

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

University of 08 Mai 1945 / Guelma

جامعة 08 ماي 1945 / قالمة

Faculty of Letters and Languages

كلية الآداب واللغات

Department of Letters and English Language

قسم الآداب و اللغة الانجليزية



OPTION: LINGUISTICS

**Students' Attitudes Towards The Effect of Fear and Anxiety on their
Academic Achievement**

**The Case of Third Year LMD Students of at the Department of Letters and
English, University of 8 Mai 1945, Guelma.**

*A Dissertation submitted to the Department of Letters and English Language in
Partial Fulfilment of the Requirements for Master's Degree in Language and Culture.*

Submitted by:

Supervised by:

Mrs. Belmoussaoui Ghalia

Ms. HARIDI Samiya

Ms. Bounar Wafa

BOARD OF EXAMINERS

Chairwoman: Mrs. BOUBEDRA Meryem (MA/A) 8 Mai 1945 University -Guelma

Supervisor: Ms. HARIDI Samiya (MA/A) 8 Mai 1945 University -Guelma

Examiner: Mrs. MAAFA Soumia (MA/A) 8 Mai 1945 University -Guelma

June 2025

DEDICATION I

I thank God first for helping me to reach this moment, then i thank myself

I am deeply grateful to dedicate this modest work to:

The soul of my queen “the most beautiful” mother, **WASSILA**, who devoted her life for me, the one who had always taught me to depend on myself, encouraged me, and filled my life up with love and hope. May God has mercy on her, rest in peace.

Special thanks go for the greatest and compassionate father, **AMAR** on the earth. The words are not enough to describe his kindness, sacrifice, and true love to compensate me for the loss of my mother.

To my young brother, **WALID**, who has always encouraged me and was by my side.

To whose was my sister not my stepmother, **FATMA**, in which she always tried to help me by what extremely possible.

To my second mother, my maternal aunt, **FELLA**, and my soul mate, **Rayane**, who have always been with me in times of need, I awe you a lot, thanks for your everlasting support.

To my friends, **WISSAL**, **NOURHANE**, **DJIHANE**, **SIHEM**, and **SABRINA** who are the most precious thing, that I am proud to have in my life, they are the light in my dark days.

Without forgetting my mother’s friends, who loved me and gave me all what I wish,

I thank all my family without exceptions for their encouragement and their trust on me,

And I want to thank my partner in the dissertation **GHALIA**, who was the first pusher to complete my master degree, a lot grateful and thanks for all memories we created together throughout the year we knew each other, you are the best coincidence.

Finally, to everyone who didn’t know me and helped me even with a positive word.

May Allah grant all of you the highest place in Jannah

WAFA

DEDICATION II

In the name of Allah, the Most Gracious, the Most Merciful
 Before all, our sincere praise to Allah the almighty for giving us strength and patience to
 Accomplish this modest work. I dedicate this humble effort, the fruit of my thoughts and
 study, to the soul of my parents [**father and mother**], whose Guidance and love
 continue to inspire me. May God has mercy on them. To my husband, my ultimate
 companion to whom I owe a particular debt of gratitude for his love, moral support,
 patience, and understanding. To my shining sun, [**Zyad Taym Allah**], you light up my
 world. To my precious daughters, [**Ghofran**] and [**Zayneb**], you are my joy and
 motivation, may God bless them.

To my sisters and my brothers, who have been my pillars of strength, thank you
 for your love and encouragement. To all my nephews and nieces, especially [**Malek**],
 you are the closet person to me may God fulfill all your dreams.

To my lovely binominal [**Wafa**], your friendship makes my life a wonderful
 experience. I also take this opportunity to dedicate this dissertation to my friends
 [**Siham** and **Sabrina**] who have been a source of comfort and inspiration, thank you for
 being there with me. And special thanks to my esteemed teachers, who have shaped my
 knowledge and perspective, I am forever grateful. Lastly, I dedicate this work to all
 those whose names may not be mentioned but whose influence has left an indelible mark
 on my academic and personal development.

I also extend my deepest appreciation to my dissertation supervisor, **Miss.**
Haridi Samia, thank you a lot for the time you spent checking our work and helping me
 when I needed help.

Special dedication to myself

GHALIA

ACKNOWLEDGEMENTS

With the most immense gratitude, we thank Allah the Almighty for the gift of life and knowledge.

We would like to express profoundly our sincere gratitude and appreciation to our dear supervisor and friend Ms. HARIDI Samiya for her unwavering support, academic guidance, constructive feedback and, most importantly, her psychological support.

A profound thanks goes to the jury members, Mrs. BOUBEDRA M., and Mrs. MAAFA S., for devoting their time to read and evaluate our dissertation.

We are deeply grateful to all third-year license students at the department of English, University of 08 Mai 1945 Guelma, for their patience and cooperation in responding to the questionnaire.

We would like to extend our regards and gratefulness to our tutors at the Department of English language, who taught us over the five years. Those who left a good image that will last forever.

THANK YOU FOR YOUR TIME

ABSTRACT

This current study seeks to examine students' attitudes towards the effect of fear and anxiety on their academic achievement following Ian Robertson research. To fulfill this aim, the research adapts a quantitative descriptive method to gather the needed data. The questionnaire was targeted the third year license English students (N=134), at the Department of English, University of 08 Mai 1945, Guelma. The collected data reject the main hypothesis, which assumes that students have positive attitudes towards the effect of fear and anxiety on their academic achievement. The analysis of the findings provided a group of proof that affirms that fear and anxiety as serious problems have a great effect on students' academic achievement that prevents them from getting good marks and achieving high degrees in tests. The results revealed that majority of the students agreed about their disability to reduce these emotions throughout their learning process because of internal and external factors. Consequently, decrease their academic achievement. To conclude this study, some recommendations are proposed for both students and teachers to promote their consciousness regarding the seriousness of this issue through the use of various strategies as well as, students should aim to improve self-efficacy and effective coping strategies in their management of the ways fear and anxiety manifest and goal setting.

Key words:

Fear and anxiety, Academic achievement, EFL students, Ian Robertson.

LIST OF ABBREVIATIONS AND ACRONYMS

AA: Academic Achievement

APA: American Psychological Association

AT: Attribution Theory

BICS: Basic Interpersonal Communicative Skills

CBT: Cognitive Behavioral Therapy

CLT: Cognitive Load Theory

ECD: Organization for Economic Co-operation and Development

EFL: English as a Foreign Language

EVT: Expectancy-Value Theory

GAD: Generalized Anxiety Disorder

ICT: Information and Communication Technology

IELTS: International English Language Testing System

L1: First Language

L2: Second Language

MBSR: Mindfulness-Based Stress Reduction

PISA: Program for International Student Assessment

SAT: Scholastic Aptitude Test

SCT: Socio-Cultural Theory

SES: Socio-Economic Status

SET: Self-Efficacy Theory

TOEFL: Test of English as a Foreign Language

ZPD: Zone of Proximal Development

%: Percentage

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Appendix A: Students' Questionnaire

French Summary

Arabic Summary

GENERAL INTRODUCTION

Academic achievement is widely seen as a crucial indicator of a student's educational progress and future opportunities. However, various emotional and psychological factors significantly affect a student's ability to perform well in academic settings. Among these, fear and anxiety are particularly prominent, especially in the increasingly competitive and pressure-filled environment of modern education.

Fear and anxiety are natural emotional responses to perceived threats or challenges. While fear often arises in response to specific, identifiable situations (such as public speaking or taking an exam), anxiety tends to be more generalized and persistent, often showing as a sense of worry or dread about the future. In educational contexts, the issue of fear and anxiety among EFL students did not receive enough attention; students may experience these emotions due to academic pressure, fear of failure, negative evaluation, or high expectations from family and teachers.

This tense can occur in various learning performances as in oral presentations, classroom conversations, and exams. Teachers can also observe students' anxiety, fear, and stress in the classroom, especially during exams; as a result, they realize that some good students get bad marks in the exam, which may be due to fear and anxiety. Thus, these psychological emotions are serious problems that students may encounter, and everyone needs

to know how to identify his/her fear and anxiety in tests, their causes, and treatment to overcome them.

1. Statement of the Problem

Fear and anxiety are pervasive emotions that can significantly impact students' academic achievement. Despite the growing body of research on the topic, there remains a limited understanding of the complex relationships between fear, anxiety, and academic achievement.

The existing literature suggests that fear and anxiety can have a negative impact on students' academic experiences, leading to avoid behaviors, decreased academic engagement, and reduced academic performance. The spread of fear and anxiety among students is a growing concern, with anxiety disorders being among the most common mental health issues affecting EFL students.

This study aims to address the gaps in the literature by investigating the impact of fear and anxiety on students' academic achievement, with a specific focus on exploring the complex relationships between these emotions and academic success. How do students' individual differences (e.g., personality traits and learning styles) moderate the impact of fear and anxiety on academic achievement?

2. Aims of the study

The primary objectives of this study are to explore the relationship between fear, anxiety, and academic achievement and to identify potential interventions to support students' emotional and academic well-being.

1-To investigate the neurobiological mechanism of fear and anxiety.

2- To explore students' attitudes toward the effect of fear and anxiety on their academic achievement.

3- To shed light on the factors that cause fear and anxiety to EFL students.

4-To suggest the effective interventions and strategies.

3. Research Questions

This study addresses the following enquiries:

Q1: Do fear and anxiety affect students' academic achievement?

Q2: What are the main factors that stimulate the feeling of fear and anxiety among EFL students?

Q3: How do EFL students deal with the fear and anxiety in relation to their academic achievement?

Q4: Is there an inverse relationship between experience in academic achievement and fear and anxiety?

4. Research Hypothesis

The research hypothesis of this study is as follows:

Based on the research aims and objectives, the following hypothesis is proposed to guide the investigation of the relationship between fear, anxiety, and academic achievement.

-H1: EFL students may have positive attitudes towards the effect of fear and anxiety on their academic achievement.

-H0: EFL students may have negative attitudes towards the effect of fear and anxiety on their academic achievement.

5. Research Methodology and Design

5. 1. Research Method

This study will employ an attitudinal research design. To show the effect of anxiety on students' academic achievement, a quantitative descriptive method is used. This method aims at confirming or rejecting the hypothesis by administering a questionnaire to third-year license students. The tool provides us with a variety of views that are related to how fear and anxiety can affect students' academic achievement.

5.2. Population of the Study

The participants in this research are third-year license students at the Department of English, Guelma University. These participants that are under investigation are chosen because they are the best sample to conduct the research. They have lots of tasks to do, such as presentations, tests, quizzes, and exams. Also, they are still in the process of completing their license, making their attitudes and experiences relevant to the study. Thus, 134 students are randomly chosen for the sake of answering a questionnaire about the subject matter (As cited in Krejcie & Morgan, 1970).

5.3. Data Gathering Tools

In this study, we will use the questionnaire as data gathering tool. A questionnaire will be administered to third year EFL License Students. The students' questionnaire seeks to provide adequate information about their fear and anxiety types and levels and to highlight the problems they generally face during the preparation of their exams or tests.

6. Structure of the Dissertation

This dissertation includes three chapters, as well as a general introduction and a general conclusion. The first chapter is on 'Fear and Anxiety'. It contains definitions of fear and anxiety, types of this latter, different theories, factors, advantages and disadvantages, as well as the effect of fear and anxiety.

The second chapter is about 'Academic Achievement'. It covers the concept and historical background of academic achievement and its significance, the varied theories, the factors influencing learners' academic achievement, the measurement of academic achievement, and academic achievement challenges students face.

The outline of the questionnaire applied to the students and the comments on the corresponding analysis of the data are developed in the third chapter entitled 'Field Investigation'. Finally, in the general conclusion, we mention some pedagogical implications and recommendations as well as the limitations of the reviewed studies and suggestions for future studies.

CHAPTER ONE

FEAR AND ANXIETY

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Introduction

Fear and anxiety are two psychological feelings corresponding to each other in which EFL students worry about their academic achievement since they were fearful about the unknown level they may reach. On this basis, fear and anxiety become the main focus for many researchers, in which they aim at giving full understanding of this problematic issue. This chapter aims at finding clarification about the science behind fear and anxiety and how it can influence students' academic achievement either performance test or test scores. This literature review shows an overview of theories that define fear and anxiety as different feelings and others as the same term and emphasizes on Ian Robertson's neurobiological theory. Moreover, this chapter shows different types of fear and anxiety, and also their factors. Moving to talk about advantages and disadvantages of getting anxious and fearful about your results then the chapter will suggest some treatment approaches and coping mechanisms to get rid of these emotions. To end up with the effects of fear and anxiety on students' academic achievement related to using a foreign language where it investigates the positive and negative ones. Finally, the chapter ends up with a small conclusion that summarizes everything about the chapter.

