective of the Study and Research Questions

This study is done to explore language self-efficacy and types of fear in learning a language. Specifically, this study is done to answer the following questions:

1. How does language self-efficacy influence language learning among undergraduates?
2. How do learners perceive their communication apprehension in language learning?
3. How do learners perceive their fear of negative evaluation in language learning?
4. How do learners perceive their test anxiety in language learning?
5. Is there a relationship between language self-efficacy and types of fear in language learning?

LITERATURE REVIEW

Theoretical Framework of the Study

Theory of Self-Efficacy & Language Learning

Self-efficacy, a concept introduced by Albert Bandura (1977) and later expanded in 1986 as part of Social Cognitive Theory, refers to an individual's belief in their ability to execute the behaviours necessary to achieve specific outcomes. It encompasses not only their skills but also the confidence to apply those skills effectively. Individuals with high self-efficacy approach challenging tasks with determination and view obstacles as opportunities for growth, while those with low self-efficacy are more likely to experience self-doubt, frustration, and reduced motivation. As such, self-efficacy significantly influences how people think, the effort they invest, and the actions they take to reach their goals.

Usher (2023) identifies four interconnected sources of self-efficacy. First, mastery experiences are the most influential, as repeated successes increase confidence, whereas repeated failures can undermine belief in one's abilities (Li, 2020; Usher, 2023). Second, vicarious experiences occur when individuals observe others successfully performing a task, which can enhance their self-efficacy, particularly when they identify with the model (Vaughan-Johnston & Jacobson, 2020; McMahon, 2023). Third, social persuasion involves encouragement, positive feedback, and constructive guidance. Although it is less powerful than mastery or vicarious experiences, it can still strengthen self-efficacy when combined with them. Finally, physiological and affective states such as stress, anxiety, or fatigue can lower self-efficacy, while positive emotions and satisfactory physical health can enhance it. Together, these sources form the foundation of an individual's self-efficacy beliefs. In the context of language learning, they influence learners' approaches to speaking, writing, listening, and reading tasks, shaping their motivation, effort, and persistence in overcoming challenges.

Self-efficacy, motivation, learning strategies, and academic achievement are interconnected constructs that play a significant role in students' educational outcomes. In the context of language learning, self-efficacy affects how learners approach speaking, listening, reading, and writing tasks. Learners with high self-efficacy are more likely to participate actively, persist through challenges, and apply effective strategies, whereas those with low self-efficacy may hesitate to engage, invest less effort, and struggle to overcome difficulties. Consequently, fostering self-efficacy is essential for enhancing learners' language proficiency and overall academic success.

Self-efficacy directly influences academic achievement by enhancing students' confidence in their abilities to perform tasks and achieve goals (Luo, Chen, Yu & Zhang, 2023; Meng & Zhang, 2023). According to Bandura's social cognitive theory (1986, 1977), self-efficacy is influenced by and influences social and environmental factors. Positive interactions with peers, teachers, and the learning environment can enhance self-efficacy, which in turn boosts engagement. In the context of language learning, students with high self-efficacy often show the courage to try, even when they are unsure or afraid of making mistakes. They remain consistent in their practices, view errors as part of the learning process, and are more willing to participate in speaking and writing tasks. Conversely, students with low self-efficacy may avoid opportunities to use the language, hesitate to speak or write, and be easily discouraged when facing difficulties. They tend to fear negative evaluation, which limits their willingness to take risks in learning. This difference in mindset directly influences the strategies learners choose, the effort they invest, and ultimately their progress in mastering the language.

Self-efficacy plays a central role in learners' engagement, persistence, and strategy use across the four core language skills: reading, writing, speaking, and listening. In reading, extensive programmes programs outside the classroom can build confidence in managing texts, while targeted vocabulary support helps students tackle more challenging materials. Al-Khresheh (2024) notes that reading self-efficacy is often lower than in other skills, which can dampen overall proficiency and motivation. Gradually increasing the difficulty of reading tasks allows learners to experience a steady sense of progress. In writing, structured teacher feedback and instruction that integrate both cognitive and metacognitive strategies not only improve output quality but also strengthen learners' belief in their capabilities.

In speaking, differences in self-efficacy levels, such as higher reports among female learners, indicate that educators must develop teaching approaches that are sensitive to learner profiles. Gains in speaking can also create a positive ripple effect, reinforcing confidence in writing. In listening, self-efficacy empowers learners to take control of the comprehension process, particularly when supported by explicit strategy training. Together, these examples show that self-efficacy is not just about feeling motivated; it is actively shaped by well-designed, skill-specific instructional practices. This aligns with the reception-and production-based framework proposed by Kutuk et al. (2022), where growth in receptive skills like listening and reading can strengthen productive skills such as speaking and writing, creating a dynamic cycle of improvement.

