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Research Article

Inferences of Foreign Language Classroom Anxiety Scale (FLCAS) in Teaching English as a Second Language (TESL)

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Abstract: Language anxiety is a multifaceted concern of students, teachers, administrators, and policymakers to establish conducive teaching spaces. This paper highlights the existence of language anxiety during the teaching-learning process and linguistic production. Leveraging quantitative design, the study has found that language anxiety does exist in the site of interest, directly impeding academic performances. Manifestations such as quivering, stuttering, the use of language fillers (*uhhmmm, ano, wait lang, ahhmmm*), and code-switching (L2 to L1, L2 to native tongue, and vice versa) are among the coping strategies exhibited by students. These mechanisms enabled them to complete the communication process during classroom interactions and output presentations. This prevailing phenomenon, conversely, calls for teacher creativity in supporting learners who need further assistance and in developing more adaptive teaching techniques that are less anxiety-provoking for students. The author recommends integrating assessment instruments like the FLCAS in pedagogy to determine learners' apprehension level. Integrating anxiety-reduction policies within TESL programs, such as promoting constructive communication and offering meaningful dialogue opportunities, is also essential. Further study is likewise suggested to navigate how cultural variances and individual nature impact language acquisition across diverse learners.

Keywords: foreign language; language anxiety; TESL; teaching-learning process; linguistic production

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1. Introduction

Foreign language classroom anxiety scale (FLCAS) remains known as one of the greatest and most significant instruments for calculating linguistic acquisition-related nervousness, mainly in the field of teaching English as a second language (TESL) (Horwitz et al., 1986). It highlights the distinct emotional involvements of students who encounter tautness, anxiety, and dread explicitly emanating in the second language (L2) teaching spaces, identifying such apprehensions from wide-ranging uneasiness or other cognitive triggering external and internal factors (Botes et al., 2020; Trang, 2011). Since its inception in the field of linguistics, FLCAS has formed years of investigation, both theoretically and analytically, on linguistic acquisition anxiety and its inferences for instruction practices, learner performances, and schoolroom dynamic forces (Özdemir & Seçkin, 2025).

Thus, the driving force for the inception of FLCAS emanated from explanations that various students, when provoked with the communication strains in an L2 classroom, exhibited indications of nervousness such as quivering, trembling, and persistent uncertainty (Botes et al., 2020; Özdemir & Seçkin, 2025; Trang, 2011). Unlike typical procedures of cognitive or social apprehensions, FLCAS efforts focus on the definite causes within linguistic learning, like fear of adverse communication reactions, speaking anxiety, and test nervousness – yet these are mounted inside the domain-particular framework of language learning (Liu & Wang, 2023; Song, 2024). Through wide-ranging item authentication, the device has shown strong psychometric features. Study conclusions reliably account for high internal reliability ($\alpha > 0.90$) and consistent test-retest results ($r = 0.83$), strengthening FLCAS as a wise and reliable tool.

By the same token, the claim of FLCAS linked to TESL studies has offered nuanced understandings into the multifaceted connection between apprehension and the English

language acquisition process, directing the emotional walls that hinder learner linguistic involvement and dialectal expertise (Toyama & Yamazaki, 2018; Yan & Liang, 2022). Studies using the FLCAS have recognized a reliable, moderate undesirable association between schoolroom anxiety and cognitive linguistic achievement across macro skills like reading, writing, listening, and speaking, to emphasize. For instance, meta-analyses and longitudinal reviews recommend that high FLCAS results relate to lesser self-evaluated English aptitude and lessened enthusiasm – a result of precise bearing in TESL frameworks where oral competence in L2 is fundamental.