1.1. Definition of fear and anxiety

1.1.1. Definition of fear

John B. Watson (1920) defined fear as an emotional response to a specific stimulus that is perceived as dangerous or threatening. He demonstrated through experiments, such as the famous "Little Albert" experiment, that fear can be conditioned and learned through the association of neutral stimuli with fearful experiences (pp 1-14). That is, to say fear is possible as a result of being still related to past negative experience that become a trauma affecting human emotions, as " Little Albert" stated in his experiment.

Barlow (2002) states that fear is an emotional response to a known or definite threat. It is a response to an obvious and identifiable danger viewed as impending. Fear comes with physical changes like sweating, heart beating fast, and muscles getting very tight. According to Barlow, fear and anxiety are not the same; with fear being more focused on past events (p.7). That is, fear is a negative emotion that appears in certain circumstances and has its own symptoms on the body's mechanism. It is different from anxiety which is more of a general concern about possible risks that may occur in the future.

According to the American Psychological Association (2020), fear is defined as a basic, intense emotion aroused by the detection of an imminent threat, involving an immediate alarm reaction that mobilizes the organism by triggering a set of physiological changes. These changes include rapid heartbeat, redirection of blood flow away from the periphery toward the gut, tensing of the muscles, and a general mobilization of the organism to take action. That is,

fear is rapid reaction to emotional detection of something abnormal to show some physiological changes in order to adapt the situation.

1.1.2. Definition of anxiety

On the other hand, Sigmund Freud distinguished between different types of anxiety: objective anxiety (a response to real, external threats), neurotic anxiety (arising from unconscious conflicts between the id and the ego), and moral anxiety (related to the superego and involving feelings of guilt or shame when contemplating violating societal norms or personal values) (1920). He defined objective anxiety as a natural reaction to any danger in the surroundings which is equal to stress, fear, and apprehension, and concerning the neurotic anxiety, it depends on the unconscious of the mind so it is a psychological matter between the id and ego whereas, moral anxiety depends on the superego, which is a response to the man's violations of the moral principles. So, anxiety has objective, neurotic and moral origins.

Horney (1945) believed that 'anxiety is a feeling of being isolated and helpless in a potentially hostile world' (p. 41). Thus, she introduced the concept of "basic anxiety", which grow up with the child due to environmental factors that lead him to lose sense of security. Horney believed that basic anxiety is central to the development of deeper psychological conflicts throughout one's life.

Aaron. T Beck (1976) defined anxiety as a result of distorted thinking patterns and negative beliefs about oneself, the world, and the future. He emphasized the role of cognitive biases, such as catastrophizing and overgeneralization, in the development and maintenance of anxiety disorders. That is, anxiety is outcome of overthinking and negative aspiration about the universe that leads to a bad feeling an ‘anxiety’.

May (1977) defined anxiety as an apprehensive feeling, which is set off by a threat to a value that the person holds essential for existence. Anxiety is part of being human, it is constructive and destructive, which is something May shows us. When someone faces anxiety, they can grow as a person and learn about themselves. But if someone avoids it, they might become stagnant and suffer from psychological problems. That is, it is true anxiety is an inevitable part of human life but it's better to cope with it for your self-determination and confidence.

According to the American Psychological Association (2020), anxiety is an emotion characterized by feelings of tension, worried thoughts, and physical changes like increased blood pressure. Anxiety is considered a future-oriented, long-acting response broadly focused on a diffuse threat, whereas fear is an appropriate, present-oriented, and short-lived response to a clearly identifiable and specific threat. Thus, anxiety is feeling of worries and tension of future expected action, unlike fear is currently and short reaction to specific reason.

Ian Robertson (2021) proposed fear and anxiety is distinct yet related emotions. Fear refers to a reaction to a known or understood danger. Anxiety is a reaction to a much less known, expected, or poorly defined danger. Fear usually doesn't last long and has a clear cause, like an immediate threat in the environment. Anxiety usually lasts longer than fear and is less easy to pinpoint. Thus, Robertson's research emphasizes the importance of understanding these differences to better manage and cope with fear and anxiety. By recognizing the distinct nature of fear and anxiety, can develop more effective strategies to address them.

1.1. Theories of fear and anxiety

To understand fear and anxiety well, must explore various theoretical perspectives under different disciplines of study. Here's a summary of fear and anxiety theories over time.

1.1.1. 19th Century

1.1.1.1. James-Lange Theory (1884):

The theory proposed by William James and Carl Lange explains that emotions, including fear, result from physiological reactions to stimuli. The **James-Lange Theory** (1884) suggests that emotions arise as a result of physiological reactions to external stimuli. For instance, the perception of a threat causes bodily responses (e.g., increased heart rate), which are then interpreted as emotions such as fear (James, 1884; Lange, 1885). This groundbreaking

theory emphasizes the connection between physical states and emotional experiences, although it has faced criticisms for not accounting for the immediacy of emotions (Cannon, 1927).

1.1.2. Early 20th Century

1.1.2.1. Psychoanalytical theory

Freud's psychoanalytic theory laid the foundation for understanding the psychological roots of fear and anxiety. While modern psychology has evolved with cognitive and neurobiological perspectives, Freud's ideas remain influential in exploring these emotions as products of unconscious conflicts and defence mechanisms. The psychoanalytic theory of fear and anxiety, as developed by Freud, posits that these emotions originate from unconscious conflicts between the id, ego, and superego (Freud, 1926), where he delves into how anxiety serves as a warning mechanism for the ego. He describes "signal anxiety" as a protective function that alerts the ego to unconscious conflicts, allowing it to activate defense mechanisms to mitigate potential distress. For example, feeling anxious in response to a socially awkward situation might prompt an individual to avoid it altogether, thereby protecting the ego from deeper discomfort. Anxiety serves as a signal to the ego to employ defense mechanisms such as repression or denial to manage these internal tensions (Freud, 1936), in which Freud emphasizes the crucial role of defence mechanisms in managing fear and anxiety. These unconscious strategies, such as repression (pushing distressing thoughts into the unconscious) or projection (attributing one's feelings to others), help the ego cope with internal and external

pressures. For instance, if someone feels anxious about their own aggressive tendencies, they might project these feelings onto another person and perceive them as threatening. Early childhood experiences are also central to this theory, shaping how individuals respond to fear and anxiety later in life (Freud, 1905). This refers to *Three Essays on the Theory of Sexuality*, where Freud touches on the developmental roots of anxiety. He argues that early childhood experiences, such as traumatic separations or fears related to punishment during the psychosexual stages, can leave lasting imprints, shaping how an individual experiences fear and anxiety in adulthood. For example, a child experiencing separation anxiety might grow up to have heightened fears of abandonment in relationships.

1.1.3. Mid 20th Century

1.1.3.1. Social learning theory

Albert Bandura's Social Learning Theory explains how fear and anxiety can be acquired through observation and imitation, rather than solely through direct experience. People learn emotional responses by watching others, whether it's a child developing anxiety about public speaking after seeing a peer ridiculed (Bandura, 1961) or adopting a fear of heights after witnessing a parent's distress (Bandura, 1973). This learning process is reinforced through observational learning and vicarious reinforcement (Bandura, 1977), shaping emotional and behavioral patterns over time. The theory also emphasizes cognitive factors such as attention, retention, reproduction, and motivation which are essential for learning (Bandura, 1986). One

of the most well-known demonstrations of Social Learning Theory is Bandura's Bobo Doll Experiment, which showed how children imitate aggressive behaviors they observe in adults (Bandura, 1961). Anxiety, in this framework, is seen as a learned response, where individuals associate certain situations with fear due to past experiences (Bandura & Walters, 1977). This perspective shifts the focus away from internal psychological conflicts and toward how external influences shape emotional reactions. The learned fears from childhood can be difficult to unlearn, leading individuals to instinctively avoid anxiety-inducing situations rather than confront them.

1.1.4. Late 20th Century

1.1.4.1. Cognitive Theories of fear and anxiety

The cognitive theory of Fear and Anxiety, developed by Beck (1976) and Ellis (1962), explains how distorted thinking and maladaptive beliefs contribute to anxiety. Negative automatic thoughts, such as catastrophizing or overgeneralizing, reinforce unhealthy mental patterns, making anxiety more persistent (Beck, 1976). Cognitive appraisal plays a crucial role in individuals who perceive situations as more threatening than they truly are experiencing heightened anxiety (Ellis, 1962). These distorted thought patterns create a vicious cycle, where deep-seated negative schemas about the self and the world fuel ongoing fear and anxiety (Beck, 1976). Over time, people may instinctively avoid anxiety-provoking situations rather than confronting them. Cognitive Behavioral Therapy (CBT) provides a structured approach to

breaking this cycle by helping individuals challenge and replace maladaptive thoughts with balanced, realistic perspectives, effectively reducing anxiety (Beck, 1976 & Ellis, 1962).

1.1.5. Late 20th to 21st Century

1.1.5.1. Neurobiological Theory (1980s-Present)

Ian Robertson is a distinguished Scottish neuroscientist and clinical psychologist. He is renowned for his work on brain health, confidence, and behavioral change. He is an Emeritus Professor of Psychology at Trinity College Dublin and a Co-Director of the Global Brain Health Institute. Robertson has made significant contributions to understanding how the brain's attention systems can be harnessed to improve emotional and cognitive functions.

His research spans areas such as cognitive rehabilitation, the neuroscience of confidence, and the impact of stress on brain performance. He has authored several influential books, including '*The Winner Effect*' and '*The Stress Test*', which explore how power, pressure, and confidence shape the brain and behavior. Robertson's work bridges the gap between neuroscience and practical strategies for enhancing mental well-being and performance. (Robertson, 2012; Robertson, 2016)

Ian Robertson's theory on fear and anxiety is rooted in neuroscience and, it explores how these emotional states affect brain function, performance, and behavior. Here's an overview about his principles.

a. Role of Noradrenaline:

Robertson (2016) identifies noradrenaline as a critical neurotransmitter regulating arousal levels. He explains that while optimal levels of noradrenaline enhance focus and performance, excessive levels can lead to overwhelming fear or debilitating anxiety. This principle is central to his work on the neuroscience of stress and performance.

b. Amygdala and Prefrontal Cortex Dynamics:

Robertson (2012) explores the interplay between the amygdala, the brain's center for processing fear, and the prefrontal cortex, which governs rational thought and emotional regulation. He emphasizes that in highly stressful situations, the amygdala can override the prefrontal cortex, impair decision-making and leading to fear-dominated responses.

c. Perception of Stress:

Stress itself is neutral; its impact depends on how it is perceived and managed (Robertson, 2016). This aligns with his broader framework that stress can either be debilitating or facilitating, depending on how individuals interpret and respond to it.

d. Confidence as a Protective Factor:

According to Robertson (2016), confidence plays a key role in mitigating anxiety. A strong sense of control and self-efficacy helps "rewire" brain responses to stress, transforming fear into a motivating force for improved performance.

These principles outline how fear and anxiety influence brain function and behavior, providing actionable insights for harnessing stress in a positive way.

1.3. Types of fear and anxiety

1.3.1. Types of fear

Fear is a feeling that any person can experience in many situations and at any time. This status, as any other status has its positive side as well as its negative one. On this basis, some researchers (LeDoux, 1996) et al. classified fear into several types, categorized based on their nature and triggers.

1.3.1.1. Innate Fear

These are fears we are born with, often linked to survival instincts. Examples include fear of loud noises or falling. Roosevelt (1933) famously stated, "The only thing we have to fear is fear itself" (p.23). Unlike what Campbell (1991) suggests, innate fear is by going down into the abyss that we recover the treasures of life. Where you stumble, there lies your treasure. The very cave you are afraid to enter turns out to be the source of what you are looking for. The damned thing in the cave that was so dreaded has become the center. You find the jewel, and it

draws you off. That is, it is possible what you are long time looking for is inside you, so you have to just take a step to see the bright side. Jung (1961) asserted,

The psychological rule says that when an inner situation is not made conscious, it happens outside, as fate. That is to say, when the individual remains undivided and does not become conscious of his inner opposite, the world must perforce act out the conflict and be torn into opposing halves (Jung, 1951, pp. 70-71).

That is, you are the only one responsible of what became true or not.

1.3.1.2. Learned Fears:

Learned fears acquired through personal experiences or observation. For instance, a child might develop a fear of dogs after being bitten. “Learned fear arises when a neutral stimulus through repeated pairings with an aversive event, acquires the capacity to engage the brain’s defensive circuitry, with the amygdala playing a central role in encoding these associations” (LeDoux, 1996, p. 958). Thus, this type of fear occurs when an unliked action repeated more than once then the brain activates the defence system with the amygdala connection. As Watson and Rayner (1920) demonstrated that emotional responses, such as fear, can be conditioned through learning processes by pairing a neutral stimulus with an aversive one (pp.1-14). So, they share the same idea that a learned fear is an emotional reaction to repeated aversive stimulus to become an acquired fear.

