English Language Learning Anxiety at SMP Muhammadiyah Tanjungpinang: A case study

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Abstract. This qualitative case study investigated the factors and impacts of English language learning anxiety among students at SMP Muhammadiyah Tanjungpinang. The research focused on students from the 7th, 8th, and 9th grades during the academic year 2024/2025. A total of 32 students across all grade levels were involved in the study. The researchers initially conducted classroom observations to identify students who exhibited signs of anxiety during English lessons. Based on these observations, eleven students were selected as participants for semi-structured interviews and more detailed classroom observations. The research aimed to explore how anxiety manifests in the classroom and how it affects students' language acquisition in a unique socio-educational environment. The data collected through interviews and observations were analyzed qualitatively by interpreting students' responses and behavioral patterns in class. The findings revealed that three primary types of language anxiety—Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation—were commonly experienced by the students. These forms of anxiety were often interconnected, compounding the emotional barriers students faced in English learning. One of the key contributing factors was the students' fear of peer ridicule, especially within a tightly bonded student community. Many of the participants were affiliated with orphanages connected to the school, which created a unique emotional and social environment. This setting, while supportive in many ways, also contributed to heightened sensitivity to peer judgment and a strong fear of making mistakes. As a result, the affective filter among these students was notably high, significantly hindering their willingness to participate and ultimately affecting their English language acquisition.

Keywords: language, learning, anxiety, Communication Apprehension, Socio-Educational.

1. INTRODUCTION

English proficiency is a critical skill in the globalized world, yet the process of acquiring a second language is frequently undermined by significant psychological barriers. Among these, Foreign Language Anxiety (FLA)[8] is recognized as a powerful impediment to successful learning. This distinct, situation-specific anxiety is more than general nervousness; it is a complex emotional response to the unique demands of language acquisition. Research consistently demonstrates a negative correlation between high levels of FLA and student achievement, as anxiety can disrupt cognitive processes and inhibit participation. Understanding this phenomenon is therefore crucial for developing effective pedagogical strategies that support learners.

The theoretical construct of Foreign Language Anxiety, as conceptualized by Horwitz et al.[1], provides a robust framework for dissecting this issue. It posits three primary components: Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. These factors collectively contribute to what Krashen terms a high "affective filter," a mental block that impedes the processing of linguistic input. While this model is widely accepted, the

interplay and intensity of these components can vary across different learning environments. Therefore, in-depth, context-bound investigations are necessary to understand the specific ways these anxieties manifest and impact students in unique settings.

This study addresses this need through a qualitative case study investigating the factors and impacts of English language learning anxiety at SMP Muhammadiyah Tanjungpinang. This specific educational context, with a student population largely from affiliated orphanages, provides a unique setting to explore affective variables. Employing a qualitative design with semi-structured interviews and classroom observations, this research aims to generate a rich, descriptive understanding of how the core components of anxiety manifest. The investigation seeks to illuminate the subjective experiences of students and analyze how these emotional responses shape their engagement and learning outcomes within their natural classroom environment.

2. THEORETICAL STUDY

This study is anchored in the theoretical construct of Foreign Language Anxiety (FLA), as conceptualized by Horwitz, Horwitz, and Cope. They define FLA as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning, arising from the uniqueness of the language acquisition process. This framework posits that FLA is not merely a manifestation of general anxiety but a situation-specific psychological response. It provides a robust lens through which to analyze the unique pressures and emotional reactions students experience when learning English.

The first component of Horwitz's model, Communication Apprehension, is central to this investigation. It refers to a type of shyness characterized by fear or anxiety about communicating with others, which becomes particularly acute in a foreign language context. This involves anxiety in speaking, listening, and interacting, where learners feel immense pressure to perform in real-time. This apprehension can manifest as reticence, avoidance of participation, and difficulty processing aural input, thereby hindering the development of communicative competence in the target language.

The second dimension of the FLA construct is Test Anxiety, which pertains to the apprehension experienced during evaluative situations. In the language classroom, this extends beyond formal examinations to include any activity where a student's performance is assessed, such as being called upon to answer a question or participating in a graded activity. This form of anxiety can impair cognitive processing, leading to poor performance even among well-

prepared students, as the fear of failure overwhelms their ability to recall and apply their knowledge.