Fear of Language Learning

Fear is one of the things that is frequently linked to learning a foreign language. Learners experience fear, also

referred to as anxiety, for a variety of reasons. Recognising this experience is essential because, according to Horowitz and Cope (1986), anxiety reactions prevent students from giving their best effort in a foreign language class and from achieving their objectives. Communication apprehension, test anxiety, and fear of a poor evaluation are the three components of foreign language anxiety, according to Horowitz and Cope (1986). Communication apprehension is a form of shyness induced by nervousness that individuals encounter when engaging in verbal interactions with others. The apprehension of failure is associated with examination anxiety. Consequently, students perpetually fret about their exam performance and experience anxiety at the prospect of underachieving. Finally, students who dread obtaining a low grade from peers often expect to receive such a grade and strive to avoid the circumstance entirely.

Similarly, the connections made by Zhang and Zhong (2012), the possible causes for anxiety, were categorised into four. The first type of anxiety is known as 'learner-induced anxiety', which arises due to learners' mistaken beliefs, unattainable expectations, or inadequate language skills. Secondly, 'classroom-related anxiety' can be caused by instructors, peers, or classroom practices. Thirdly, 'skill-specific anxiety', refers to learners' imperfect performance not only in listening and speaking but also in reading and writing tasks. Lastly, 'society-imposed anxiety' is caused by society mainly because of identity, cultural, and parental differences. Although many factors cause anxiety among learners, researchers generally highlighted that fear of foreign language learning is classified as specific anxiety, which means learners experience anxiety only in specific situations (Horowitz & Cope, 1986; Kráľová, 2016; Rahmat, 2020).

Past Studies

Past Studies on Self-Efficacy in Language Learning

Fryer, et al. (2025). This study examines the empirical literature on self-efficacy in second language learning, focusing on its exploration and factors affecting learners' self-efficacy beliefs. The review of 32 articles published between 2003 and 2012 revealed that several factors enhance students' self-efficacy levels, and self-efficacy is a strong predictor of performance in various language skills and tasks. The study also discusses limitations of the empirical studies and suggests directions for further investigation. The findings highlight the importance of understanding the role of self-efficacy in language learning.

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The empirical literature on self-efficacy in second language acquisition is examined in both studies. The improvement of student self-efficacy is influenced by a number of factors. Although this study contends that self-efficacy is connected to psychological and pedagogical approaches, self-efficacy is a strong predictor of performance in a variety of language skills and tasks.

Past Studies on Fear of Learning a Foreign Language

Rahmat et al. (2022) explores the relationship between fear of negative evaluation and the cause of fear in Oral presentations. A quantitative study was conducted to investigate the factors leading to fear of oral presentations, particularly the fear of negative evaluation. A total of 129 respondents participated in a survey that included their demographic profiles, fear of negative evaluation, and both external and internal factors. The results showed a weak positive relationship between fear of negative evaluation and external and internal factors, and a strong positive relationship between external and internal factors. These findings have implications for teaching oral presentations to language instructors and contribute to the understanding of fear of oral presentations among people and language learners.

Fakhruddin et al. (2022). This study investigates social learning theory in the context of language learning, specifically focusing on the fear associated with learning a foreign language. This study explores the fear of foreign language learning using the Social Learning Theory and Horwitz, Horwitz, and Cope frameworks. A quantitative survey was distributed to 202 students from seven different foreign language courses at a public university in Malaysia. Findings showed that learners developed fear and nervousness when they couldn't understand the language spoken by educators, compared their low language ability to their peers, and felt nervous when answering questions they didn't prepare for. Additionally, learners worried about the consequences of failing in their foreign language class. The study suggests that a strong support system involving language educators is crucial to avoid or improve fear in foreign language learning.

Zain et al. (2023) studied the influence of motivation and fear on learning a foreign language. The study investigates the impact of motivation and fear of learning foreign languages among Malaysian students. The research aims to understand how motivation influences foreign language learning, how fear of learning affects learners, and if there is a relationship between motivation and fear. A quantitative survey was used to collect data, with 163 UiTM Melaka students participating. The survey included demographic profiles, motivation to learn items, and fear of learning them. The majority of learners exhibited instrumental motivation, rather than integrative motivation, in acquiring foreign languages. The findings can inform pedagogy and foreign language acquisition in Malaysia and guide language instructors in developing effective instructional approaches to enhance students' comprehension and proficiency in foreign languages.