1.3.2.3. Specific Phobias

Intense, irrational fears of particular objects or situations, such as arachnophobia (fear of spiders) or acrophobia (fear of heights). Specific phobias are characterized by an intense fear that is disproportionate to the real danger posed by the stimulus (American Psychiatric Association, 2013, p. 239). In other words, specific phobias involve a strong fear that is much greater than the actual threat presented by the trigger. In addition, Marks (1977) explained that specific phobias often develop through classical conditioning, where an initially neutral stimulus becomes associated with a traumatic or highly negative experience (p. 142). That is, there are certain phobias that usually arise from classical conditioning. In this process, a stimulus that was previously neutral stimulus becomes linked to a distressing or extremely unpleasant event.

1.3.1.4. Social Fears

Social fear is related to social interactions, such as fear of public speaking or fear of rejection. These are often tied to the need for social acceptance. According to the American Psychiatric Association (2013), social fear or social anxiety, is characterized by an intense fear of negative evaluation in social or performance situations, often leading to significant avoidance behaviors. That is to say, social fear is linked to fear of society and its bad community

judgements towards the speech or performance, which leads the person to avoid public behaviors.

1.3.1.5. Trauma-Induced Fears

This type of fear is resulting from past traumatic experiences, Herman (1992) described trauma-induced fears as persistent, conditioned responses that emerge long after the traumatic event, often leading to patterns of avoidance and hyperarousal. Thus, past trauma remains for long time since it caused a huge shock in the conscious brain, that's why that person become avoidance event and gets hyperarousal.

1.3.2. Types of anxiety

Anxiety is also still universal problem that faces everybody in different situations, whoever they can be young or older. Here are some types of anxiety.

1.3.2.1. facilitating anxiety

Some researchers insist that there is some kind of anxiety that can facilitate the learning process. Scovel (1978) suggested that language anxiety helps students and facilitates the learning path for them. Unlike, Horwitz (1990) who claimed that anxiety is helpful in a very limited way, such as simple learning tasks, not for more complex tasks such as language learning.

According to Scovel (1978), this type of anxiety motivates the learners to adopt an approach attitude, willing to deal with the new learning task. That is, the learners are excited to take a position by this worry, to be able to deal with more complex learning tasks.

1.3.2.2. Debilitating anxiety

Martens, Vealey, and Burton (1990) describe how, when anxiety escalates beyond an optimal level, it can become debilitating and significantly impair performance on complex tasks. That is, when anxiety overrides a certain degree, it inverts to negative outcomes and becomes debilitating and affects the progression of the tasks and performance.

Eysenck et al. (2007) stated that excessively high levels of anxiety can overwhelm working memory capacity, resulting in impaired cognitive performance (p. 345). In other words, very high anxiety levels can exceed the limits of working memory, leading to decreased cognitive functioning. Unlike Spielberger (1983), he argued that debilitating anxiety arises when situational stressors exceed an individual's capacity to cope, thereby disrupting effective information processing (p. 75). That is to say, debilitating anxiety occurs when the stress from a situation is too much for a person to handle, which interferes with their ability to process information effectively.

1.3.2.3. Generalized Anxiety Disorder (GAD)

GAD is characterized by persistent worry about various aspects of daily life, often without a clear cause. According to the American Psychiatric Association (APA, 2013) in the DSM-5, Generalized Anxiety Disorder (GAD) is defined as persistent and excessive anxiety and worry about various aspects of life, occurring more days than not for at least six months. Individuals with GAD find it difficult to control their worry, and the anxiety is accompanied by at least three of the following symptoms: restlessness, fatigue, difficulty concentrating, irritability, muscle tension, and sleep disturbances. These symptoms cause significant distress or impairment in social, occupational, or other important areas of functioning. That is, GAD is worry about different aspects of life, including education, occupation, and stills for a long time making it not easy to control it in which causes procrastination, fatigue, lack of concentration, ... etc. Unlike Borkovec et al. (2004) stated that individuals with GAD tend to experience worry as an uncontrollable cognitive activity that interferes with effective problem-solving and emotional regulation. Thus, people with GAD often see worry as a mental process they cannot control, which disrupts their ability to solve problems and manage their emotions effectively.

1.3.2.4. State anxiety

According to Spielberger (1972), state anxiety is a temporary emotional condition triggered by specific situations perceived as threatening or dangerous. That is, something normal that the learner or the person, in general, may respond to any threat or any danger by

being anxious. State anxiety is unstable; rather it changes all the time. So, in an exact situation and at a specific time when the learner is afraid, then this status can be called state anxiety.

1.3.2.5. Panic Disorder

Panic attacks are characterized by recurrent, sudden episodes of intense fear or terror (panic attacks) with physical symptoms like rapid heartbeat. Panic disorder is characterized by recurrent, unexpected panic attacks and persistent concern about having additional attacks or their implications (American Psychiatric Association, 2013). That is to say, panic disorders are repeated panic attacks at unknown times and the same time is worry about any additional ones, so that the person stays anxious all the time from their complications.

1.4. Factors of fear and anxiety

Scholars have identified several sources of fear and anxiety in academic achievement, often supported by empirical research. Some are related to internal factors, others to external ones, and some to situational factors; each one of them contains some sub-factors that lead to fear and anxiety of foreign language learners.

1.4.1. Internal factors

There are several internal factors of fear and anxiety, let's mention what numerous researchers highlighted among them are fear of anxiety, low self-efficacy, past trauma experience and lack of coping mechanisms.

1.4.1.1. Fear of failure

Elliot et al. (1999) and Carver & Scheier (1994) highlight fear of failure as a major contributor to academic anxiety. This fear is often linked to perfectionism and high personal or external expectations, leading to avoidance behaviors and reduced motivation. That is to say, fear of failure is a personal factor in which the learner him/herself fears the possibility of not succeeding in a certain task or exam since they believe in perfectionism; they dislike experiencing the feeling of failure at all. Although if they did not fail, they will never really taste the feeling of success. Furthermore, according to Atkinson (1957), fear of failure plays a crucial role in determining achievement motivation, influencing whether individual's approach or avoid academic tasks. So, this fear of failure affects the learners' motivation and reduces self-confidence and they have to overcome it unless they will see the real failure, because it is okay if you try and fail, but the thing that is abnormal when you did not dare even try and you decide to stay fearful from something may not even happen if you work hard.

1.4.1.2. Low self-efficacy

Low self-efficacy has been shown to negatively impact academic performance, as students with lower confidence in their abilities are less likely to persist in challenging tasks (Bandura, 1997). That is, learners with low self-efficacy will not even complete a task or exercise since they have doubt about their mental capacities. That is, why they don't take risk and enter into challenges. As research indicates that students with low self-efficacy often

experience higher levels of academic anxiety, which further hinders their performance (Hayat et al., 2020).

According to Yokoyama (2018), academic self-efficacy is a critical predictor of success in both traditional and online learning environments, with lower self-efficacy correlating with poorer outcomes. So, we can say that high self-efficacy is the first step on the way to academic achievement. Without believing in yourself, you can't even walk on this way. Put in your mind low self-efficacy equals low results.

1.4.1.3. Past trauma experience

Research has shown that past trauma has been shown to negatively affect cognitive functioning, including memory and attention, which are critical for academic success (Frieze, 2019). That is, past trauma is still internal factor since it belongs to past personal bad event and by that, it has an impact on mental mechanisms including storage of the information, lack of concentration and even motivation, and it inverts to hate and disappointment about the future outcomes. Furthermore, research indicates that individuals with a history of trauma are at a higher risk of developing psychological distress, such as anxiety and depression, which can hinder academic performance (Fang et al., 2020). So, Fang here emphasizes the symptoms of a person who has past trauma, which include anxiety, depression, fear, panic, etc, and of course, how could a person suffering from these disorders develop his/her abilities in learning and achievement since this past trauma became an obstacle to his/her success.

1.4.1.4. Lack of coping mechanisms

Students who lack effective coping strategies are more vulnerable to academic stress, negatively affecting their mental health and academic performance (Freire et al., 2020). Thus, lack of coping mechanisms towards your fear and anxiety is something personal since everybody has his own mental capacities. The point is, you can control these two emotions you have typically high cognition abilities, and the inverse is true, and you will put limits on your development in your academic achievement, so you have to improve your own coping mechanism strategies such as problem-solving skills.

1.4.2. External factors of fear and anxiety

There are several external factors that lead the learner to fear and anxiety about academic achievement, which many scholars agreed on, including parental pressure, teacher expectation, and peer competition.

1.4.2.1. Parental pressure

Hill (2015) found that parental pressure was a significant predictor of anxiety in students (p.123). That is, parental pressure is the starting point of pressure since the student has grown up in this environment where his parents were pressing on him by making sure that he had to success and had no second choice. Here the students will live in tension and stress, thinking,

how can i satisfy my parents before myself. Unlike Pomerantz and Eaton (2001), they showed that parental involvement can sometimes be perceived as pressure, leading to increased student anxiety (p.456). Pomerantz and Eaton think the inverse may be sometimes parental follow up of their children in the process of learning leads them to feel through they are uncomfortable and monitored. In addition, parental pressure can undermine students' autonomy and motivation (Wang & Pomerantz, 2009, p. 12). So, parental pressure has an external impact in increasing fear and anxiety and reducing students' motivation and self-confidence and limits their freedom. This is why, it is better to let their children improve learners' self-autonomy for later on, to be able to face the outcomes of their own decisions.

1.4.2.2. Teacher expectation

Another reason that makes the learner fear and be anxious is high teacher expectations. High expectations from teachers have been shown to have significant impact on students' academic motivation and performance, as well as their anxiety levels (Good & Brophy, 1974). That is, high teacher expectations cause high level of fear and anxiety and at the same time can either have a negative or positive effect on students' motivation and performance. Moreover, Good and Brophy (1974) emphasize that teachers' expectations can create a "self-fulfilling prophecy," influencing students' academic outcomes and emotional well-being. So, one more time we find teacher expectations play a crucial role in shaping the psychology status and even in the academic achievement of those students. Besides, the role of teacher expectations in

shaping student success and contributing to performance-related anxiety has been widely recognized in educational psychology (Good & Brophy, 1974).

1.4.2.3. peer competition

Peer competition has been identified as a significant factor contributing to academic stress and anxiety among students (Ryan & Deci, 2000). So, that peer competition is something we can observe when the student puts himself in comparison with other classmates or even other friends of the same age either to reach the other level or to outperform him. Peer competition has been linked to increased anxiety and stress in academic settings (Liu et al., 2024).

According to Posselt and Lipson (2016), heightened competition among peers can contribute to anxiety and depressive symptoms, especially in high-pressure educational environments. That is, peer competition might lead even to depression and low self-confidence in those pressure environments.

1.4.3. Situational factors of fear and anxiety

The third factor is the situation itself, the moment the students are thinking about tomorrow's task or exam and have to be perfect without any faults or errors is huge fear and anxiety, so here is some EFL context.

Firstly, speaking in front of others. The pressure to perform oral tasks, such as answering questions or giving presentations in English, triggers performance anxiety due to fear of judgment or making mistakes (Mac Intyre & Gardner, 1991). We can say that there is the extrovert student who has no problem because of his fluency, and there is the introvert student who prefers to not even participate even though he has the right answer but on the test sheet he shows his real knowledge and just getting on the stage he will keep silent and panic to speak. This is what makes some students fearful of any immediate criticism from their classmates and teachers.

Secondly, fear of error correction and anxiety heighten when learners anticipate immediate feedback or corrections, which can be perceived as criticism (Young, 1991). That is why most students get anxious about the direct or harsh feedback, but this is human nature. Making mistakes is the correct way for learning and we and the other should not repeat it twice, here the teacher must interfere and make sure to build the sense of acceptance and show respect for the other or take other procedures.

Moreover, unfamiliar vocabulary or grammar and encounters with unknown words or complex grammatical structures can lead to uncertainty about comprehension (Horwitz, 1986). Poor vocabulary and grammar rules can be an obstacle in that situation, and still everybody suffers from it no matter who could be, since vocabulary is large and gathered with time, so there is no need to be fearful and anxious; be brave and just improve your fluency.

Finally, high-stakes assessments, exams and tests often amplify fear due to the need for accurate language usage under time constraints (Aida, 1994). That is, it is a matter of time, in the planned time the students have to pass the exams and tests and answer correctly to get good grades, so time is another limitation to students' concentration and getting out of comfort zone.

1.5. Advantages and disadvantages of EFL fear and anxiety

1.5.1. Advantages

Fear and anxiety in English as a Foreign Language (EFL) learning, while often seen as challenges, can also have certain advantages when managed effectively. Here are some potential benefits:

1.5.1.1. Motivation to Improve

A moderate level of anxiety can act as a motivator, pushing learners to prepare more thoroughly and engage actively in their studies to overcome their fears. Fear of failure and moderate anxiety can motivate individuals to put in more effort, thereby enhancing their performance and overall proficiency (Horwitz, 2001, p. 78). So, fear and anxiety can be triggered to work hard and be serious about their academic achievement; sometimes it should be there is fear to be all things clear.