Furthermore, the anxiety scale has triggered various pedagogical modernizations by enlightening how schoolroom milieu, educator–student interface, and peer engagement intercede the influences of nervousness, instigating teachers to adapt instructional methods that nurture a sympathetic, non-pressuring L2 learning environment (Bárkányi & Brash, 2025; Luo, 2025; Welesilassie & Nikolov, 2024). In bilingual and English-inspired teaching situations, the FLCAS study has emphasized educational and circumstantial variables, regarding that nervousness levels are caused by language experiences, the extent of acquaintance with the English language, and the supposed risks of schoolroom communication attempts (Downing et al., 2020).

The present study is underpinned by Krashen's affective filter hypothesis (1982), which emphasizes that emotional variables such as enthusiasm, self-confidence, and nervousness play an essential role in L2 learning, implying that a high affective filter triggered by anxiety can impede language input from being completely handled and internalized, thereby hampering language learning (Estremera, 2023; Lin, 2024; Thao et al., 2023). Conversely, a low affective filter nurtures a more friendly, expressive state where students can engross and retain new philological knowledge more successfully. This notion vehemently supports the claim that emotional comfort is as critical as cognitive capability in the language learning journey (Getie, 2020; Liu, 2023). Besides, during the gathering phase, some students seem to have empirically been exhibiting signs of uneasiness during oral communication practice in the target language. Palpable signs like stuttering, use of linguistic fillers, code-switching, speech pauses, and unnecessary movements are but some of the captured anxiety-related manifestations (Su, 2024).

Despite its recognized worth, current studies find numerous boundaries and zones for modification of FLCAS, as well as its adaptation for digital education settings and sensitivity to assorted student populaces. Critics highlight the necessity for stronger gauge dimensionality and receptiveness to circumstantial variations, such as digital or hybrid schoolrooms, which offer novel nervousness causes. Nonetheless, the tool remains a foundation in TESL study, informing prospectus design, teacher upskilling, and involvement strategies that aim to lessen linguistic anxiety and cultivate constructive student results (Masrul & Erliana, 2024; Nguyen, 2025; Wang et al., 2022). Having accentuated the preceding premises and gaps, this study attempts to offer an influential finding for examining the emotional field of L2 students, determining the growth of sympathetic, research-oriented TESL instructional practices that diagnose and unravel the emotional intricacies inherent in L2 learning. This academic undertaking, conversely, is guided by the following philosophical questions.

RQ1: What is the anxiety degree of students based on FLCAS in learning English as a second language?

RQ2: What responsive activities may be offered by teachers in TESL in response to anxiety manifestations?

RQ3: What inferences may be established out of the data from teachers and students?

2. Materials and Methods

3.1. Research Context

This study measured the students' anxiety level on L2 utilization at the classroom level, which is one of the bases for implementing or designing a classroom-based intervention language program. The study focused mainly on the Grade 11-TVL EPAS class of Pamurayan Integrated School as of SY 2024-2025. These students speak Bicol Sorsogon as their native tongue and had English as their L2 generally, apart from Filipino as the national language. The English language had been introduced both as a medium of instruction and a separate subject from primary to secondary education (Asne & Estremera, 2025). By these spans of instruction, they should be able to converse in the target language with ease and confidence

as set forth under the Department of Education competency; thus, the conceptualization of this study. In the community, they are commonly considered multilinguals, as they use their native tongue, Filipino, and English when communicating with peers.

3.2. Research Design

Quantitative design was used in this study to quantify the explored variables to understand and interpret social phenomena within its natural setting. By using quantitative research methodology, the researcher intends to collect richer information and get a more detailed picture of issues, cases, or events (Estremera, 2023). Also, the related literature and studies highlighting the students' anxiety level on L2 utilization served as the corpus of this study. A corpus is a collection of linguistic data used for research, scholarships, and teaching.

3.3. Participants

The primary sources of data for this study were the 34 Grade 11-TVL EPAS students of Pamurayan Integrated School as of SY 2024-2025. All of them served as participants, and ten identified previous and present English teachers of these Grade 11 students were also involved. Figure 1 shows participants distribution within the research process.