Fear of Negative Evaluation constitutes the third critical component of the theoretical model. This is defined as the apprehension about others' judgments and the expectation of being evaluated negatively by teachers and, crucially, by peers. This fear is particularly potent in language learning, where mistakes are a visible and natural part of the process. The dread of being ridiculed or perceived as incompetent can lead to significant inhibition, causing students to avoid speaking and taking risks essential for language acquisition and skill development.

These three components—Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation—collectively contribute to what Krashen terms a high "affective filter." This theoretical concept suggests that negative emotions, particularly anxiety, can form a mental block that prevents comprehensible input from being processed for language acquisition. Therefore, even when exposed to effective instruction, an anxious learner's affective filter may be so elevated that it impedes the internalization of the new language, explaining the negative correlation often observed between anxiety and achievement.

3. RESEARCH METHODS

Research Design

tudy employs a qualitative case study design[7] to conduct an in-depth investigation into the factors and impacts of English language learning anxiety at SMP Muhammadiyah Tanjungpinang. This approach is selected for its capacity to explore complex, context-bound social phenomena holistically. A qualitative methodology is uniquely suited to uncovering the subjective experiences, beliefs, and self-perceptions of students, which are central to the theoretical framework of Foreign Language Anxiety. The primary objective is to generate a rich, descriptive, and nuanced understanding of the students' emotional responses within their natural educational setting, rather than seeking statistical generalization.

The research is structured as an instrumental case study, where the bounded system is the group of students identified as anxious across grades 7, 8, and 9 at SMP Muhammadiyah Tanjungpinang. This design facilitates an intensive analysis of the specific manifestations of anxiety within this particular educational context. By focusing on this defined group, the study aims to illuminate the broader phenomenon of Foreign Language Anxiety. This approach allows for a detailed examination of how the theoretical components—Communication

Apprehension, Test Anxiety, and Fear of Negative Evaluation—interact and influence learning behaviors in a real-world classroom environment.

Adopting an interpretive paradigm, this research acknowledges that anxiety is a subjective experience, and the goal is to understand the meanings students ascribe to their feelings and behaviors. This design is not intended to test a hypothesis but to explore the phenomenon from the participants' perspectives. To ensure the trustworthiness and credibility of the findings, a process of methodological triangulation will be utilized, integrating data from multiple sources, primarily semi-structured interviews and classroom observations. This multi-faceted approach is essential for capturing the intricate details and complexities of the affective factors that influence the language acquisition process.

Participants and Research Setting

The research was conducted at SMP Muhammadiyah Tanjungpinang, a junior secondary school, during the first semester of the 2024/2025 academic year. This specific setting was selected due to its unique socio-educational context, with a student population largely composed of children from affiliated orphanages. This environment is particularly suitable for a case study on language anxiety, allowing for an in-depth exploration of affective factors within a distinct community. The study focused on the natural classroom setting where English is taught as a foreign language, providing a rich backdrop for observing student interactions and emotional responses to the learning process.

A purposive sampling strategy was employed to select participants who could provide rich, relevant information regarding the central phenomenon of language anxiety. This non-probability method is ideal for qualitative inquiry, as it prioritizes depth of understanding over statistical generalizability. The initial population consisted of all 32 students across grades 7, 8, and 9. The researcher conducted preliminary classroom observations to identify individuals exhibiting behavioral indicators of anxiety, such as general avoidance, verbal reticence, and physical nervousness, based on established frameworks. This initial screening created a targeted pool of potential participants for the study.

From the pool of students identified through observation, fifteen individuals who self-identified as anxious and consented to participate were selected. Following preliminary screening interviews to confirm the relevance of their experiences, four students were excluded. The final sample for this in-depth investigation consisted of eleven participants, comprising nine male and two female students. This rigorous selection process ensured that all participants had direct and significant experiences with the phenomenon of English language

learning anxiety, which is essential for the validity and depth required for this instrumental case study. All participants provided informed consent prior to data collection.

Data Collection Instruments

To gather rich, subjective data, the primary instrument was a semi-structured interview guide. This guide was developed based on the study's theoretical framework, with questions designed to explore the three core components of Foreign Language Anxiety: Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. The semi-structured format provided a consistent line of inquiry across all participants while allowing the flexibility to probe deeper into individual experiences and emergent themes. Questions prompted students to reflect on their feelings during specific classroom activities, their perceptions of teacher and peer evaluation, and the physical and cognitive symptoms of their anxiety.