1.5.1.2. Enhanced Focus

Anxiety can heighten alertness and concentration, especially in situations like oral presentations or exams, where learners are driven to perform well. Anxiety, when kept at moderate levels, has been shown to enhance focus and alertness, particularly in challenging situations (Yerkes & Dodson, 1908). These researchers stated that fear and anxiety can also raise concentration and self-confidence for pre-preparing for a presentation and even trying out for avoiding confusion on that day, the same thing for exams.

1.5.1.3. Resilience Building

Facing and managing anxiety in EFL learning can help students develop coping strategies, which not only improve their language skills but also build emotional resilience. Experiencing manageable levels of anxiety can help individuals develop coping mechanisms, fostering resilience in the face of future challenges (Robertson, 2016, p. 142). That is to say, when you pass through many stressful events in your life, with time you will improve your own coping mechanisms. That's why Robertson thinks that fear and anxiety will build resilience of emotions through certain mental operations.

1.5.1.4. Facilitating Anxiety

As per the Yerkes-Dodson Law, a certain amount of anxiety can enhance performance by keeping learners in an optimal state of arousal, where they are neither too relaxed nor too

overwhelmed. Facilitating anxiety can enhance focus and performance when individuals operate within their optimal arousal zone (Yerkes & Dodson, 1908). So, that fear and anxiety do not always impede the learning process for students, there is a certain anxiety level that controls their optimal state by enhancing focus and, for sure, their academic achievement too.

1.5.2. Disadvantages

Fear and anxiety in English as a Foreign Language (EFL) learning can present several challenges when they become excessive or unmanaged. Here are some key disadvantages:

1.5.2.1. Impaired Performance

High levels of anxiety can interfere with cognitive processes like memory and concentration, making it difficult for learners to retain and apply new language skills effectively. Excessive anxiety hinders cognitive functions like memory and attention, impairing the ability to learn new language skills (Horwitz, 2001, p. 56). That is, excessive anxiety can affect mental processes so that it makes the application of new knowledge difficult as it limits attention, memory, listening, and creativity.

1.5.2.2. Avoidance Behavior

Fear of criticism often leads to avoidance of key activities like speaking or group participation, which are vital for language practice (Horwitz, 2001, p. 82). That is, high fear and

anxiety levels cause the avoidance of behavior, which is the starting point of language application, since they got anxious about possible audience judgments.

1.5.2.3. Negative Emotional Impact

Excessive anxiety can lead to feelings of frustration, helplessness, or even burnout, reducing overall motivation to learn. Anxiety that escalates can result in feelings of helplessness and demotivation, which hamper progress (Horwitz, 2001, p. 34). That is to say, fear and anxiety can make learners feel depressed, low self-confidence, lack of motivation and other negative emotions that impede self-development.

1.5.2.4. Limited Progress

Anxiety may cause learners to focus on avoiding errors rather than experimenting with new linguistic structures, which can hinder their progress and fluency. Anxiety causes learners to focus on avoiding errors rather than exploring new language uses, restricting fluency development (MacIntyre & Gardner, 1994, p. 283). It is true because when the learners avoid behavior, especially when they defend themselves from language uses to become not only fluent but also accurate, it's normal to make errors; just don't repeat them, so practice to learn and add plus to your current information.

1.5.2.5. Social isolation

Fear of judgment or criticism can lead to withdrawal from social interactions, depriving learners of opportunities to practice the language in real-life contexts. Fear of being judged may lead to withdrawal from social interactions, limiting opportunities to practice in real-life contexts (Horwitz, 2001, p. 96). In other words, some learners prefer to not engage in public discussions, and that prevents them from practicing or even testing their backgrounds in reality outside of the school or university, since society is the demanded place to show your capacities, speak up and never mind about the judgment, just take the good one and skip the other.

1.6. Treatment and coping mechanisms of EFL fear and anxiety

EFL fear and anxiety represent an obstacle for most learners, even for who master the language. For that, we suggested these treatments and coping mechanisms that can be helpful to mostly minimize the degree of fear and anxiety about their academic achievement. Here some treatment approaches proposed by numerous scholars, including Horwitz et al. (1986) and Young (1991) and even Robertson (2016).

1.6.1. Treatment Approaches

Here are some methods that focus on emotional and cognitive aspects of fear and anxiety, the following ones are psychological approaches.

1.6.1.1. Cognitive-Behavioral Therapy (CBT)

CBT helps learners reframe negative thoughts about language learning into positive, adaptive ones. For example, challenging irrational fears of judgment can reduce anxiety (Horwitz, 1986). Because of CBT, the learners change their view from negative to positive and try to overcome any obstacle they may face such as fear of failure, panic attacks and the other causes that can lead to increased fear and anxiety.

1.6.1.2. Mindfulness-Based Stress Reduction (MBSR)

Techniques like meditation and deep breathing can help regulate emotional responses to stress-inducing tasks such as speaking or tests (Young, 1991). That is, MBSR are strategies or tips that help to reduce and control the negative emotions including stress during exams or performances, such as taking deep breaths, doing relaxing exercises...etc. So, MBSR are natural, effective techniques that may limit your fear or anxiety about future events.

1.6.1.3. Exposure Therapy

Gradual exposure to speaking in English, starting with low-pressure scenarios, builds learners' confidence and reduces anxiety over time (Gregersen & Horwitz, 2002). Thus, a smooth move from easy scenarios to difficult ones raises students' self-autonomy and self-trust, and they become less affected by fear and anxiety.

1.6.1.4. Self-Efficacy Training

Encouraging belief in one's ability to succeed in language tasks can diminish fear and improve academic performance (Bandura, 1997). Self-efficacy training is the main effective strategy since sometimes a positive word from another's mouth is enough to motivate those learners. They need only a small push to confirm that they are in the right direction, and having a supportive environment like this will overcome fear and anxiety in long term.

1.6.2. Coping mechanisms

For coping mechanisms, we classify them into immediate ones in which the learners can cope with the present situation with quick relief from fear and anxiety; immediate coping mechanisms focus on calming the mind, reframing thoughts, and enabling learners to manage their responses in real-time. While long-term ones are strategies the learner can apply to create enduring psychological and emotional balance. These approaches are crucial for sustained growth and development, especially in environments like EFL learning, where consistent effort and progression are key.

1.6.2.1. Immediate Coping Mechanisms

Immediate coping mechanisms are these strategies that aim to provide quick relief during anxiety-inducing moments, according to numerous scholars, including Hortwitz & Gregersen, (2002).

The first thing learners should do is deep breathing and relaxation techniques. It helps regulate physical symptoms of anxiety, such as a racing heartbeat and it encourages a calm state of mind before speaking or taking a test (Gegersen & Horwitz, 2002). That is, taking a deep breath will facilitate your understanding of the situation, the students are in and making them feel some relaxation which triggers the well processing of the mind. The second thing they have to do is positively talk to themselves, which is another effective technique. Replacing negative thoughts like "I'll fail" with affirmations like "I've practiced this, and I can do it" can reduce panic (Young, 1991). By motivation and positive self-talk, they will treat themselves from any negative energies they encounter, since the human is the doctor of his self. By students' expectations about their capacities, either the learners raise and believe in themselves or you destroy their self-esteem. The third thing is breaking tasks into smaller steps, focusing on manageable chunks instead of the entire task can lower anxiety levels, especially during exams or presentations (Aida, 1994). That is to say, starting with easy tasks and then the difficult ones, do not waste their time thinking about one issue, profit and divide their day-time, it is useful tips. Moreover, peer collaboration, partnering with supportive peers during group activities, fosters a sense of safety and reduces performance pressure (Phillips, 1992). Finally, visualization, mentally rehearsing successful performance in speaking or writing tasks boosts confidence and reduces fear of mistakes (Horwitz, 1986). It is better to write down or draw a

mind map during your revision or before an oral performance to avoid any errors and feel coherent until you speak or pass an exam; it increases your self-confidence.

Long-Term Coping Mechanisms:

These strategies focus on reducing chronic fear and anxiety, fostering confidence, and improving overall proficiency.

First of all, gradual exposure to anxiety-provoking situations encourages learners to engage in low-pressure speaking or writing activities, gradually increasing difficulty as they build confidence (Mac Intyre & Gardner, 1991). That is, it is better to start with less anxiety performance, and by practice in home to boost self-confidence and not get confused in the real situation. Secondly, building self-efficacy, activities that help learners believe in their ability to succeed, such as celebrating small achievement, can reduce overall anxiety (Bandura, 1997). So, students have always to value themselves and your accomplishments since small successes lead to big achievement; have real progress is that step-by-step. Besides mindfulness-based stress reduction (MBSR) practices like meditation and mindfulness exercises help learners manage stress and anxiety over time (Young, 1991). For example, students take deep breaths, listen to a calm song, or a motivational podcast or recite Quran. Moreover, structured practice and consistent practice in speaking, writing, listening, and reading in English improve proficiency and build confidence (Horwitz, 1986). In addition, creating a supportive learning environment, instructors and peers who foster encouragement and minimize judgment help

learners feel more comfortable engaging in EFL tasks (Scovel, 1978). Since the environment the students are in is important, they have to choose the right peers they are with to motivate each other and build a comfort zone in that class; thus, they will lower your fear and anxiety. Finally, changing mindsets about mistakes and helping learners understand that mistakes are a natural part of language learning reduces fear of failure and encourages risk-taking in communication (Gregersen & Horwitz, 2002). That is to say, the learners should keep in mind that making some mistakes is not a trouble flaw, since everybody may make a fault or error; it's better to correct themselves than to stay live in the wrong expectation. The bottom line is that communication needs to take a risk and be brave.

1.6. The effect of fear and anxiety on EFL students' academic achievement

Fear and anxiety can significantly affect students' academic achievement, either in a positive way or in a negative way. Here's an overview of their impact according to Ian Robertson.

1.7.1. Positive effects

1.7.1.1. Arousal vs. Anxiety

Robertson discusses how a certain level of arousal can enhance alertness and focus, which can be beneficial for performance, but emphasizes that this is distinct from debilitating anxiety (Robertson, 2012). He highlights the importance of distinguishing between optimal arousal and excessive anxiety. That is, there is an optimal level of arousal that the students can reach that will help them to activate their minds and trigger concentration, creativity and work hard. Whereas people with the excessive anxiety can't even think regularly since anxiety suppresses the mind's functions and they become insane and messy. It is very important to know the difference between useful arousal and crippling anxiety. Stress and anxiety affect the brain differently.

The distinction is particularly noteworthy in the world of study and work, where performance anxiety can take place. Being moderately aroused makes you alert and focused and willing to tackle more challenging tasks. When anxiety gets too high, we cannot think or act. In fact, we often get overrun by our anxiety.

His research on self-regulation and cognitive reappraisal reveals an intriguing phenomenon. This involves reframing stress in terms of challenge rather than threat. Seeing things in this way assists language anxiety interventions. So, students can learn to use arousal to help focus. They learn tools to combat anxiety using coping strategies.

1.7.1.2. The "Winner Effect" and confidence

Robertson's research on the "winner effect" illustrates how success can build confidence, which, in turn, reduces anxiety and enhances performance (Robertson, 2012). This study shows how positive experiences can indirectly mitigate anxiety's negative effects. Here he means that past or current success can boost the self-confidence and lower the fear and anxiety may feel towards their academic achievement. The winner effect refers to the idea that a person's success in one undertaking leads to greater confidence and, afterwards, better performance in another. This cycle is reinforced by neurochemical changes as Dopamine and Testosterone enhances motivation and toughen us up.

Robertson has shown that having more positive experiences can help protect people from feeling anxious because it can change their mindset from avoiding things to approaching things. When someone thinks something is easy, there will be success, and because of this, the brain thinks of a challenge as a reward and not a threat. Then, there are low chances of anxiety interfering with performance.

The study of the implications of educational contexts for the language anxiety and coping mechanism is important in your study. When students experience small, manageable success in language learning, it can make them more confident and less susceptible to anxiety at other times. It shows learning performs better when gradually challenged. In the same way that we close the door behind the rat and slowly open it again, we do the same with our students.

1.7.1.3. Resilience

Robertson's work on resilience highlights the brain's ability to adapt and cope with stress, suggesting that learning to manage anxiety can lead to improved performance over time (Robertson, 2017). This perspective emphasizes the positive outcome of building resilience, rather than a positive effect of anxiety itself. That is to say, building resilience facilitates dealing with certain fears or anxieties and enhance in turn, the students' academic achievement. Ian Robertson's *The Stress Test* (2017) proves people are resilient. This applies to how the brain adapts to fear and anxiety. When managed appropriately, stress can enhance performance and contribute to improved thinking. Helping people to deal with minor stressors can help them cope better with more stressful situations. This is a part of stress inoculation.