The psychological and environmental elements affecting the experiences of foreign language learners—with a particular emphasis on fear, anxiety, and motivation in oral communication and language acquisition in general—are the main theme that unites the three studies. Fear and anxiety, particularly the fear of receiving a poor grade, greatly impact learners' performance and motivation when learning a foreign language. To counteract these effects, supportive environments and instructional strategies are crucial. This study investigates students' perceptions of test anxiety, communication anxiety, and fear of receiving a poor grade. Students typically suffer from severe anxiety when they discover it difficult to comprehend what their teachers are saying, when they lack confidence because of the advantages of their peers, and when they fear failing academically.

Conceptual Framework of the Study

Bandura (1997) states that when a person has a sense of self-efficacy, he/she is able to control the way he/she attends to tasks. In the context of learning, learners' beliefs in their success can work towards making the belief a reality. In terms of language learning, Kutuk et al. (2022) presented two types of language self-efficacy. The first type is reception self-efficacy, and this involves skills like listening and reading. The next language self-efficacy is production self-efficacy, and this type of self-efficacy involves skills such as speaking and writing.

However, some learners do face fear when it comes to learning a language. Fear begins with learner's belief. Fear can affect other aspects of learning (Rahmat, 2020). Fear for language learning is caused by three factors (Horwitz, et.al, 1986). The first factor is communication apprehension. Some language learners face anxiety when they are asked to communicate in the target language. Next, some language learners fear receiving a negative evaluation. When it comes to showing their ability to communicate in the target language, they may fear negative evaluation from the instructor or their peers. The last factor is test anxiety. Some language learners have test anxiety, and this type of fear can influence the learners' success in using the target language. The conceptual framework is presented in Figure 1 below. This study explores the relationship between communication apprehension and language self-efficacy. It also investigates the relationship between fear of negative evaluation and language self-efficacy. Lastly, this study also looks at the relationship between test anxiety and language self-efficacy.



Figure 1 - Conceptual Framework of the Study Relationship between Language Self-Efficacy and Types of Fear in Language Learning

METHODOLOGY

This quantitative study is done to explore self-efficacy in language learning and fear of learning the Arabic language. A convenient sample of 122 participants responded to the survey. The instrument used is a 5 Likert-scale survey. The instrument used is a 5 Likert-scale survey. Table 1 below shows the categories used for the Likert scale: 1 is for Never, 2 is for Rarely, 3 is for Sometimes, 4 is for Very Often, and 5 is for Always.

Table 1- Likert Scale Use

1	Never
2	Rarely
3	Sometimes
4	Very Often
5	Always

Table 2 shows the distribution of items in the survey. This study is replicated from language self-efficacy by Kutuk et al. (2022) and from learning a foreign language by Horwitz et al. (1986) to reveal the variables in the table below. Section B has 20 items on language self-efficacy, and Section C has 18 items on fear of learning a foreign language.

Table 2 - Distribution of Items in the Survey

NO	CATEGORY	VARIABLE	SUB-CATEGORY	ITEMS	TOT	CA
B	LANGUAGE SELF-EFFICACY	RECEPTION SELF-EFFICACY	Listening	5	20	.956
			Reading	5		
		PRODUCTION SELF-EFFICACY	Speaking	5		
			Writing	5		
C	FEAR OF LEARNING A FOREIGN LANGUAGE	COMMUNICATION APPREHENSION		5	18	.903
		FEAR OF NEGATIVE EVALUATION		6		
		TEST ANXIETY		7		
		TOTAL ITEMS				

Table 2 also shows the reliability of the survey.

The analysis shows a Cronbach alpha of .956 for Language Self-efficacy and 903 for Fear of learning a foreign language. The overall Cronbach’s alpha for all 38 items is .890, thus, revealing a good reliability of the instrument chosen (Jackson, 2015). Further analysis using SPSS is done to present findings to answer the research questions for this study.