The second instrument was a non-participant observation checklist, designed to systematically record behavioral manifestations of anxiety in the natural classroom setting. This tool was informed by established indicators of language anxiety, such as avoidance behaviors (e.g., lack of volunteering, averting eye contact) and physical signs (e.g., fidgeting, stuttering, nervous laughter). The checklist enabled the researcher to document the frequency and context of these behaviors during English lessons. This observational data served as a crucial component for triangulation, providing objective behavioral evidence to corroborate and contextualize the subjective accounts gathered through the semi-structured interviews.

To ensure the validity and appropriateness of the instruments, both the interview guide and the observation checklist underwent a piloting phase. They were tested with a small group of students from a similar background who were not part of the final sample. This process helped refine the clarity and phrasing of interview questions and confirmed the relevance of the observational categories. All interviews were conducted in Indonesian to allow participants to express their complex emotions and experiences without the additional linguistic pressure of using English, thereby ensuring the data accurately reflected their internal states.

Data Collection Procedures

The data collection process commenced after securing formal institutional approval from the school principal of SMP Muhammadiyah Tanjungpinang. The initial phase, conducted during the first semester of the 2024/2025 academic year, involved a series of preliminary, non-participant classroom observations. These were undertaken to identify a pool of potential participants exhibiting behavioral indicators of anxiety. Following this identification, informed consent was meticulously obtained from the school authorities and the students themselves,

ensuring they understood the study's purpose and their voluntary role. This foundational step established the ethical groundwork and logistical arrangements for the subsequent in-depth data gathering stages.

Following the initial selection, systematic non-participant observations were conducted over a two-week period during scheduled English lessons. The researcher, positioned unobtrusively within the classroom, utilized the pre-developed observation checklist to document the frequency and context of specific anxious behaviors. This method allowed for the collection of behavioral data in a naturalistic setting without disrupting the regular flow of instruction. Three separate observation sessions were completed for each grade level, ensuring a comprehensive view of student interactions. The data gathered provided objective behavioral evidence that would later be used to triangulate with the subjective interview accounts.

The final stage of data collection involved conducting individual, semi-structured interviews with the eleven selected participants. Each interview was held in a private room at the school to ensure confidentiality and encourage open responses. With prior consent, all sessions were audio-recorded to ensure accurate transcription. The interviews, lasting approximately fifteen minutes each, were conducted in Indonesian to allow students to express their complex feelings without linguistic barriers. The semi-structured format enabled the researcher to explore emergent themes while consistently addressing the core theoretical components of communication apprehension, test anxiety, and fear of negative evaluation.

Data Analysis Techniques

The analysis commenced with the verbatim transcription of all audio-recorded interviews. As the interviews were conducted in Indonesian to ensure participant comfort and clarity, the transcripts were then meticulously translated into English to facilitate a rigorous and consistent analytical process. Following the qualitative data analysis framework proposed by Miles and Huberman[6], the initial stage involved data condensation. This required a systematic process of selecting, focusing, simplifying, and abstracting the raw data from both the translated interview transcripts and the observation notes, reducing it into manageable and relevant units while preserving the core meaning of participants' experiences.

The core of the analysis employed a thematic approach to identify, analyze, and report patterns related to English language learning anxiety. This involved an iterative process of open coding, where the researcher meticulously read through the condensed data to identify initial concepts. A combination of deductive and inductive coding was utilized. Deductive codes were derived directly from the theoretical framework—Communication Apprehension, Test

Anxiety, and Fear of Negative Evaluation—while inductive codes emerged organically from the participants' unique narratives, capturing unanticipated factors and impacts specific to the research context at SMP Muhammadiyah Tanjungpinang.

To ensure the trustworthiness of the findings, the categorized data was organized into matrices for data display, allowing for a clear visualization of patterns and relationships between themes. Methodological triangulation was then applied by systematically cross-referencing the themes identified from the subjective interview data with the behavioral evidence from the classroom observation checklists. This process served to corroborate and validate interpretations, ensuring that self-reported feelings of anxiety were supported by observed actions. This synthesis of data from multiple sources enabled the final stage of drawing and verifying credible conclusions regarding the research questions.