Robertson's point of view on anxiety interfering with performance in work and school situations is useful. He believes that if people see their anxiety or nervousness as energy rather than a handicap, they will do better. Using the human brain works to strengthen the synaptic connections used. This capability in neuroscience, is called neuroplasticity. Eventually, people often feel more resilient and confident after controlling cognitive reappraisal or exposure while dealing with stress on a regular basis.

His work also draws on self-efficacy theory. The idea is that when people learn to manage their anxiety; it is a success experience. This creates a belief in their ability to handle anxiety. It has practical impacts on intervention programs aimed at minimizing language anxiety in

educational institutions which aligns closely with your study. It can be useful to avoid feeling stress and anxiety. By teaching students to shift their perception of anxiety.

1.7.2. Negative effects

1.7.2.1. Impaired Cognitive Function

Robertson shows how anxiety interferes in vital cognitive functions such as attention, memory and decision making. When a major life event occurs, particularly if it is unexpected and severe, our brains go into “fight or flight” response. This response can affect our cognitive tasks and takes resources away from them, a lot of fear and anxiety can hinder the prefrontal cortex. This brain area is responsible for learning-related executive functions (Robertson, 2012). Here Robertson stated some negative effects of fear and anxiety on cognitive abilities due to the ‘fight or flight’ brain’s response, so either you face your dilemma or just quit, which automatically raises fear and anxiety towards students’ academic achievement. The study conducted by Robertson (2012) regarding anxiety interference on cognitive processes is in line with some of the most major findings in neuroscience and psychology. It has included extensive work on the prefrontal cortex and its role in executive functions. Fear and anxiety can influence how patients pay attention, remember, and make choices. Research examining the fight-or-flight response backs this up.

When something stressful happens in life, the brain resources get allocated to deal with it. Not the executive functions that include problems, impulse control, working memory, etc. When you're stressed for too long, your brain's decision maker becomes less active which restricts the ability to concentrate and learn. According to this, students who are under the influence of high anxiety (like language anxiety in educational contexts) have trouble sustaining their attention and engaging in prolonged cognitive activity.

Robertson explains current trends in stress inoculation and self-efficacy theory. acclimatization to a stress Situation or controlled conditions builds resilience, increases self-belief and protects mental functioning due to stress. The education interventions related to cognitive reappraisal, mindfulness and controlled breathing which are able to lessen the negative impact of anxiety on learning can be directly influenced by the above.

1.6.2.2. Reduction of confidence and action

Robertson's research on the "winner effect" and its inverse reveals that anxiety diminishes confidence, leading to decreased motivation and a reluctance to take action. This is particularly relevant in language learning, where active participation is vital (Robertson, 2003). So, there is a certain degree of fear and anxiety that lowers confidence and avoids behavior. Robertson (2012) winner effect research proposes that “success creates confidence which will, in turn, enhance the potential for succeeding again; success begets success”p. 50. There are implications of anxiety on motivation and action. Studies indicate experiencing positive

outcomes fosters confidence as it enhances neural pathways, likewise, feeling anxiety and failure contribute to avoiding a task and discouraging one to try again.

This idea can be found in language learning; the learner must be involved for the full benefit. Anxiety, particularly language anxiety, may cause a circle of negative outcomes, where the fear of making mistakes may result in lesser engagement, which may impact opportunities for improvement, reinforcing self-doubt. The framework developed by Robertson helps to explain how those learners who frequently anxious setbacks may begin to refuse to speak or respond in the language at all. As this continues, it becomes harder and harder to respond in the language.

1.6.2.3. Neurological Disruption

Robertson emphasizes the neurological basis of anxiety, explaining how it triggers the release of stress hormones that interfere with optimal brain function. This interference hinders the brain's ability to process and retain new information (Robertson, 2012). That is to say, the neurological system triggers stress hormones that moment the students start to think about their expected academic achievement. Robertson (2012) cautions us that functioning of the brain is disturbed when an individual is anxious. Neuronal basis of anxiety is well known to neuroscience and psychologists. Probably the most prolific evidence relates to the role played

by stress hormones, such as cortisol and adrenaline, in the functioning of the brain. According to him, the hormones released from the brain during anxiety act to prevent the intake of new information.

When the body becomes anxious, stress hormones get released. The amygdala (the brain's fear center) becomes hyperactive, while the prefrontal cortex (responsible for executive functioning for reasoning and decision making) gets suppressed. The interference in working memory that arises from this imbalance can hamper concentration and block the encoding of new information. A high anxiety learner in a learning situation such as a language learner faced with communication apprehension will have low retention and recall.

Robertson's insights also seem to indicate that the learned experience of exposure to stress is likely to strengthen "noisy" neural pathways responsible for anxiety, denying that they will "shut up" over time. However, his work suggests that controlled coping mechanisms like cognitive reappraisal, mindfulness and controlled breathing can regulate stress hormones, which help to bring the brain back to optimal functioning.

Conclusion

Along with this chapter we spoke about different concepts of fear and anxiety in general, in which we confirmed that both of them had a real influence on students' academic achievement. Furthermore, we gave a clear background about the phenomenon of fear and

anxiety in the learning process, which is tackled by many scholars who specified their research to this domain, and we mentioned the different types of fear and anxiety. Moreover, in this chapter, we have discovered that in an EFL classroom, it is very important to understand and know what the factors were that lead to this status, including factors associated with the learner in itself and external and situational ones. Also, we discussed the advantages and disadvantages, then, how could we treat these 'fear and anxiety'. Finally, the effect of fear and anxiety on EFL students' academic achievement and we tackled the two sides positive and negative.

CHAPTER TWO

ACADEMIC ACHIEVEMENT

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Introduction

Academic achievement is the performance results which show the extent to which the student has completed success in achieving specified goals in an educational context. It includes cognitive results in critical thinking, literacy, numeracy, etc., across subjects. AA refers to the capacity of students to learn which involves different learning strategies and students' educational performances. It can also be defined as how successful a student is in the school curriculum. Moreover, it can be measured using a variety of indicators like grades, standardized tests, degree attainment, etc. This chapter will present a historical perspective of the term AA, and it include a definition of academic achievement, a discussion of relevant theories that support academic achievement, a presentation of different types of AA, a consideration of factors affecting learners' AA, a discussion of measuring AA, and finally, a discussion of AA challenges students face.

2.1. The historical overview of AA

The idea of academic achievement has evolved over time, reflecting shifts in societal values and educational priorities. In antiquity, achievement was demonstrated through oral rather than written means. Chinese scholars in imperial examinations were required to memorize and recite extensive passages from Confucian classics, emphasizing rote memorization over original thought (Elman, 2000). The education system in ancient Greece also placed significant emphasis on oral demonstration, with public debates and rhetorical

contests serving as key methods for assessing skill and intellectual distinction (Marrou, 1956). Mastery of rhetoric was highly valued, and only a select few attained the highest honors in these competitive oral exercises (Kennedy, 1994). Over time, many oral traditions gave way to more standardized measures of testing.

During the Industrial Revolution, measures of achievement shifted dramatically. Horace Mann introduced the first written examination in Boston in 1845, aiming to bring consistency and objectivity to schooling (Kaestle, 1983). Early analyses of these written tests revealed stark inequalities; for example, in 1845, a significant difference was observed in literacy tests, with 92% of wealthy students passing compared to only 37% of students from poorer families (Kaestle, 1983.P.35). The adoption of letter grades at Mount Holyoke College in 1897 corresponded with a notable growth in college admissions, although some critics argued that this approach systematized an "artificial hierarchy where none had existed" (Schneider & Hutt, 2014.P.712).

By the 20th century, testing became increasingly high-stakes. Alfred Binet created the original intelligence test in 1905 to identify students in need of assistance; however, Binet's test was later used to track students, with working-class children being significantly more likely to be placed into vocational programs than their higher socio-economic status counterparts (Gould, 1981). The Scholastic Aptitude Test (SAT), first administered in 1926, became a common mechanism for access to higher education (Lemann, 1999). By 1960, the SAT was

required for admission at 80% of colleges, coinciding with rising awareness and evidence suggesting that opportunities in higher education often favored students from middle or higher socio-economic backgrounds (Lemann, 1999). The 2002 No Child Left Behind Act further reinforced awareness of inequities, as 71% of school districts reported reducing instructional time in subjects such as history, arts, language, and music to focus more narrowly on reading and math—the subjects tested under the law (Au, 2007).

In the past couple of decades, there has been greater recognition of the limitations associated with traditional assessments. The Program for International Student Assessment (PISA) now assesses students for collaborative problem-solving (OECD, 2017). In 2015, students enrolled in project-based and collaborative learning demonstrated significant improvement in collaborative problem-solving skills (OECD, 2017). Alternative models of assessment, such as portfolios, have also gained popularity; longitudinal studies have found that students who maintained portfolios were more likely to persist in college (Zwolak et al., 2017). As Darling-Hammond (2019) states, "our conception of achievement must expand to include the skills students need to navigate an increasingly complex world" (p. 34).

This progression illuminates how various assessments have reflected and shaped educational priorities, from oral recitations to standardized testing to more holistic views of achievement. Each method for measuring student achievement implicitly carries values about what knowledge is most valued within the educational system. The data demonstrate that the

manner in which achievement is measured profoundly impacts who is perceived to be successful. This lesson should serve as a guiding standard for future educational assessment reforms, underscoring that the most effective assessment systems will likely involve a considerate balance between quantitative and qualitative information to fully understand the growth and abilities of all learners.

2.2. Definition of academic achievement

AA simply refers to knowledge that is acquired through schooling and a predetermined curriculum. AA has been explained and interpreted in various ways by researchers in the field, including Vences (2014), Tian (2018), and Hattie and Anderman (2013). For example, Vences (2014) defined it as a "combination of ability and effort, presumably ability being equal to those with higher motivation, more effort, and will, who achieve higher grades" (p. 39). This is AA—an accomplishment or measured attainment of an individual in a specific skill or body of information.

Further explaining, Hattie and Anderman (2013) write, it is “the students' outcome of a school curriculum and is a key indicator of education” (Tian & Sun, 2018, p. 1). Similarly, Hattie and Anderman (2013, p. 20) explain it as "the outcomes students obtain through curriculum learning at school over a certain period of time." These definitions interpret academic achievement as the level in which the objectives of any given school curriculum are

obtained by students over a given period (p. 22). Academic achievement is the scores received by students as an outcome of fulfilling a school program.

A different definition by Good (1959), who stated AA can be interpreted as the end products of the learning experience, which takes the form of student knowledge and skill (or competence). This knowledge and skill are subsequently assessed through teacher-created examinations. Good (1959) also reported, "AA is defined as 'the knowledge acquired or the skills developed in the school subjects usually evaluated by the test scores or the marks assigned by the teacher'" (as cited in Rakai, 2021, pp. 17–18).

To put it simply, academic achievement is defined as the outcomes of performance that indicate the extent to which the individual has attained predicated goals which have been the emphasis of learning activity for a duration of time in the formal educational context—namely, school, tertiary studies, or university. These goals will mainly consist of the cognitive domain but can relate to a broad area of curricula topics, such as literacy or numeracy. Thus, it is worth looking at AA as a whole and not confined to one meaning.

In addition, AA is also dependent on context-specific indicators to measure it, which can be: a general measure, such as procedural and declarative knowledge from formal learning; a curriculum-based indicator, such as grades or standardized educational assessments in curriculum; and the general context measure, such as educational degree, certification or qualification, or achievement accumulative level. All of which share a commonality: it is an

indication of the intellectual engagement or history identified within the broader indicator of AA, and to an extent suggesting the potential cognitive capacity. Alternatively, AA can also be viewed broadly as a continuum of progressing towards academic skills, materials, and knowledge, and in essence, students generally progress their skills and knowledge of learning.

In the context of learning English as a Foreign Language (EFL), academic achievement can be viewed as all the knowledge and skills the learner is proficient in, based on the test scores and grades they obtained from their work. Winne and Nesbit (2010) noted that in fact, when discussing AA, it "means the amount of knowledge learned by learners in a course" (p. 271, as cited in Gajda et al., 2017). In simple words, it is a measure of how well a student has understood the material in the course.

2.3. The Significance of Academic achievement

Academic achievement is significant for all students because it demonstrates his/her progress, and ranks him/her accordingly. The significance of academic success has been highlighted by Spinath (2012). He outlined three frameworks: individual framework, societal framework, and educational and psychological framework. In addressing the individual framework, Spinath discusses the significance of academic success on students, commenting that School grades and AA tests serve as selection criteria for employment and post-secondary education. The association between AA and measures of success in life can be described as

moderate... high AA opens up options for which school and academic program a student attends, and later what job and location they pursue, and with whom they choose to associate (p. 1).

This means that students who have attained high academic success/grades are fortunate to secure well-paying future employment or have priority access, and potential for success, to post-secondary education. On the societal framework, Spinath (2012) stated "Academic success is the most important condition for economic prosperity for a society. The more educated a society is, the more likely they will be able to experience positive socio-economic progress." (p. 1). This means the level of a student's academic success/achievement is very vital for them to operate efficiently and effectively in the society in which they reside, and to be able to contribute to the socio-economic progress of a society in all areas of potential development.