RESULTS AND DISCUSSION

Demographic Analysis

Table 3 - Percentage for Demographic Profile

Question	Demographic Profile	Categories	Percentage (%)
1	Gender	Male	34%
		Female	66%
2	Self-Rating Arabic Proficiency	Can Communicate in Arabic	32%
		Cannot communicate in Arabic	68%

Table 3 presents the demographic profile percentages regarding gender distribution and self-assessed proficiency in Arabic among the respondents. The data shows that the majority of participants were female (66%), while males comprised only 34% of the Additionally, a substantial proportion of respondents (68%) reported that they could not speak Arabic, whereas only 32% indicated that they possessed Arabic-speaking ability. This demographic pattern suggests that the sample is predominantly female and largely composed of individuals with limited proficiency in Arabic.

Descriptive Statistics

Findings for Language Self-efficacy

This section presents data to answer research question 1: How does language self-efficacy influence language learning among undergraduates? In the context of this study, this is measured by (i) reception self-efficacy (listening and reading skills) and (ii) production self-efficacy (speaking and writing skills).

Reception Self-Efficacy

Listening

Figure 2 -Mean for Listening

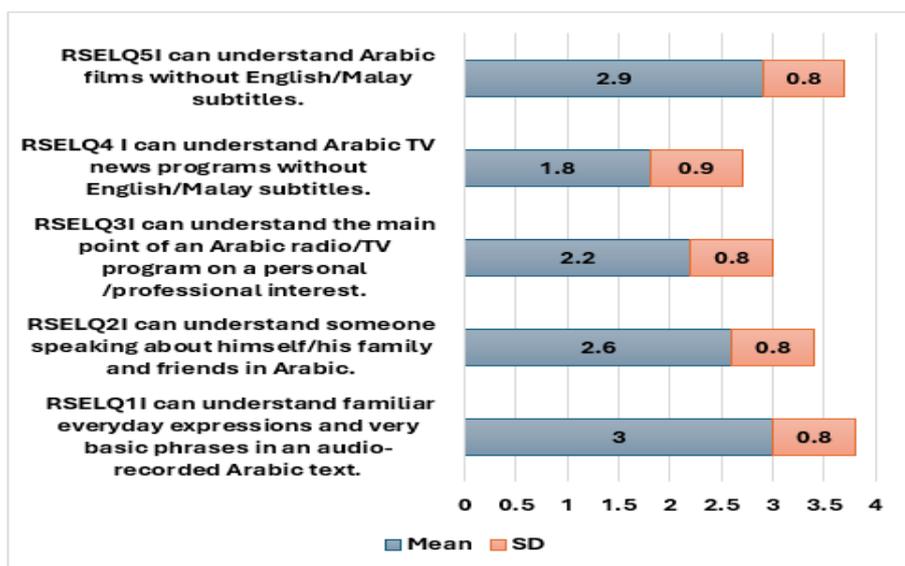


Figure 2 shows the mean value for listening. Item 1 (mean=3, SD=0.8) states that the learners could understand familiar everyday expressions and basic phrases in an audio-recorded Arabic text. Next, item 5 (mean=2.9, SD=0.8) states that the learners could understand Arabic films without English/Malay subtitles. The lowest mean is item 4 (mean=1.8, SD=0.9) states that the learners could understand Arabic TV news programs without subtitles.