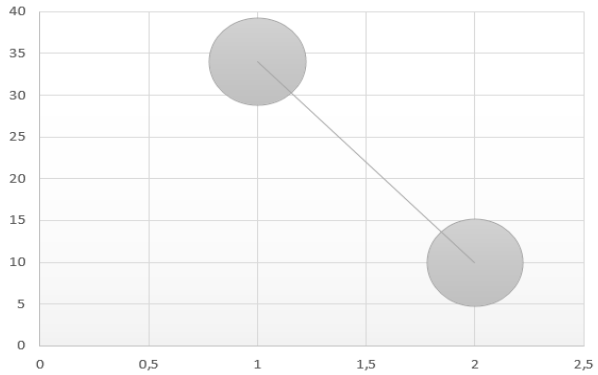

Figure 1. Participants' distribution.

3.4. The Instrument

The primary tool used to quantify responses was the adapted and contextualized FLCAS It consists of 24 items; each rated on a 5- point Likert scale (ranging from 'strongly disagree' to strongly agree. Then, the total score is calculated by summing the scores of all items, the higher total score indicates the higher level of foreign language anxiety. In addition, to determine the different activities provided by the English teachers in developing the confidence level of students (Bagasala & Estremera, 2025; Baliwas & Estremera, 2025), a quantitative method was used through a checklist tool, focusing on the presence or absence of items or completion of tasks, rather than measuring numerical values. In measuring the effectiveness of the strategies employed by English teachers to lessen the anxiety of students in using English as a second language, a quantitative method was applied through a five-point Likert scale questionnaire. This uses a five-point scale (e.g., strongly disagree to strongly agree) to measure respondents' opinions or attitudes towards a statement or question, providing a structured way to collect and analyze the data. To find out the difficulties encountered by English teachers in building the confidence level of the students in using English as a second language, a qualitative method was applied through an interview guide tool with a list of questions. It helped guide the researcher to gather detailed information from participants. All the results from this undertaking are the bases for implementing or designing a classroom-based intervention language program.

3.5. Data Collection Procedures and Protocol

Participants were informed about the purpose of the study and the voluntary nature of their participation (Estremera & Gonzales, 2025; Estremera & Gonzales, 2021). Consent was obtained from both students and their parents, as well as the school they were in. Once the consent and permit were settled, the collection of data started. Then, the researcher administered the FLCAS among the Grade 11-TVL EPAS class to examine the extent of students' anxiety when utilizing L2 at the classroom level. Simultaneously, the data on the different activities provided by English teachers in developing the confidence level of students in using L2, the level of effectiveness of activities employed by English teachers to lessen the

anxiety of students in using English as a second language, and the difficulties encountered by English teachers in building the confidence level of the students in using English as a second language were determined using a checklist, a five-point Likert scale, and an interview guide, respectively.

3.6. Data Analysis

The data gathered from both students and teachers were analyzed and interpreted through weighted mean and frequency count. The result of the FLCAS administered to students served as a springboard for implementing or designing a classroom-based intervention language program. Meanwhile, the data from the checklist, five-point Likert scale, and interview guide distributed to identified English teachers were carefully studied and interpreted quantitatively and qualitatively. The data gathered from the respondents on their perceived anxiety level in utilizing the second language were analyzed using the weighted mean to determine the average response for each indicator. The weighted mean was computed by multiplying the frequency of each response by its corresponding numerical value, summing the products, and dividing the total by the number of respondents.

The formula used for the weighted mean is as follows:

$WM = (\Sigma fx) / N$

where:

WM = weighted mean;

Σfx = sum of the product of the frequency (f) and the numerical value of the response (x);

N = total number of respondents.

Likewise, the study utilized the frequency and percentage method to analyze the activities used by English teachers in responding to student anxiety in using English as a second language. This statistical treatment identifies how often each activity is employed and the proportion it represents out of the total responses.