2.4. Theories of academic achievement

Coming to an understanding of the complexities surrounding AA would be impossible without recognizing a number of theoretical frameworks. These frameworks help explain how learners approach language learning, factoring in their motivations, cognitions, and social processes, in turn affecting students' academic advancement and AA.

2.4.1. Sociocultural Theory (SCT)

Sociocultural theory emphasizes the critical role of social interaction and cultural context in the development of cognition and learning (Vygotsky, 1930). SCT suggests that

higher mental functions begin as social interactions and are in turn internalized. One key concept is the Zone of Proximal Development (ZPD), which Vygotsky (1930) defined as the "distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (p. 86). Learning occurs most effectively when students engage in tasks that are in their ZPD with the help of educated peers. ZPD introduces the idea of scaffolding, where someone more skilled helps a learner do a task they couldn't do alone. This support helps the learner grow and learn more effectively. As Rogoff (2003) argues, development is not simply an individual process but is developed in cultural practices and social contexts. The SCT has important implications for academic success. It emphasizes the necessity of collaborative and interactive learning environments where learners can learn with and from their peers and instructors. Supporting through guidance, modelling, and feedback is critical so that learners are able to engage in more complex tasks with greater understanding. Specifically, educators can enhance learning by deconstructing complex problems into smaller tasks, providing prompts and cues, as well as facilitating interactions and discussions among learners (Wood, Bruner, & Ross, 1976). In addition, through an understanding of students' cultural backgrounds and providing culturally responsive instruction, students' engagement and achievement can also be enhanced (Gay, 2010). By using emphasis on social interaction, collaborative, and culturally responsive

teaching strategies, educators can create more efficacious and equitable ways of learning aimed at academic success for all learners (Wells, 1999).

2.4.2. Attribution Theory (AT)

Attribution theory, introduced by Fritz Heider (1950) and expanded by others, such as Bernard Weiner in (1970), focus on how people explain causes of behavior and events, especially success or failure. Heider suggests that we see people, like "naive psychologists," trying to make sense of their world by attributing causes to observed effects. AT distinguishes between internal causes (like ability or effort) and external causes (like task difficulty or luck) when clarifying behavior. For students' AA, the attributions students make for their academic successes and failures directly impact their motivation, their expectations about their performance in the future, their emotional reactions, and their subsequent behavior. For example, when students attribute their success to internal, controllable causes like the amount of effort they put in, they are generally more likely to feel proud and become more motivated going forward. On the other hand, when students attribute an academic failure to lack of effort, they are likely to feel guilty and try harder (Schunk & Zimmerman, 1998). When students attribute their academic failures to uncontrollable, stable causes, such as having low ability, they are likely to feel helpless and to want to disengage (Weiner, 1986). As Dweck (2000) mentions, prompting students to attribute their academic outcomes to internal, controllable

causes such as effort and the use of helpful strategies can foster a growth mindset which leads to greater academic resilience and achievement.

2.4.3. Expectancy-Value Theory (EVT)

Expectancy-value theory, which was introduced by John W. Atkinson (1957) and expanded by Jacquelynne Eccles and colleagues in 1980, suggests that your motivation to engage in a task is influenced by two factors: your expectancy for success in that task and the value you place on being successful in that task. As Atkinson suggested, your tendency to approach or avoid an achievement task is determined by three factors: your motive to succeed, the probability of success, and the incentive value of success. Eccles and her colleagues expanded on the value component by differentiating between aspects of value such as intrinsic value (enjoyment), attainment value (importance of task for self-identity), utility value (usefulness for future goals), and cost (negative aspects of being involved in the task). As Wigfield and Eccles (2002) explain, "An individual's choice, persistence, and performance can be explained by their expectations for success and the subjective task value they attach to the activity" (p. 91). In other words, according to Wigfield and Eccles (2002), an individual's beliefs about how well they will do on a particular activity and the extent to which they value the activity affects their motivation and achievement-related behaviors. Expectancy-Value theory highlights that students are likely to be successful and engage in academic tasks when they trust they can succeed (high expectancy) and see the tasks as important or beneficial (high

value). For example, a student who feels capable of mastering calculus (high expectancy), and feels calculus is valuable to their future career as an engineer (high utility value), is more likely to study and engage in the course with a greater effort and will eventually perform at a high level. On the other hand, a student who does not feel capable of mastering calculus (low expectancy), while also finding calculus uninteresting and irrelevant (low intrinsic and utility value) will be demotivated and therefore achieve at a lower level (Eccles & Wigfield, 2002). Teachers can apply this theory by building students' confidence through support and success opportunities, while also viewing how learning is important to their lives and goals to increase AA (Graham & Weiner, 1996).

2. 4.4. The self-efficacy theory (SET)

Self-efficacy, is not about skills, but it is one's confidence in their abilities to organize the courses for achieving a given outcomes (Bandura, 1977, p. 3). Bandura describes self-efficacy as a "belief in one's capabilities," which serves an important cognitive mediator of how individuals approach tasks, put forth effort, and persist in the face of adversity within the academic context. The consequences of self-efficacy beliefs for academic performance are broad and complex, take goal setting for example. Self-efficacious students are likely to set extremely high or challenging academic goals. As Zimmerman (2000) puts it, "Self-efficacy beliefs are the strongest predictors of the academic goals students set" (p. 87). This is based on their belief in their abilities to learn things that are complex or at a high level's expectation.

They see themselves succeeding, and thus they will be motivated to engage in increasingly challenging schooling experiences. On the other hand, students who suffer from low academic self-efficacy, will most likely aim lower, perhaps due to anticipating failures, or due to simply not believing they can accomplish ambitious tasks. Self-efficacy also has a very strong influence on effort and persistence. Students who have faith in their abilities tend to cope better with academic challenges. They view failure as something to overcome through work and strategy, rather than a reflection of their limitations. Pajares (1996) stated, "Self-efficacy beliefs influence the amount of effort students expend on a task and how long they persist when facing obstacles" (p. 543). They are more likely to increase their effort, try other options, and stay engaged even when things get difficult or progress is slow. In contrast, students with poor beliefs in self-efficacy are more likely to view difficulty as an obstacle, which leads to less effort, more anxiety, and more chance of giving up. In addition to low motivation and perseverance, self-efficacy also has a substantial influence on the use of learning strategies and self-regulatory behaviors. According to Pintrich and Schunk (2002), "Students with high self-efficacy for learning and performance are more likely to use cognitive and metacognitive strategies and to regulate their learning" (p. 116). These students will plan their work, monitor their comprehension, reflect on their progress, and adjust strategies according to the situation. Their belief in their ability to learn engages them in their learning more actively and purposefully than students who do not have the same beliefs. Conversely, students with a low

belief in their self-efficacy may struggle with self-regulation and use less effective learning strategies because they feel out of control in the learning process. Outside of motivation and perseverance, the relationship between self-efficacy and emotional state becomes important in the academic context. “People who believe they can exercise some control over the events feel less threatened” (Bandura, 1986, p. 399). Students with more academic self-efficacy tend to feel less anxiety regarding academic tasks (exams, presentations, etc.) because they feel confident in their ability to respond to the task, course load, or situation. This lower anxiety allows them to invest their cognitive resources in the task. However, a student with lower self-efficacy might feel more anxiety and fear of failure, which affect their cognitive capacity and performance. Overall, Bandura's self-efficacy theory in AA shows some heavy significance to a student's belief in themselves. As Carol Dweck 's theory (2006) noted in her work on mindsets, while not necessarily about self-efficacy, dealing with the belief in potential indicates a similar quality to the idea of self-efficacy. Therefore, to foster student success, provide experience that build mastery, model success, offer encouragement, and promote positive emotional states.

2.4.5. Cognitive Load Theory (CLT)

Cognitive Load Theory, pioneered by John Sweller (1988), is concerned with recognizing and addressing the limits of working memory through how instructional design can aid to manage those limits while also addressing the cognitive load that is produced by learners. CLT identifies three types of cognitive loads: intrinsic load from learning material complexity,

extraneous load from poor instructional design, and germane load from mental efforts to build knowledge structure.

As Sweller, Ayres, and Kalyuga (2011) describe, "CLT assumes that there is limited capacity in working memory, and therefore educational design should aim to attempt to modify extraneous cognitive load, oversee intrinsic cognitive load, and increase germane cognitive load" (p. 1), and the implications of CLT for the AA can be significant. Effective teaching should reduce extraneous load, free up working memory for intrinsic load, and support germane load to enhance deep learning and schema construction. As a result, learners are able to direct their attention to schema construction and other activities that are conducive to learning. For example, if information is presented in ambiguous ways to the learner, it creates unnecessary cognitive load. This forces the learner to exert additional mental effort, even if the content itself is already difficult. On the other hand, some teaching strategies can help reduce extra mental effort and make learning easier. For example, using worked examples (step-by-step solutions), integrating related information to avoid split attention, and avoiding repeated or unnecessary information (known as the redundancy effect) can improve learning especially for beginners (Sweller, 2010). Teachers can support student success by designing programs that consider how much mental effort a task requires and by using methods that make learning easier (Mayer & Moreno, 2003).

2.5. Types of academic achievement

Understanding student AA is crucial to education. However, it is not a simple concept and can be categorized differently in order to evaluate student progress and success. In general, there are two broad distinctions, which are referred to as broad AA and narrow AA. Narrow AA is focused on specified measurable outcomes related to performance and discipline at specific timeframes, while broad AA encompasses the wider view of a student and their development related to cognitive and non-cognitive factors and growth over time. With these two differences examined, reading about academic success in students presents a more complete understanding of how we define student success academically.

2.5.1. Broad AA

Broad AA, which presents a more comprehensive level of student success, considers a range of outcomes that go beyond academically-acceptable assessments, tests, reports, etc. In this case, grades. As noted by Astin (1984) in his work regarding college impact, "The 'outcomes' of college should be conceived of as changes in the student's knowledge, skills, attitudes, values, aspirations, and self-concept." While Astin's work focused on college students, this framework illustrates how achievement does not only include cognitive growth as defined by grades but also includes affective and personal growth as defined by the broader and more useful viewpoint of AA in schooling as a whole.

The significance of non-cognitive measures is illustrated by Duckworth & Seligman (2005), who stated, "Our thesis is that psychological factors that are not cognitive, including

self-discipline, must be considered an important factor in a students' performance in academic settings" (p.939). They further explain that qualities such as grit or self-discipline, which may be a subcategory of broad academic development, perform better than IQ when it comes to prolonged academic success. This too is evidence for broad achievement to include the building of key dispositional elements to learning.

2.5.2. Narrow AA

On the other hand, narrow AA typically, when defined, focuses on much more easily assessed measures, particularly graduate and discipline-specific measures. York, Gibson, and Rankin (2015) note in their literature review on AA of college students, "AA is simply defined in terms of grades, test scores, and retention in educational programs" (p.2). This definition and articles stemming from it represents the widespread emphasis on cognitively acceptable outcomes as their transmission was time-bound as well. These measures then signify a brief point-in-time measure of a students' mastery of some aspect of curriculum categories.

Hattie (2009) also conducted an extensive meta-analysis of measures of factors that influence student achievement. Though Hattie is searching for particular interventions or combinations of interventions that influence student achievement in ways that are coded for outcome effectiveness, he relies also on measures such as standardized test scores and classroom grades to signify their state of academic terms. He makes the bold statement, "The most powerful single moderator that enhances the effect of an intervention is prior

achievement" (p. 99). In Hattie's review, the term prior achievement refers to an operationalized version of narrow measures of achievement in such form as standardized test scores or classroom grades that hold value when contextualizing the relative impact of interventions on student learning. In summary, while Astin and Duckworth & Seligman see AA as involving cognitive, emotional, and behavioral factors over time, York, Gibson & Rankin, and Hattie focus more on specific, measurable, and time-bound outcomes tied to the curriculum. Both views offer different ways of understanding achievement, shaped by research. In education, both types of achievement are valuable for recognizing student success. However, focusing too much on a specific definition can limit the view of achievement to just short-term results.

2.6. Factors Influencing Students' academic achievement

A country's education quality may be assessed in large part by how students improve their performance since students are the future leaders of their community. So, researchers had shown several factors that may affect students' academic performance, such as motivation and anxiety, gender, time management, language skills, digital divide, and socio-economic factors.