Reading

Figure 3 -Mean for Reading

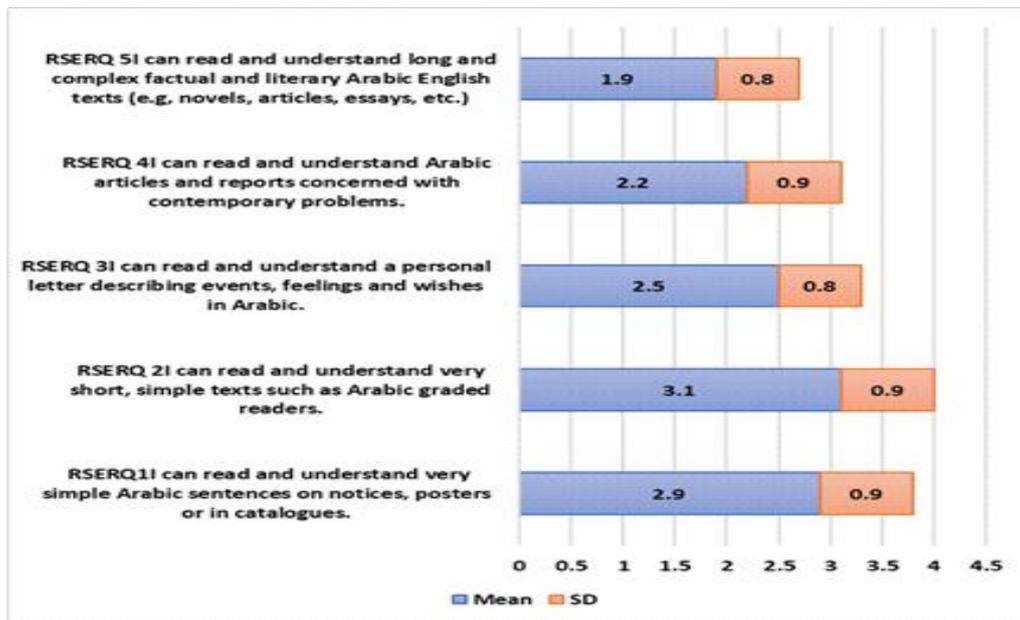


Figure 3 shows the mean value for reading. The highest mean was observed for item 2 (mean = 3.1, SD = 0.9), suggesting that most respondents feel confident in comprehending basic and level-appropriate Arabic materials. Second-highest mean recorded for item 1 (mean = 2.9, SD = 0.9) reflects the respondents’ ability to understand basic Arabic sentences commonly found in notices, posters, or catalogues, demonstrating practical reading skills for everyday communication. The lowest mean observed for item 5 (mean = 1.9, SD = 0.8) reveals that only a small number of respondents felt confident in reading long, complex factual as well as literary Arabic texts.

Production Self-Efficacy

Speaking

Figure 4 -Mean for Speaking

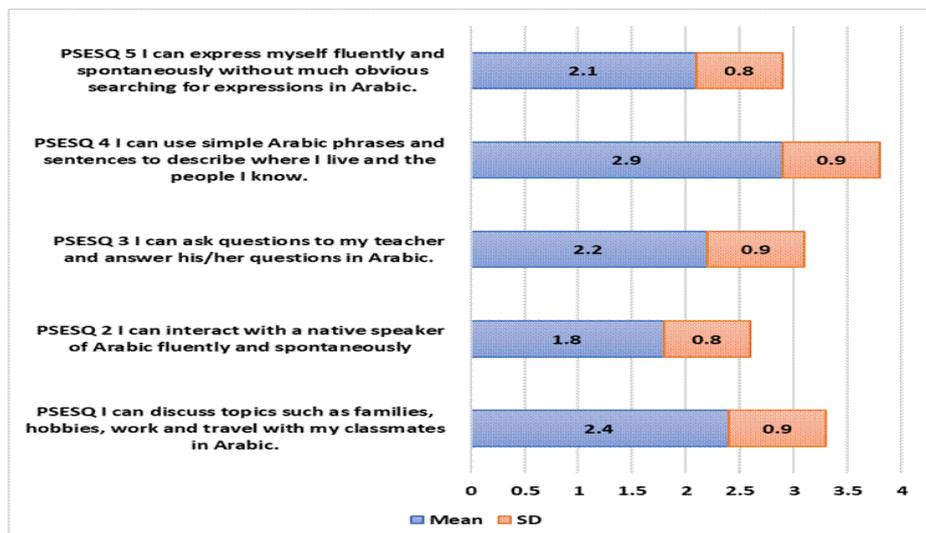


Figure 4 shows the mean value for speaking. Item 4 obtained the highest mean (mean = 2.9, SD = 0.9), suggesting that respondents possess confidence in employing basic Arabic phrases and sentences to describe their living environment and the people they know. The second-highest mean score, recorded for item 1 (mean = 2.4, SD = 0.9), demonstrates participants' capacity to converse on topics including family, hobbies, work, and travel with peers in Arabic, suggesting moderate confidence in speaking skills. Meanwhile, item 2 registered the lowest mean (mean = 1.8, SD = 0.8), revealing that only a limited number of respondents feel confident in interacting fluently and spontaneously with native Arabic speakers.

Writing

STATEMENT/QUESTION	Mean	SD
PSEWQ1 I can write a short, simple postcard to my friend in Arabic (E.g., sending holiday greetings).	2.3	1.0
PSEWQ 2 I can write Arabic notes and messages to my friends.	2.4	0.9
PSEWQ 3 I can write a personal letter describing my experiences and impressions in Arabic.	2.1	0.8
PSEWQ 4 I can write an Arabic essay giving reasons in support of or against a particular point of view.	1.9	0.9
PSEWQ 5 I can express myself in clear, well-structured Arabic text, expressing points of view at some length.	2	0.8