4. RESULTS AND DISCUSSION

Communication Apprehension: Barriers to Oral Participation

The analysis confirmed that Communication Apprehension, as defined by Horwitz et al., was a pervasive factor among participants at SMP Muhammadiyah Tanjungpinang. Interview data consistently revealed a profound reluctance and fear associated with oral participation in English class. Students articulated feelings of panic and mental blankness when required to speak, even for simple responses. This finding aligns with the theoretical construct that apprehension in a foreign language context is a distinct, situation-specific anxiety, creating a primary psychological barrier to active engagement in communicative tasks.

These self-reported feelings were corroborated by behavioral data from classroom observations. The observation checklist documented high frequencies of avoidance behaviors, such as averting eye contact with the teacher, remaining silent when questions were posed to the group, and providing minimal, often monosyllabic, answers when directly addressed. This reticence is a classic manifestation of communication apprehension, where the perceived pressure to perform in real-time results in a withdrawal from interaction, thereby limiting opportunities for practice and feedback essential for skill development.

Thematic analysis of interview transcripts indicated that this apprehension was deeply rooted in a perceived lack of linguistic competence. Participants frequently expressed concerns about their limited vocabulary, poor grammar, and incorrect pronunciation as the primary reasons for their silence. This self-perception of inadequacy fueled a cycle of anxiety and avoidance, as students believed any attempt to speak would inevitably expose their

deficiencies. This highlights how negative self-perceptions are a critical component of the anxiety complex, directly inhibiting oral production.

Furthermore, communication apprehension extended beyond speaking to include listening anxiety. Several students described difficulty processing aural input, stating that when the teacher spoke English, their focus shifted from understanding the message to the fear of being called upon to respond. This cognitive interference, triggered by anxiety, supports the theoretical proposition that apprehension can impair the real-time processing of the target language. Consequently, even comprehensible input becomes inaccessible, hindering the development of listening skills and overall communicative competence.

Collectively, these findings demonstrate that communication apprehension acts as a formidable barrier to oral participation for these students. The combination of an internal fear of speaking, observable avoidance behaviors, and impaired listening ability creates a classroom dynamic where anxious learners are effectively silenced. This directly inhibits the development of communicative competence, as the very interactions necessary for language acquisition are avoided. This phenomenon strongly supports the notion that such anxiety elevates the affective filter, impeding the internalization of the language.

Impact of Test Anxiety on Cognitive Processing and Performance

Test Anxiety, the second component of Horwitz's framework, emerged as a critical factor impacting students at SMP Muhammadiyah Tanjungpinang. The analysis of interview data revealed that this anxiety was not confined to formal examinations but was triggered by any classroom activity perceived as evaluative. Participants described intense feelings of dread and physical symptoms, such as a racing heart, when called upon by the teacher. This finding aligns with the theoretical model, demonstrating that even low-stakes performance situations can induce significant apprehension and distress.

The study found a direct link between test anxiety and impaired cognitive processing. During interviews, several participants articulated a frustrating disconnect, stating they had studied and knew the material but their "minds went blank" during quizzes or when asked a direct question. This phenomenon corroborates the theoretical assertion that anxiety can overwhelm cognitive functions, blocking the retrieval of learned information. This cognitive interference explains why students often perform below their actual competence level, as the fear of failure directly sabotages their ability to recall knowledge.

Classroom observations provided tangible evidence that corroborated students' self-reported anxiety. The observation checklist systematically documented physical manifestations

of distress during evaluative moments, including noticeable hand tremors, fidgeting, and stammering when attempting to answer. These observed behaviors provided crucial triangulation for the interview data, confirming that the internal state of anxiety had clear, involuntary physical consequences. This synthesis of data strengthens the conclusion that test anxiety was a genuine and powerful experience for these participants within their natural learning environment.

The consequence of this anxiety was a tangible negative impact on academic performance, creating a detrimental cycle for the students. Participants frequently expressed disappointment over receiving low scores on tasks they felt prepared for, attributing their poor performance directly to panic during the assessment. This experience reinforces a negative self-perception of being incompetent in English, which in turn elevates anxiety for subsequent evaluations. This cycle of anxiety leading to poor performance, and that performance fueling more anxiety, traps students in underachievement.