The frequency and percentage of responses were calculated using the formula:

$(\%) = (f / N) \times 100$

where:

f = frequency of a specific response or activity;

N = total number of responses.

3. Results

The acquisition of proficiency in a second language has long been a priority in the basic education system of the Philippines, particularly with English serving as the primary second language (Gersalia & Estremera, 2025; Welesilassie & Nikolov, 2024). However, a persistent challenge in this pursuit is the phenomenon of second language anxiety, also referred to as foreign language anxiety. This type of anxiety is a common experience among learners and is influenced by a range of interconnected factors, such as fear of making mistakes, peer judgment, low self-confidence, and pressure to perform (Guamos & Estremera, 2025; Rajendran et al., 2025). Students who experience this form of anxiety often display avoidance behaviors, particularly in communication activities that require the use of the second language. In the context of this study, the student respondents are expected to develop competency in English as their second language.

Given the widespread nature of second language anxiety in classroom settings, it is essential that learners adopt practical strategies for identifying and addressing their emotional responses to language learning (Lauta & Estremera, 2025; Lopez & Estremera, 2025; Zakaria, 2025). Thus, the process of mitigating this issue begins with raising awareness of their perceived anxiety levels in using English. Understanding these anxiety triggers serves as a foundational step toward implementing effective interventions aimed at fostering confidence and promoting more active participation in second language use.

The interpretation of mean scores follows a five-point scale (figure 2). The mean value ranging from 4.60 to 5.00 is interpreted as very high, indicating that the behavior or perception is almost always true of the respondents. Also, numerical results from 3.60 to 4.59 are considered high, suggesting that the behavior or perception is often true. A moderate interpretation is assigned to mean values from 2.60 to 3.59, indicating that the response is sometimes true. Meanwhile, mean values from 1.60 to 2.59 are classified as low, reflecting that the behavior or perception is seldom true. Lastly, mean scores ranging from 1.00 to 1.59 are regarded as very low, indicating that the response is almost never true of the respondents.

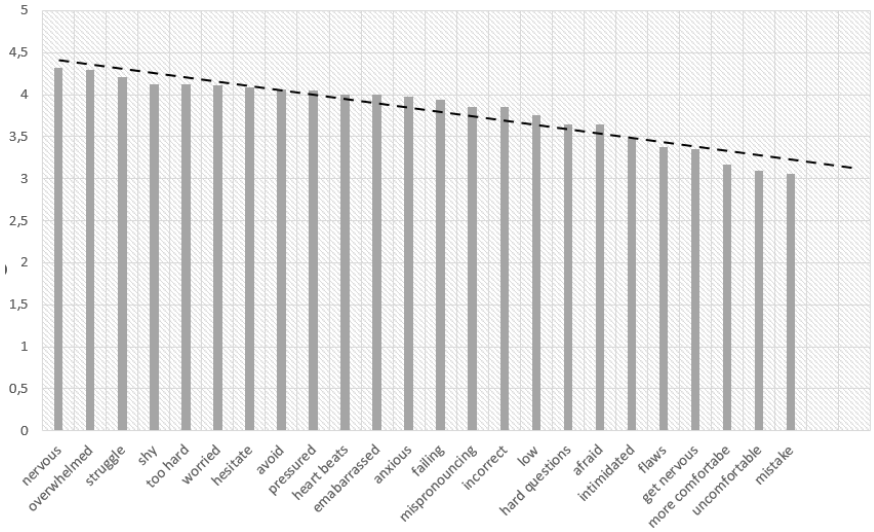

Figure 2. Students' anxiety degree in using English as a second language.