Figure 5 -Mean for Writing

Figure 5 shows the mean value for writing, displaying the average scores and standard deviations for participants' self-evaluated proficiency in executing several Arabic writing activities. The findings suggest a general lack of confidence in Arabic writing abilities, with average scores between 1.9 and 2.4 on what seems to be a five-point scale. The most highly ranked skill was composing Arabic notes and messages to friends (mean = 2.4, SD = 0.9), closely followed by drafting a brief, uncomplicated postcard (mean = 2.3, SD = 1.0). Conversely, the ability with the lowest rating was composing an Arabic essay to advocate for or against a perspective (mean = 1.9, SD = 0.9), indicating increased difficulties with intricate, organized writing. The standard deviations, ranging from 0.8 to 1.0, signify substantial variability in responses, indicating that participants' confidence levels varied to a certain degree. The findings indicate that participants perceive themselves as more.

Findings for Communication Apprehension

This section presents data to answer research question 2- How do learners perceive their communication apprehension in language learning?

Communication Apprehension

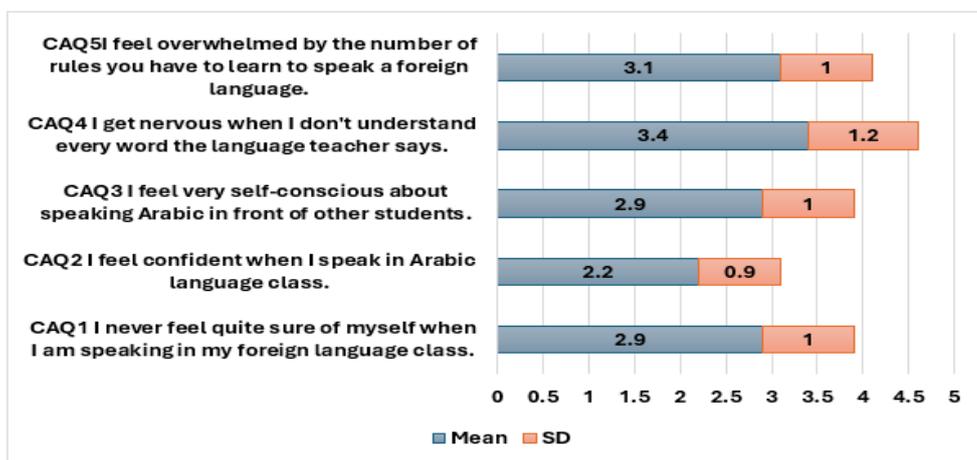


Figure 6 -Mean for Communication Apprehension

Figure 6 shows the mean value for communication apprehension contains average scores and standard deviations regarding students' sentiments and attitudes towards speaking in Arabic in a classroom environment. The findings indicate a predominantly moderate degree of anxiety and insufficient confidence, with average scores fluctuating between 2.2 and 3.4 on what seems to be a five-point scale. The question with the highest rating was "I get nervous when I don't understand every word the language teacher says" (mean = 3.4, SD = 1.2), signifying that comprehension uncertainty is a substantial source of worry. Students reported feeling overwhelmed by the numerous rules involved in learning a foreign language (mean = 3.1, SD = 1.0) and often experienced uncertainty or self-consciousness while speaking Arabic (both means = 2.9, SD = 1.0). The statement with the lowest rating pertained to confidence in speaking Arabic in class (mean = 2.2, SD = 0.9), indicating a lack of self-assurance in oral communication. The standard deviations (0.9–1.2) indicate moderate diversity in answers, implying that while certain learners exhibit greater comfort, others encounter significantly elevated levels of worry and uncertainty.

Findings for Fear of Negative Evaluation

This section presents data to answer research question 3: How do learners perceive their fear of negative evaluation in language learning?