2.6.1. Factors Related to the student

2.6.1.1. Motivation and Anxiety

To begin with, affective or emotional factors such as motivation and anxiety affect students' educational development (Wang et al., 1997). Motivation as explained before

facilitates students' ability to think rationally, motivation has a correlation with successful AA. In other words, students who go to class, participate in class activities, show self-discipline, are encouraged to learn (extrinsic motivation), and turn in their assignments in a timely manner are likely to achieve at least sufficient levels and their learning behaviors will likely be enhanced (Atchia & Chinapah, 2019; Tokan & Imakulata, 2019). Similarly, a study by Muhammad et al. (2015) confirmed that this psychological factor is a significant predictor for student academic success. In addition to motivation, anxiety defined as the students' feeling of worry and nervousness, can also negatively affect students' performances in the learning environment (Mahato & Jangir, 2012). In other words, students' psychological state (emotion) can potentially negatively or positively affect students' AA. That's why it's so important to pay attention to students' emotional well-being, when students feel supported emotionally, they're much more likely to do well in their studies.

2.6.1.2. The Effect of Gender

Gender is another widely studied factor as researchers attempt to understand its impact on AA. While some academic researchers, including Conger and Long (2010), argued that females heaved higher class-weighted averages than males, Weiner and Steinberg (1992) further explained why females possess these high academic performances by stating that they engage in deeper learning than males, and they register for more courses than males do. However, there are some studies that demonstrated opposing conclusions: Attah and Ita (2017) reported as an

example, that gender did not affect students' AA. This suggests that, at least in some contexts, academic performance may be influenced more by other factors than by gender.

2.6.1.3. The Effect of Time Management

In addition to what has already been mentioned, students who are proficient in planning and managing their time are more likely to demonstrate high achievement, based on the understanding that time management allows them to organize their time according to priorities, thus achieving better grades (Cyril, 2015). Al-Zoubi (2016) and Nigussie (2019) conducted similar studies, both of which found a significant relationship between time management and AA.

2.6.1.4. The Effects of Language Proficiency

From the student perspective, language proficiency is considered an important variable that affects learners' educational outcomes. Learner outcomes can be determined by earning a certain degree in the English language. This reflects that language proficiency and is related to educational outcomes (Wardlow, 1989). In an effort to determine the contribution of this variable, research efforts have utilized either International English Language Testing Service (IELTS), or other measures (for example, self-reported questionnaires) for the purpose of measuring students' language proficiency, and compared these scores to students' grades. These studies suggested that learners who were unable to learn the content in English and thus not

moderately proficient on the IELTS were not academically successful (Martirosyan et al., 2015; Woodrow, 2006). In other words, the learners average of those who were able to write, speak, listen and read and understand meaning conveyed could also be influenced.

2.6.1.5. The effect of digital divide

The digital divide also has effects on the education sector in general and more specifically on the students' academic performance. Particularly, over the past few years, especially as the system shifted to online interaction and technologies. In education, some researchers have referred to the digital divide as the homework gap (as stated in Wang's PhD thesis, 2020), as students experience increasing barriers to completing their homework if they lack Internet access. In a study reported by Hispanic Heritage Foundation, 50 % of students reported that they were unable to finish their homework assignments due to the lack of internet access, and 42% of students reported that their grades suffered due to the same reason (cited in Wang, 2020, p. 20). Lynch (2017, as cited in Hutchings, p. 8) stated that students without internet access struggle to build relationships with teachers and peers, conduct research, or get online help for their homework. That is to say, they may miss deadlines and find it difficult to access quality information. In contrast, students with internet access tend to perform better and achieve higher results. This highlights the digital divide in education, which creates inequalities not only among students but also among teachers. To ensure digital equity, these gaps must be addressed and eliminated.

2.6.1. 6. The effect of Socioeconomic Status

Socioeconomic status (SES), is generally considered as the social class of a group of people or individuals and appears to include their economic income level, occupation or profession, as well as their educational or preferred educational level (APA& Task Force on Socioeconomic Status, 2007). It was assumed that learners who have high SES gain better averages than those who come from poor-income families (Jury et al.,2017). Moreover, Atchia and Chinapah (2019) noted that the AA of the students who have financial support, possess computers, and have the accessibility to the internet, was affected. In contrast to this, Pedrosa et al. (2007) found that poor learners achieve higher grades than rich ones, which is extremely the reverse of the previous result.

2.6.2. Factors related Teachers

Teachers will always be an uncontrollable variable due to their involvement in the teaching and learning process. Teaching strategies, feedback, teacher-student relationships, remain to be common topics in the academic context.

2. 6.2.1. The Effect of the Teaching Methods

Teaching methods can be seen as a set of approaches used in the classroom. There are three main types: teacher-centered, student-centered, and teacher-student interactive methods.

The teacher-centered method, also known as the traditional method, is based on behaviorism, where the teacher is the main authority. In this method, students learn by responding to stimuli and memorizing information, often through rote learning. While this method can improve students' performance, it has been criticized for making learners passive and less aware, treating their minds like machines and ignoring their thinking abilities (Giorgdze & Dgebuadze, 2017; Zhou & Brown, 2015).

In contrast, the student-centered method emerged as a response to the traditional approach. Here, students are at the center of the learning process and are responsible for building their own knowledge. Teachers act as guides and facilitators, boosting students to be active and engaged. This leads to what is called meaningful learning. Research has shown that this method develops students' independence, thinking skills, and learning outcomes (Brown, 2008; Ubulom & Ogwunte, 2017).

The teacher-student interactive method combines both previous approaches. In this method, both educators and learners work together. Learning happens through communication between teachers and students or among students themselves. This collaboration often takes the form of group discussions, role-plays, and interactive tasks. According to Chang et al. (2002), using this method increases student awareness, performance, independence, and achievement. Choosing the right teaching method to meet students' needs is a widely studied topic. A study titled "The Impact of Teaching Methods on Academic Performance of Secondary School

Students in Nigeria" found that both the student-centered and interactive methods greatly improve student achievement. It showed that students become more critical and analytical compared to those taught using traditional methods (Isa et al., 2020).

2.6.2.2. The Effects of Teachers' Feedback

Researchers have called attention to the impact of both negative and positive feedback within learning achievement. It was asserted that positive feedback enables students to be motivated to engage and to perform well (Al-Bashir et al., 2016). The application of negative feedback is controversial. In other words, some researchers claim that negative feedback is obsolete and ineffective, suggesting that students will reject their teachers, and become disheartened from academic pursuits and the classroom experience (Truscott, 1996). Regardless of Truscott's claim, negative feedback has garnered support from Outbir, (2015) and Freedberg et al. (2017) whose studies revealed that performance of students who received negative comments was improved.

2. 6.2.3. The Effect of the Teacher-Student Relationship

The creation of a supportive learning context in the classroom has received significant attention from educators, whose foundation is to create a positive relationship among children and their teachers as evident of suggested gains to the students' engagement and success (Maulana et al., 2013; Varga, 2017). Interestingly, several strategies were specified to establish

a good relationship among educators and students. The type of tasks and activities in the classroom may foster student extrinsic motivation; in other words, the more a teacher utilizes interesting and enjoyable activities, the more the students are driven to learn, and as a result, their performance is enhanced (Skinner & Greene, 2008). Furthermore, feedback comprises a component of the teacher-student relationship; it is a belief that maintaining a positive relationship, accommodating students' errors, and enhancing students' performance is contingent on providing students with positive feedback. Negative feedback has been suggested to be utilized very cautious, thus students do not develop negative relationships with their teachers (Skipper & Douglas, 2015; Varga, 2017).

2.7. Measuring AA

AA plays a key role in education, which is why researchers like Allen (2005) and Spinath (2012) have explored how it can be measured. Spinath identified two main ways to measure AA: educational degree and grades, and standardized achievement tests.

2.7.1. Educational degree and grades

Spinath (2012) argued that "Educational degrees are another type of indicator of AA.

Educational degrees depend directly on the grades accumulated over the educational career; they are the most important prerequisite for admission to higher education and job position" (p. 3). This means that educational degrees are the most important

measures of AA, based on marks in the educational career. Educational degrees allow students to qualify for their highest educational degree, and even employment success. Moreover, Spinath (2012) stated that “grades are... valid measures of AA because allocation and selection decisions for higher education and job position are, to a large extent, based on grades” (p. 2). This means that assessment in education is an attempt to gain a normal distribution to measure the variable of AA through a grading system. Furthermore, according to Spinath (2012), the primary role of grades is that they answer the question of the student’s strength and weakness in specific subject knowledge. The student can then reflect on their weak academic areas and improve them for the next graded assessment. Similarly, Allen (2005) regarded grades as an evaluation of the true level of the student. He further explained, “If the grading cannot accurately measure the student’s achievement, then they do not communicate the truth about the level of students’ AA” (p. 218).

2.7.2. Standardized Achievement Tests

According to Spinath (2012 “Standardized achievement tests vary in the degree to which they are curriculum based” (p. 3), it means that, a test to assess knowledge and skills that have been acquired at school must be curriculum based. TOEFL and IELTS, for example, are used to assess English proficiency for academic programs or for immigration purposes. These tests typically assess general proficiency in the 4 core skills of listening, reading, writing, and

speaking. In the classroom, teachers assess students' progress in a wide variety of ways: quizzes, tests, essays, presentations, and projects, for example. This could involve assessment of each part of a certain language in more detail such as grammar, vocabulary, and so on. In other words, standardized achievement tests are intended to provide measurable assessment of students' AA.

2.8. Enhancing Student AA

Enhancing academic success is one of the principal talents of teachers and students in every learning context. Students' achievement measures the content that learners learn over a period of time, and it can only be improved if the learner follows certain strategies such as the use of ICT tools, peer tutoring mechanism and managing time.

2. 8.1. Using ICT tools

The potential of Information and Communication Technologies (ICT), as a tool to enhance educational achievement has recently garnered increased attention. Educational systems have been participants in the broad scale changes caused by the global spreading of them. The use of a wide range of ICT tools in education plays an important role, According to Becta (2007), the means by which students may communicate and learn, in school and out of school, can be expanded through ICTs. Through the use of these technologies, students who might otherwise not be able to learn are given new opportunities. In general, ICT has been

introduced into schools to change teaching and learning processes and enhance approaches to academic success (Kozma et al., 2003). To be precise, integrating ICT tools in the educational field is beneficial in facilitating the learning process and enhancing the AA.

2. 8.2. Peer tutoring

Is a method of teaching that takes place when students work together to assist in each other's learning by allowing one student to serve as a tutor, and the peer as a tutee (Hott, Walker & Sahni, 2012, p. 1). It is a method that provides students with the opportunity to socialize with classmates while completing a task or assignment. Numerous studies that examined peer tutoring confirmed the positive impact peer tutoring had on the instructional process. For instance, an evaluation study by Brost (2011) where the intent of his study was to to evaluate the effectiveness, limitations, and viability of an existing collegiate peer tutoring program, revealed the average score of the experimental group was significantly higher than the average score of the control group, meaning peer tutoring does improve academic performance.

2. 8.3. Managing Time

Time management is one of the critical factors impacting the final results or achievement of students. It is a behavior of allocating time in targeted pursuits in order to achieve certain outcomes. Research on time management and the consequences has been growing in the modern timeframe. According to Forsyth (2009), "Time management is a vital skill, as it may

increase personal productivity, focus your attention on your priorities, and ultimately act directly to improve your effectiveness and thus the effectiveness of the overall organization" (p. 1). Nasrulah & Khan, (2015) have also equally stated that "time management plays a vital role in improving student's academic performance and achievement" (p. 66). Additionally, technology plays an effective role in saving time by utilizing online calendars, programs, and extensions such as: free timer sites, browser extensions, and digital apps like rescue time.

In conclusion, using ICT tools, choosing and working with good students, and also managing time are helping to enhance student AA.

2.9. Challenges Experienced by EFL Students in academic achievement

EFL (English as a Foreign Language) learners face a number of challenges that affect their AA, including linguistic, psychological, socio-cultural, and pedagogical challenges.

2. 9.1. Linguistic Challenges

EFL learners frequently face a variety of linguistic challenges, which can considerably impede their academic pursuit. One of the challenges relates to **vocabulary**. Research continually indicates the importance of vocabulary knowledge in the successful pursuit of academic work. As Nation (2001) states, "knowing a sufficient number of words is needed to be able to use language successfully" (p. 15). For EFL learners, encountering yet another

unfamiliar word in an academic text or lecturer notes often leads to an understanding breakdown and influences them to withdraw from the texts they were trying to read. The limited lexical resources are essential barriers limiting EFL students as they examine and analyze academic reading and writing situations. Before long, they become limited in their writing and speaking ability to express the significant ideas they were on the verge of formulating. The volume and abstraction of academic vocabulary many learners are expected to learn are an ongoing need for learners, especially given that their exposure to English has most likely occurred in a conversational context.

Another major aspect of linguistic difficulty includes **grammar issues**. The complexity of English grammar, often quite different from learners' native languages, serves as a continual barrier. Swan (2005) states, "many learners see the grammar of English as illogical and full of exceptions" (p.4). For example, an EFL student may struggle with tense, articles, and prepositions, clarity in verbal and written communication may be unclear due to these grammar errors, and only compound the instructor's judgments of their academic capabilities. The need to continually monitor and apply these elaborate grammar rules absorbs cognitive energy, all while the students are also trying to focus on the content of their academic task.