The indicator with the highest anxiety level experienced by Grade 11-TVL (EPAS) is feeling nervous when having to speak English in front of classmates, with a mean value of 4.32, and is therefore interpreted as high. This suggests that speaking in front of peers in English is the most anxiety-inducing task for students. The public nature of speaking and the fear of judgment or embarrassment likely heightens their nervousness (Bai, 2023; Welesilassie & Nikolov, 2024). It is followed by feeling overwhelmed by the English grammar rules and vocabulary, with a mean value of 4.29, which is likewise understood as high. The complexity of grammar rules and vastness of vocabulary contribute significantly to students' anxiety. This result is due to cognitive overload when students are expected to master technical aspects of the language (Rajendran et al., 2025; Nageen et al., 2025).

Meanwhile, struggling with learning the English language because of the comfort in using the mother tongue ranks third with a mean value of 4.21 and is described as high. This reflects linguistic interference, where students' strong reliance on their native language hampers their willingness and confidence to use English, reinforcing a sense of discomfort and unfamiliarity (Alshehri, 2024; Özdemir & Seçkin, 2025). Furthermore, other notably high indicators are feeling shy when speaking English in front of classmates and worrying about being seen as trying too hard when speaking English, with a mean value of 4.12, and are considered high alike. Both indicators reveal self-consciousness. Students are afraid to appear awkward or overly confident, possibly due to peer teasing or fear of social disapproval.

Feeling worried that the classmates will laugh if a mistake is committed also indicates a high level of anxiety with a mean value of 4.11. This implies that fear of being ridiculed is a key emotional barrier. It negatively affects the willingness to participate in oral activities. Many students refrain from joining English-related classroom tasks due to fear of errors or underperformance, leading to passive learning (Zakaria, 2025). And this is manifested by the hesitance to participate in classroom English-related activities indicator with a mean value of 4.09 and interpreted as high. On the other hand, avoiding conversation in the English language for fear of committing mistakes has a mean value of 4.06 and is described as high, revealing that mistake avoidance results in communication avoidance. Students would rather stay silent than risk incorrect usage, limiting practice opportunities. While feeling pressured to be good at English has a mean value of 4.05 and is understood as high, it is linked to the internal and external pressure to perform well in English stemming from academic expectations or comparisons with peers.

In effect, the heart beats fast when the teacher requires answers in English, and feeling embarrassed when using an English accent indicator has the same mean value of 4.00, which means that the level of anxiety is high. These physiological and emotional reactions reflect how anxiety manifests even in teacher-led exchanges. The embarrassment over accent implies identity-related concerns.

Further, often worrying about failing in English language class has a mean value of 3.94,

which means high manifestation. Performance anxiety and fear of failure contribute significantly to stress, especially when English is seen as a high-stakes subject. In addition, getting anxious when failing to understand what is said in English by the teacher has a mean value of 3.97 and is also interpreted as high. Anxiety also stems from comprehension difficulties, leading to frustration and helplessness in lessons delivered in English. Feeling afraid of getting a low grade in English has a mean value of 3.75 and is likewise considered high. Grades are a common source of academic stress. Low performance in English may affect self-esteem and overall academic confidence. Another indicator with a high level of anxiety, which has a 3.65 mean value, is feeling anxious when failing to understand the questions in English. Language barriers during assessment can distort students' ability to demonstrate knowledge, further fueling anxiety (Almusharraf & Bailey, 2023; Buscabus & Jose, 2025).

Feeling afraid that the classmates will not understand English words or ideas uttered has a mean value of 3.64, which likewise denotes a high apprehension level. Students worry about being misunderstood, suggesting that anxiety also comes from concerns about effective communication. While feeling anxious when reciting in English, even if the answers are correct, and feeling embarrassed when mispronouncing English words in class both have a mean value of 3.85, interpreted as high. Fear of pronunciation errors and performance in oral recitation remain major contributors to language anxiety, even when the student knows the correct answer. On the other hand, six out of 24 indicators are interpreted as moderate. This includes feeling intimidated when having to talk in English to classmates who are good at English, which has a mean value of 3.47. This reflects comparative anxiety, where students feel lesser or inadequate compared to fluent peers (Alamer et al., 2025; Flores & Escandallo, 2024). Whereas, feeling worried that the English teacher thinks of the students' flaws in English has a mean value of 3.38. Judgment from teachers, whether real or perceived, affects student confidence and can influence participation negatively. In addition, getting nervous when taking English tests with a mean value of 3.35 discloses that exams naturally induce stress, and English tests heighten anxiety when instructions, questions, or answers involve complex language.