Fear Of Negative Evaluation

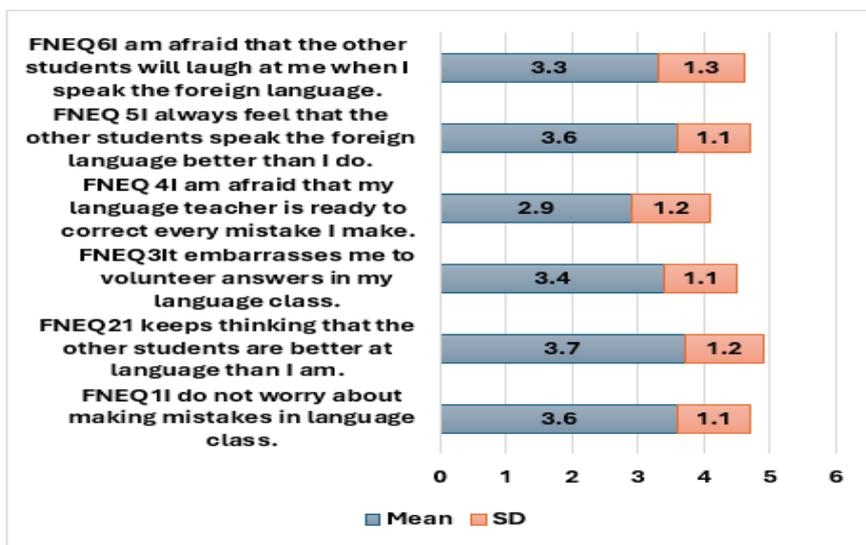


Figure 7 -Mean for Fear of Negative Evaluation

Figure 7 shows the mean value for fear of negative evaluation descriptive statistics for six statements about anxiety related to learning a foreign language. Students generally expressed moderate levels of worry and peer comparison. The statement "I keep thinking that the other students are better at language than I am" had the highest mean score (mean = 3.7, SD = 1.2), indicating that many students regularly make negative comparisons to their peers. comparison. The statement "I keep thinking that the other students are better at language than I am" had the highest mean score (mean = 3.7, SD = 1.2), indicating that many students regularly make negative comparisons to their peers. A similar sense of inferior competence was indicated by the statement "I always feel that the other students speak the foreign language better than I do," (mean = 3.6, SD = 1.1). It's interesting to note that the statement "I do not worry about making mistakes in language class" (mean = 3.6, SD = 1.1), indicating a mixed attitude towards mistakes. While some students may feel less worried, others may still be anxious. Moderate levels of fear of ridicule (mean = 3.3, SD = 1.3) and embarrassment when offering answers (mean = 3.4, SD = 1.1) were also reported. The statement about fearing the teacher's correction had the lowest mean (mean = 2.9, SD = 1.2), indicating that peer judgement may cause more anxiety than teacher feedback. Overall, the findings show that social evaluation and peer comparison cause language anxiety more than teacher correction.

Findings for Test Anxiety

This section presents data to answer research question 4: How do learners perceive their test anxiety in language learning?

Test Anxiety

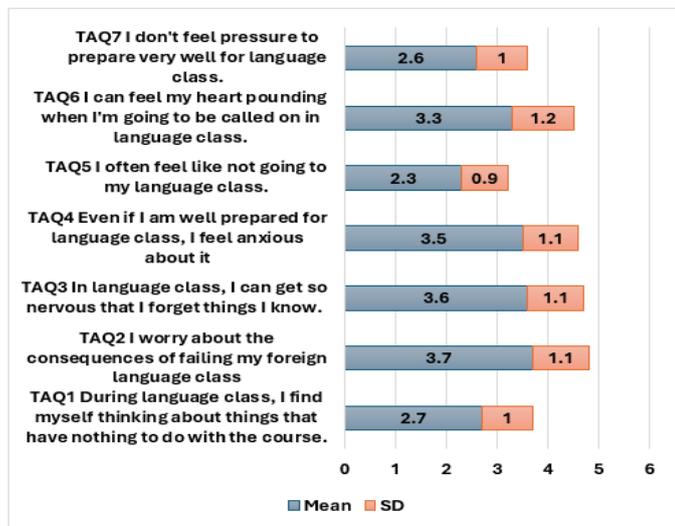


Figure 8 -Mean for Fear of Test Anxiety

Figure 8 shows the mean value for the Fear of Test Anxiety Questionnaire (TAQ) reveals varied levels of anxiety among learners in language classes. The highest levels of anxiety were associated with worrying about the consequences of failure (mean = 3.7, SD = 1.1) and forgetting known information due to nervousness (Mean = 3.6, SD = 1.1). Even when learners are well prepared, many still reports feeling anxious (mean = 3.5, SD = 1.1). Physical symptoms such as heart pounding when being called on (mean = 3.3, SD = 1.2) were also noted. The lower mean scores were observed for lack of motivation to attend class (mean = 2.3, SD = 0.9) and distraction during class (mean = 2.7, SD = 1.0). The statement “I don't feel pressure to prepare very well for language class” had a relatively low mean (2.6). Overall, the data indicate that test anxiety in language learning is primarily driven by fear of failure and performance-related stress, with both cognitive and physical manifestations.

Exploratory Statistics

Findings for the Relationship between language self-efficacy and types of fear in language learning.

This section presents data to answer research question 5: Is there a relationship between language self-efficacy and types of fear in language learning.