Ultimately, the pervasive nature of test anxiety in this context contributes significantly to what Krashen describes as a high affective filter. Because nearly any classroom interaction could become an evaluative moment, students existed in a state of heightened apprehension. This constant fear of being judged prevents them from fully processing linguistic input, even during regular instruction. The mental block created by this anxiety is therefore not just an obstacle during tests but a continuous barrier that impedes the fundamental process of language acquisition.

Fear of Negative Evaluation: The Deterrent to Risk-Taking and Interaction

Fear of Negative Evaluation, the third component of Horwitz's model, was identified as a powerful deterrent to classroom interaction. Analysis of interview transcripts showed that participants harbored a significant apprehension about how their English proficiency would be judged by others. This fear was not limited to the teacher's assessment but extended profoundly to their peers. Students expressed a pervasive dread of being perceived as incompetent, which directly suppressed their willingness to engage in any activity where their linguistic weaknesses might be exposed.

The role of peer judgment was a particularly salient theme emerging from the data. Participants frequently articulated a specific fear of being ridiculed or laughed at by classmates for making pronunciation or grammatical errors. This finding supports the theoretical proposition that the visibility of mistakes in language learning makes students highly vulnerable to social evaluation. This dread of peer mockery was a primary reason cited for their

reluctance to take risks, such as attempting to use new vocabulary or complex sentence structures.

These self-reported fears were substantiated by data from the non-participant observation checklist. During classroom activities, anxious students were frequently observed hesitating before speaking, glancing nervously at their peers, and exhibiting heightened self-consciousness after making an error. These behaviors provide objective evidence that corroborates the interview findings, confirming that the fear of negative social judgment was not merely an internal feeling but a tangible force shaping their real-time classroom conduct and inhibiting spontaneous participation in communicative tasks.

Consequently, the fear of negative evaluation directly stifled interaction and impeded skill development. Students reported deliberately avoiding asking questions for clarification or volunteering for pair work to minimize opportunities for public scrutiny. This avoidance behavior, driven by social anxiety, deprives learners of essential practice and corrective feedback. This finding illustrates how the dread of judgment creates a significant barrier to the very interactive processes that are fundamental for developing communicative competence in a foreign language classroom setting.

Ultimately, this intense fear of being judged negatively by both the teacher and, more critically, by peers, serves as a major contributor to a high affective filter. The psychological environment becomes one of threat rather than support, causing students to erect a mental block against linguistic input. This social-emotional barrier prevents them from fully engaging with the lesson, even when the instruction is clear. The constant apprehension about others' opinions impedes the internalization of English, validating the model's emphasis on social factors.

Interconnectedness of Anxiety Components and the Affective Filter

The findings from this study demonstrate that the three components of Foreign Language Anxiety are not isolated phenomena but are deeply interconnected, creating a synergistic and debilitating effect on learners. Analysis of interview data revealed that the Fear of Negative Evaluation directly fuels Communication Apprehension; students reported that their reluctance to speak stemmed primarily from a dread of peer ridicule. This dynamic shows that social anxiety and communicative anxiety are mutually reinforcing, creating a pervasive state of apprehension that permeates the classroom experience for these students.

This interconnectedness creates a detrimental cycle that perpetuates underachievement and anxiety. A student's fear of being judged negatively by peers leads to avoidance of oral participation. This lack of practice then results in genuine skill deficits, which are exposed

during evaluative moments, triggering intense Test Anxiety and poor performance. This failure then validates the student's initial fear of being perceived as incompetent, reinforcing the entire anxiety complex and making future participation even more daunting. This cycle effectively traps students in a state of inhibition.

The combined force of these interwoven anxieties directly contributes to what Krashen terms a high affective filter. The constant, background-level stress generated by the fear of evaluation, communication, and testing creates a powerful psychological barrier. This mental block prevents comprehensible input from being processed for language acquisition. Participants described being unable to focus on the teacher's explanations because their minds were preoccupied with the fear of being called upon, illustrating how the filter impedes learning even during passive instructional moments.

Consequently, the English classroom at SMP Muhammadiyah Tanjungpinang is perceived by anxious students not as a supportive learning space but as a high-threat environment. The data indicates that this perception transforms every classroom event—from a simple question to group work—into a potential trigger for anxiety. This sustained state of high alert ensures the affective filter remains elevated throughout the lesson. As a result, even well-structured and comprehensible instruction fails to become language "intake," as the emotional state of the learner blocks its internalization.