Another indicator with a moderate level of anxiety is feeling uncomfortable when classmates perform better in English, with a mean value of 3.09. Comparison with more competent peers may discourage students rather than inspire them, contributing to self-doubt. The indicator that is second to the lowest rank is feeling more comfortable speaking English in casual conversation with friends and classmates, with a mean value of 3.17. This indicator reveals that informal settings reduce anxiety levels, possibly because they are less evaluative and more forgiving of mistakes. And the indicator that scored the lowest is feeling afraid that the English teacher will correct the mistake harshly, with a mean value of 3.06. Although rated moderately, fear of punitive correction can create lasting negative associations with English learning environments. The data clearly indicates that most students experience high levels of anxiety in classroom-based English tasks, with a weighted average mean of 3.81. Students are particularly anxious about activities involving oral communication, grammar, fear of mistakes, and peer evaluation (Jamshed et al., 2024; Tapado, 2025).

Moreover, figure 3 accentuates the various classroom-based pedagogical activities employed by English teachers to help manage and reduce students' anxiety when using English as a L2. All responses were gathered from ten English teachers. Each activity listed received a unanimous agreement of 10 frequency scores and 100 percent, indicating that all participating teachers recognize these activities as effective and integral in creating a supportive learning environment. Creating a welcoming and non-threatening atmosphere in English language learning received a 100%, indicating that all English teachers prioritize the creation of a safe and inclusive classroom environment embedded in classroom-based language activities and performance tasks. This non-threatening space allows students to engage in English communication without fear of ridicule or punishment (Jamshed et al. 2024). A supportive setting encourages students to take risks in language use, which is essential for second language acquisition. In the same way, social-emotional classroom elements such as student-teacher rapport, peer support, and a welcoming environment are essential in promo-ting student engagement and reducing fear. Furthermore, allowing learners to commit mistakes in using English as a second language (error tolerance) also has 100% shown that teachers understand that making mistakes is an important part of the learning

process.

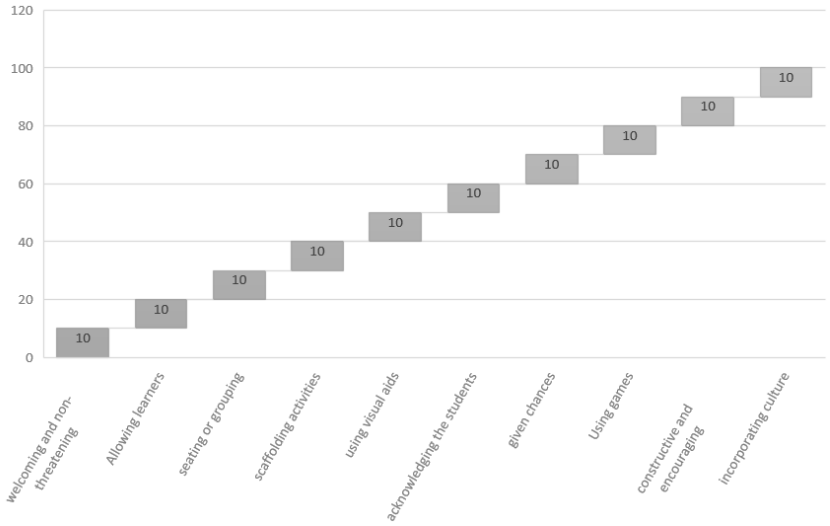

Figure 3. Responsive activities in TESL classroom.