To determine if there is a significant association in the mean scores between language self-efficacy and types of fear in language learning, data is analysed using SPSS for correlations. Results are presented separately in Tables 4, 5 and 6 below.

Table 4- Correlation between Language Self-Efficacy and Communication Apprehension

		LANGUAGE SELF-EFFICACY	COMMUNICATION APPREHENSION
LANGAUGE SELF-EFFICACY	Pearson (Correlation)	1	.247**
	Sig (2-tailed)		.006
	N	122	122

COMMUNICATION APPREHENSION	Pearson (Correlation)	.247**	1
	Sig (2-tailed)	.006	
	N	122	122

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

Table 4 shows there is an association between language self-efficacy and communication apprehension. Correlation analysis shows that there is a low significant association between language self-efficacy and communication apprehension ($r=.247^{**}$) and ($p=.000$). According to Jackson (2015), the coefficient is significant at the .05 level, and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a weak positive relationship between language self-efficacy and communication apprehension.

Table 5- Correlation between Language Self-Efficacy and Fear of Negative Evaluation

		LANGUAGE SELF-EFFICACY	FEAR OF NEGATIVE EVALUATION
LANGAUGE SELF-EFFICACY	Pearson (Correlation)	1	-.248**
	Sig (2-tailed)		.006
	N	122	122
FEAR OF NEGATIVE EVALUATION	Pearson (Correlation)	-.248**	1
	Sig (2-tailed)	.006	
	N	122	122

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

Table 5 shows that there is an association between language self-efficacy and fear of negative evaluation. Correlation analysis shows that there is a low significant association between language self-efficacy and fear of negative evaluation ($r=-.249^{**}$) and ($p=.000$). According to Jackson (2015), the coefficient is significant at the .05 level, and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a weak negative relationship between language self-efficacy and fear of negative evaluation.

Table 6- Correlation between Language Self-Efficacy and Test Anxiety

		LANGUAGE SELF-EFFICACY	TEST ANXIETY
LANGAUGE SELF-EFFICACY	Pearson (Correlation)	1	-.175
	Sig (2-tailed)		.055
	N	122	122
TEST ANXIETY	Pearson (Correlation)	-.175	1
	Sig (2-tailed)	.055	
	N	122	122

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

Table 6 shows that there is no association between language self-efficacy and test anxiety. Correlation analysis

shows that there is no significant association between language self-efficacy and test anxiety ($r=-.175$) and ($p=.000$). According to Jackson (2015), the coefficient is significant at the .05 level, and a positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0.

CONCLUSION

Students encounter challenges in conquering all four language skills, particularly when attempting to comprehend more intricate or formal content without assistance, and their abilities are generally restricted. Cognitive, linguistic, and cultural factors may be the cause of these constraints. This result is in accordance with the results of Raofi et al. (2012), who assert that self-efficacy is a significant determinant of language task performance. Students' beliefs are influenced by a variety of factors. Their willingness to engage with challenging material and motivation can be significantly influenced by these beliefs. As a consequence, educators must implement strategies that foster students' self-assurance and offer targeted assistance to improve their language skills.

In response to further research on student beliefs regarding communication anxiety, fear of negative evaluation, and test anxiety, students reported experiencing significant anxiety and fear when they failed to understand the teacher's statements. Students' self-confidence is low due to their belief that their classmates are better than them, and the students themselves lack confidence. The consequences of academic failure are an additional significant source of anxiety. These results are consistent with the findings of Fakhruddin et al. (2022), who found that students compare their low language abilities with their peers and feel nervous when answering questions, they are not prepared for. Additionally, students are worried about the consequences of failing their foreign language classes.

Subsequently, the final research question is: Is there a correlation between self-efficacy, communication anxiety, dread of negative evaluation, and test anxiety? A low significant relationship exists between language self-efficacy and all three anxieties, as indicated by correlation analysis. One might anticipate that language proficiency would alleviate all three of these anxieties; however, this discovery may be counterintuitive.

In conclusion, despite the self-assurance of students, there are still impediments to overcoming the fear of learning the language. These factors affect the four skills involved in the acquisition of language learning, and these impediments may be influenced by psychological and pedagogical factors. To overcome these obstacles, a multifaceted strategy is necessary, which includes the cultivation of a positive learning environment and the implementation of supportive teaching methods. Through the provision of customized resources and the enhancement of motivation, educators can assist students in overcoming their apprehensions and establishing a more solid foundation in language acquisition.

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