Ultimately, this synthesis of findings confirms that the interplay between Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation creates a formidable barrier to learning. The resulting high affective filter explains the significant discrepancy between students' exposure to English instruction and their limited acquisition of communicative competence. The study validates the theoretical framework by showing that these affective variables are not peripheral but central, acting as a powerful mediator that can effectively nullify the benefits of classroom instruction for anxious learners.

Context-Specific Manifestations of Anxiety at SMP Muhammadiyah Tanjungpinang

The unique socio-educational context of SMP Muhammadiyah Tanjungpinang, with its student body largely from affiliated orphanages, significantly shaped the manifestation of anxiety. This close-knit living arrangement appeared to intensify the Fear of Negative Evaluation. Within this established community, where social bonds are constant both in and out of the classroom, the fear of peer ridicule for linguistic errors was particularly acute. The potential for classroom mistakes to impact social standing within their residential community created a uniquely potent source of social-evaluative threat.

This specific social structure directly exacerbated Communication Apprehension. Students reported that their reluctance to speak English was amplified by the fear of disrupting established peer hierarchies within their shared living environment. The English classroom became a high-stakes arena where attempting a foreign language felt like a social risk, potentially altering their position within the group. This context-specific factor explains the profound reticence observed, as students prioritized maintaining social harmony over engaging in risky linguistic practice, a finding unique to this case study.

Similarly, Test Anxiety was intensified by the participants' specific circumstances. For students from this background, the pressure to succeed academically may carry perceived stakes beyond typical classroom performance. The fear of failure during evaluative tasks was not just about a low grade but was linked to broader anxieties about personal worth and future prospects. This heightened pressure likely contributed to the severe cognitive blocking reported by participants, making evaluative moments particularly debilitating within this distinct demographic group and its unique social support structure.

The teacher's role and corrective feedback were also perceived through this unique contextual lens. In a typical school, a teacher's correction might be seen as impersonal guidance. However, within this tight-knit community, public correction was often interpreted as a more significant form of negative judgment, amplifying the Fear of Negative Evaluation. Observational data showing student recoil from teacher feedback, combined with interview data, suggests that standard pedagogical practices were experienced as more socially threatening due to the specific social dynamics of the participants.

Ultimately, these context-specific factors at SMP Muhammadiyah Tanjungpinang demonstrate how a unique socio-environmental setting can amplify the components of Foreign Language Anxiety. The fusion of residential and educational life created a condition where the fear of social judgment was constant, directly elevating the affective filter. This case illustrates that understanding FLA requires moving beyond general classroom dynamics to analyze the specific community and background of the learners, which in this instance, proved to be a critical determinant of their anxiety experience.

5. CONCLUSIONS AND SUGGESTIONS

This study concludes that English language learning anxiety at SMP Muhammadiyah Tanjungpinang is a significant and multifaceted barrier to academic success. The investigation confirmed the pervasive presence of the three core components of Foreign Language Anxiety:

Communication Apprehension, Test Anxiety, and Fear of Negative Evaluation. These factors manifested as a profound reluctance to participate orally, cognitive impairment during assessments, and an overwhelming dread of peer ridicule for making errors. The findings clearly indicate that these components are not isolated but are deeply interconnected, creating a debilitating cycle of avoidance, underperformance, and heightened anxiety that traps students.The research strongly validates the theoretical framework of Horwitz et al. and its connection to Krashen's affective filter hypothesis. The synergistic interplay between the three anxiety components elevates the affective filter, transforming the classroom into a high-threat environment for anxious learners. This psychological barrier effectively blocks comprehensible input from being processed for language acquisition, even during standard instruction. Consequently, the students' emotional state directly impedes their ability to internalize the target language, explaining the significant discrepancy between their exposure to English instruction and their limited development of communicative competence in the language.A critical conclusion of this case study is the powerful influence of the unique socio-educational context in amplifying anxiety. The close-knit community, with students largely from affiliated orphanages, intensified the Fear of Negative Evaluation, as classroom performance had direct implications for social standing within their shared residential life. This demonstrates that Foreign Language Anxiety is not a uniform psychological construct but is profoundly shaped by learners' specific community dynamics. Therefore, understanding and addressing this anxiety requires a nuanced analysis that considers the specific social background of the students, which proved to be a critical determinant.

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