By promoting error tolerance-related English activities like class performance task presentations or simple recitations, they reduce fear and anxiety, encouraging students to participate without the constant worry of being corrected harshly (Sukjairungwattana et al., 2025). This fosters a growth mindset and nurtures a positive attitude toward language learning. Classroom seating or grouping is tailored for language-rich interaction with 100%. Strategic seating arrangements and groupings promote collaborative learning. Teachers use group or pair work to facilitate interactive communication where students can practice English in low-stakes situations. This approach encourages language use in a socially supportive context, reducing isolation and building fluency (Alamer et al., 2025). Activities are scaffolded to build confidence before high-stakes tasks with 100%. Scaffolding involves gradually increasing the difficulty of tasks. Teachers first provide guided practice activities, then slowly move to more independent and performance-based activities like presentations or public speaking. This builds students' confidence and competence progressively, reducing anxiety by ensuring they are prepared for complex tasks (Almusharraf & Bailey, 2023). Using visual aids or gestures to support com-prehension and reduce confusion by 100%. All teachers utilize visual supports such as pictures, charts, videos, and gestures to aid student understanding. These tools bridge linguistic gaps, making content accessible even to those who are struggling with English vocabulary or syntax. This reduces cognitive load and associated anxiety.

Acknowledging students' effort regardless of language accuracy with 100%. Positive reinforcement of students' effort - rather than focusing solely on correctness - helps boost morale. Recognizing progress and participation, even when errors are present, motivates students to continue practicing and engaging with the language without fear of embarrassment (Özdemir & Seçkin, 2025). Students are given chances to self-correct in a non-public way (e.g., peer editing, journals) and have 100%. To protect students' self-esteem, teachers allow them to identify and correct their own errors privately. Techniques such as learning journals, peer editing, and written reflections reduce public exposure while promoting metacognitive awareness and self-assessment in language learning. Games, role plays, or dramas are used to reduce pressure and increase enjoyment by 100%.

All respondents incorporate creative and playful activities such as language games, skits, and improvisations to make learning fun and less intimidating. These dynamic methods reduce formality, increase motivation, and encourage spontaneous use of English, helping students become more comfortable expressing them-selves. Feedback is delivered in a constructive and encouraging manner with 100%. Teachers unanimously value the delivery of feedback that is gentle, specific, and aimed at improvement rather than criticism. Constructive feedback helps students understand their mistakes while maintaining confidence, making them more receptive to corrections and willing to try again (Nageen et al., 2025). Incorporating culturally relevant or personally meaningful materials with 100%. Using materials that reflect students' cultural backgrounds or personal interests increases engagement and relatability. This strategy helps students feel seen and valued, which reduces anxiety by making the learning context familiar and meaningful (Bai, 2023).

4. Discussion

The foregoing data reveals significant inferences in teaching English as a foreign language (EFL) and English as a second language (ESL). It sheds light on how students' anxiety distinctly forms their learning journey not just in the research locale but in an international view as vouched by the literature and numerical data presented (Rajendran et al., 2025; Welesilassie & Nikolov, 2024; Zakaria, 2025). It therefore calls for a more tailored TESL to bring out the best in every L2 learner by implementing a more suited teaching technique considering the key findings of this academic undertaking (Alshehri, 2024; Buscabus & Jose, 2025). Further, one salient point of this study is the verification of how FLCAS may be leveraged to determine the degree of anxiety that could potentially impede L2 performance. It gives EFL and ESL educators the ability to pinpoint students needing further support and suited linguistic intervention through a more personalized teaching approach and instructional materials, thereby overcoming the barriers to successful language learning, leading to an improved academic performance and classroom communication (Flores & Escandallo, 2024; Jamshed et al., 2024; Sukjairungwattana et al., 2025; Tapado, 2025).

This paper likewise confirms a negative association between EFL anxiety and students' overall performance, directly implying that a high anxiety level is linked to poor and reduced L2 production. By accentuating this relationship, EFL and ESL teachers worldwide may be re-minded of their strategies and methods in the teaching spaces and implement ways to minimize anxiety phenomena like giving gentle feedback, positive error correction, and mild linguistic activities triggering the process for a more nurtured teaching atmosphere (Alamer et al., 2025; Almusharraf & Bailey, 2023; Bai, 2023; Özdemir & Seçkin, 2025; Nageen et al., 2025). Similarly, the findings of this study confirm the integration of psychological and emotional scopes into instruction. This paves the way for more creative instruction, such as collaborative and differentiated teaching leaning towards building the confidence of the L2 students (Allee & Castner, 2024; Avissar & Yondler, 2025; Kimhi & Bar Nir, 2025; Zhang et al., 2025).

Essentially, in designing a curriculum as well as school-based interventions, a scaffolded approach and communicative linguistic activities that progressively increase L2 exposure and strengthen anxiety manifestations could be implemented. Schools may also encourage some creative ways to lessen anxiety, such as peer tutoring, counseling, and anxiety-reduction activities (Ahmed Abdel-Al Ibrahim et al., 2023; Dong et al., 2022; Toyama & Yamazaki, 2021). In the field of research and policy across all institutions, the data accentuated in this study provides gaps and direction necessitating longitudinal and offshoot investigations investigating linked scopes such as culture, machine, and hybrid learning spaces to better comprehend this linguistic phenomenon leading to total development of L2 students and welfare (de Filippis & Foysal, 2024; Ifenthaler et al., 2023; Santilli et al., 2025). Overall, the findings imply that foreign language anxiety should be addressed as a core instructional concern rather than a minor issue, as it significantly hones learners' language performance and sustained engagement in both EFL and ESL classrooms.

5. Conclusions

Inferring from the results and discussion part of this paper, it is obvious that language anxiety does exist in the site of interest, directly impeding their academic performances. Manifestations such as quivering, stuttering, and even use of the language fillers (*uhhmmm, ano, wait*, and *ahhmmm*) and switching of codes (L2 to L1, L2 to native tongue, and vice versa) are among the coping strategies of the students. By these mechanisms, it enabled them to complete the communication process during classroom interactions and output presentations, to some degree. This prevailing phenomenon, conversely, calls for the creativity of teachers to still help the learners needing further support and come up with a more adapted teaching technique that is less apprehensive to the students.

Building on the preceding arguments, the author proposes several key recommendations. First, the incorporation of assessment tools such as the FLCAS is encouraged to help educators identify learners' anxiety levels, thereby enabling the creation of a more supportive learning environment that enhances students' confidence and engagement. In addition, TESL programs should embed anxiety-reducing strategies, including fostering positive communication and providing opportunities for purposeful interaction. Finally, the author calls for further research to examine how cultural differences and individual learner characteristics influence language acquisition among diverse student

populations.

Most significantly, one serious restraint of the FLCAS and linked studies has been the dependence on self-reported figures, which is susceptible to partialities like societal appeal and subjective understanding. Participants may purposely report low anxiety or misunderstand parts due to language or social factors, which can twist results. Furthermore, there are problems with the scale's central concepts. The FLCAS likewise tends to disregard the part of optimistic emotions such as enthusiasm and satisfaction, which are progressively documented as significant in language acquisition but remain understated in outmoded anxiety tools. Its stationary design of gauging anxiety at a solitary setup averts from documenting the active and changing landscape of language anxiety collectively affecting its generalizability. To remedy these boundaries, future study should consider the incorporation of social observation and biological measures together with self-reports, contributing to the multidimensionality of potential results. In so doing, it will allow for a wider-encompassing assessment of the linguistic anxiety phenomenon.

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Institutional Review Board Statement: The completion of this study has gone through the rigorous review of panel members during defense as well as the eventual approval of Ethics and Review Committee in the affiliate institution.

Informed Consent Statement: Communication permits and protocols were closely considered during data collection phase.

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