Pronunciation and accent can also create problems for EFL students. Intelligibility is important, but pronunciation problems can create misunderstanding and anxiety about speaking. Jenkins (2000) brings up the idea of a "lingua franca core" of pronunciation features

necessary for international communication, where having native-like pronunciation is not realistic for everyone but communicating key sounds clearly is important (p. 156). Variations in accent, their own and those of their teachers and peer students, can be a barrier to understanding some of the participation in oral academic practice for EFL students.

Listening comprehension is also a significant area of difficulty for EFL students. Flowerdew and Miller (2005) argue that "academic listening is a complex skill that requires not merely identifying individual words, but also evaluating connected speech, key concepts, and finally inferring the overall meaning" (p. 13). In other words, academic listening is not just about distinguishing individual words; it encompasses understanding how those words connect to form larger thoughts, categorizing the main points being discussed, and interpreting the speaker's intended meaning. It requires active engagement, critical thinking, and the ability to make sense of the message as a whole. EFL learners may find it difficult to process fast speech, unfamiliar accents, idiomatic language, or simply the large amount of information presented during lectures or discussions. Such difficulties can leave learners feeling confused and frustrated, especially when they are unable to follow the flow of the conversation or understand what was said in the remaining parts of the discussion. This becomes even more challenging when they are trying to participate in academic settings.

Comprehension of reading materials in an academic context presents its own unique challenge for EFL students. As Grabe (2009) indicates, "reading in academic situations often

involves reading and processing large amounts of highly complex information,” as well as “the understanding of abstract, conceptual information and unfamiliar discourse structures” (p. 5). EFL students also encounter challenging vocabulary and sentence combinations, which requires them to locate the main ideas and supporting details, as well as the author’s perspective, while reading. This causes a potentially significant reduction in reading speed or, at the very least, impacts their ability to identify the key ideas or facts needed for understanding.

Many EFL students also find **writing in academic contexts** a major challenge. According to Hyland (2003), "academic writing requires a mastery of particular genres and their rhetorical conventions and required linguistic features" (p. 17). That is to say, academic writing is not just about expressing ideas clearly; it also encompasses understanding and using precise types of writing, following accepted designs of organization and argument, and applying the appropriate language and style expected in academic contexts. EFL students in academic settings may struggle to express their thoughts in a logical manner, build an argument, use appropriate academic vocabulary and tone, and correctly cite the sources they have researched. The mental effort to think through and articulate such ideas in grammatically correct and stylistically appropriate English may be considerable and influence the fluency and quality of their academic writing.

Finally, L1 interference is a common and unavoidable linguistic problem. Odlin (1989) described transfer as "the influence that the learner's first language(s) has on the acquisition of

L2" (p. 27). For EFL students, transfer is often unconscious, where the students apply items (grammar rules, vocabulary, pronunciation, etc.) from their native language to English, resulting in fully predictable error based on the difference in both languages. L1 interference can occur in any dimension of use, including pronunciation, grammatical structures, and the organization of discourse.

2.9.2. Psychological and Affective Challenges

A significant affective barrier frequently encountered by EFL learners that goes beyond the linguistic level is an important challenge of **language anxiety**, which can negatively affect their performance in learning the language. Horwitz, E. K., Horwitz, M. B., and Cope (1986) define language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning, arising from the uniqueness of the language learning process" (p. 125). Language anxiety can become debilitating in situations where, for example, learners fear they will make mistakes, that their instructors or classmates will judge them, or that communication will breakdown if they do not understand. All of these situations can make language anxiety intensely debilitating for EFL learners when they attempt to participate, start to think critically, and learn. In various ways, language anxiety may manifest itself as reluctance to speak in class, avoidance of any task requiring the use of English, or even potential physical symptoms, and quite often these manifested anxieties are all connected to higher-order thinking and cognitive processes.

Another psychological challenge is the lack of confidence in their capacity to learn English. The concept of self-efficacy proposed by Bandura (1977) is pertinent here. EFL students who perceive themselves as low English learners may not have self-efficacy to participate in learning opportunities, attempt to take risks with the language, or have expectations for academic success. Once this lack of confidence sets in, it may begin a negative self-fulfilling spiral as lack of self-efficacy, or expectations, leads to a decrease in effort and then in turn achievement. Motivation challenges can have a huge effect on the academic path EFL students take. Self-Determination Theory (Deci and Ryan, 2000) suggests motivation exists on a continuum from motivation to intrinsic motivation. EFL students may experience difficulties keeping motivation levels up, especially when facing persistent proficiency issues and/or slow progress in learning. Extrinsic motivation towards grades may not sustain the effort at this level students may experience. The absence of intrinsic motivation, learning English purely out of interest and need, can lead to disengagement from learning, and ultimately diminished achievement.

For some EFL students, **shyness** is yet another affective barrier, especially in the communicative context of the classroom, which is distinct from language anxiety but certainly hinders youthful students' participation and interaction in English. McCroskey and Richmond (1991) state that "communication apprehension is defined as an individual's level of fear or anxiety associated with either real or anticipated communication with another person or

persons" (p. 93). Shy EFL learners may be uncomfortable asking questions, speaking to others, or working in groups, thereby reducing the possibility of language practice or interaction with the academic material.

Ultimately, an anxiety about making mistakes can be a significant psychological barrier for EFL students. The anxiety can stem from having a perfectionist mentality, past negative experiences, or a belief that mistakes are necessarily bad. Corder (1967) famously suggested that errors are, in fact, "evidence of the learner's hypotheses about the language being learned" (p. 167). For many EFL learners, however, fear of mistakes leads to avoidance of speaking or writing, which stunts fluency development and precludes beneficial feedback for learning.

2. 9.3. Socio-cultural Challenges

EFL students translate their context-specific cultural value systems from home to school. Hofstede's (2001) research on cultural dimensions details how values, beliefs, and behaviors can differ across cultures. These differences influence dynamics in the classroom, students' expression and engagement, and even contextualize the student-teacher relationship. For example, some students' cultural practices may produce attitudes or behaviors that discourage them from questioning their instructor or participating, such as students from high power distance cultures, or a preference for group work over individual work among students from collectivist cultures. Adapting to differences in most academic cultures can be a challenge for EFL students.

Language barriers can hinder EFL learners' ability to integrate socially, often leading to feelings of isolation and reduced academic engagement. According to Schumann's (1976) Acculturation Model, the degree to which language learners adapt to the culture of the target language significantly impacts their success in language acquisition. When EFL learners fight to communicate effectively with native English speakers, they may find it difficult to form meaningful social relationships or participate in additional activities. This lack of connection can affect in a sense of alienation, negatively affecting their emotional well-being and diminishing their academic motivation.

Social disincentives or the lack of external value placed on English language learning can also present obstacles in certain contexts. If the immediate social community does not deem English language learning worthwhile or significant, the students may feel they have no motivation to practice English or use it any more than they need to in order to accomplish the academic requirements of the course. Gardner's (1985) Socio-Educational Model recognizes the role of social attitudes and motivation in second language acquisition. If students see little value in learning English in their community, their motivation to learn and use it academically may drop.

2.9.4. Pedagogical and Institutional Challenges

The method of English instruction and availability of educational resources can greatly hinder EFL students' academic success. Larger classroom sizes will limit possibilities to one

interaction, which is critical for personalized feedback for students to successfully develop their language skills. Krashen (1985) posits the Input Hypothesis, which proclaims that people acquire language through comprehensible input, however, it will be difficult for a teacher to provide individualized input for each student at their proficiency level and learning experience in a large classroom size. The absence of interactional competence will negatively affect the student's progress and exacerbate the special academic linguistic and non-linguistic challenges that exist in the larger size classroom.

A serious barrier may also be inadequate teaching resources. This includes teaching materials that are not developed, updated or even technology and support services that benefit EFL learners. Tomlinson (2012) notes the potential benefits of authentic and engaging materials related to learner interest and student need. If teachers have inadequate access to such resources, they may resort to generic materials that are void of the language and culture that works for their specific EFL students. Also, a common problem faced by students and teachers in many universities is the fixed tables and chairs. This fixed setup restricts movement and hinders the flexibility necessary for interactive teaching methods, group work, and collaborative learning activities. Consequently, the limitation may demean both teachers and students, which can adversely impact engagement, participation, and overall learning. Studies (Brooks 2011; Byers, Imms and Hartnell-Young 2018) have shown that classrooms with flexible and adaptable furniture support active learning and increased student-teacher interaction which improves both

teaching and learning. Universities can address this problem by investing in more mobile and modular furniture to allow easy reconfiguration of classroom layouts. This flexibility allows for different teaching styles, making it more alive and inclusive (Byers et al., 2018).

The competence and training of teachers are also key indicators. Teachers who have not received targeted training to teach EFL, and/or are unaware of the challenges that EFL learners experience, may be less likely to use appropriate pedagogical practices. Shulman's (1986) idea of pedagogical content knowledge demonstrates how teachers must understand how to represent and structure the content matter so learners can make sense of it. In the case of EFL teachers, this may include knowledge of second language acquisition principles, methods for error correction, and how to modify materials/activities specific to learners' competence.

A curriculum that does not emphasize the appropriate needs and proficiency levels of EFL students can hold back their development, too. Swain's (1985) Output Hypothesis notes that learners must also have the opportunity to produce language actively in order to build fluency and accuracy. A curriculum based entirely on passive reception of information, without opportunities for speaking or writing in relevant contexts, may also not appropriately facilitate EFL students' language development and academic integration.

Assessment strategies that involve a heavy emphasis on language proficiency without the consideration of content knowledge can create barriers for EFL students. Cummins' (1979) distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic

Language Proficiency (CALP) helps frame this idea. Although EFL students can develop BICS relatively quickly, developing the more complex CALP that are necessary to succeed in an academic setting can take much longer to develop. An assessment strategy that overlooks developmental differences may unfairly penalize EFL students for language limitations rather than evaluating their real content understanding.

A lack of exposure to authentic language use outside the classroom often inhibits language development. Krashen's (1985) Input Hypothesis also speaks to the importance of comprehensible input from authentic sources. When EFL students have limited access to authentic English culture, such as native speakers or exposure to actual English media, such as movies, music, and news, their language acquisition is less substantive and less specific to the needs of academia.

Finally, challenges with academic writing conventions can be a real pedagogical concern. Academic writing involves conventions related to specific genres and rhetorical features (Hyland 2003). EFL students can struggle to recognize and or understand some of the conventions related to essay organization and structure, argumentation, the citation style guide/documentation, and using formal language. Explicit instruction and practice with academic writing conventions are essential to students' academic success.

In summary, the academic experience of EFL learners often involves a complicated interaction of challenges related to language ability, psychological health, sociocultural

adjustment, and pedagogy. Language-related issues in vocabulary, grammar, pronunciation, and comprehension across each of the four skills (listening, speaking, reading, writing) present a foundational challenge. These language-related issues may be compounded by psychological issues (e.g., language anxiety, low confidence, lack of motivation) that interfere with student involvement and performance. Dealing with different academic cultures and engaging socially in one's new language community also poses additional challenges. Finally, pedagogy-related (i.e., large classes, inadequate resources, faculty training, curriculum and assessments) issues also contribute to EFL learners' struggles, which can be alleviated or exacerbated by the institution. Understanding the complexity of the challenges to EFL learners' academic experiences is the first step towards equity and effective education as it allows EFL learners to realize their full academic potential. Addressing issues related to language and the subsequent psychology, pedagogies, and institutional awareness is necessary to support EFL learners in English-medium academic settings.

Conclusion

To sum up, this chapter studied the AA in detail in the light of different perspectives. In other words, it examined the evolution, definition, theory types, influencing factors, measurement methods, and challenges faced by students. The history of examination shows that assessment capacities and talents which were initially oral and when written down they were basic. Today assessment takes many formats but this reflects the abilities that the developers of

an assessment wish to measure. AA can refer to broad or narrow definitions focusing on cognitive outcomes, such as grades and test scores or broader indicators, which include affective and psychomotor outcomes. This chapter compared several theories, including self-efficacy, attribution, goal orientation, expectancy-value, and cognitive load theories, all of which illustrate how motivation, cognition, beliefs, and context interact in the academic setting. Importance of students' perception, motivation and social learning environments for students' academic success as per these frameworks. AA is a meaningful indicator of a person's development and society's development. It improves one's chance of further education or a job and enhances the economic development of the nation. Nonetheless, a number of influences affect the learning process, including cognitive ability, motivation, socio-economic background and the effectiveness of teaching. The measuring of achievement has extended, for a wider range of criteria beyond standardized tests and performance assessments and through the use of portfolios and performance assessments. Even with all the advancements, educational disparities, pressure from high-stakes tests and resource inequities continue to affect student performance. Reflection on these issues calls for new policy developments and tinkering in educational learning opportunities. At the end, historical context, definition, theory, measurement, impact on learning is the ultimate understanding of AA. This is to say, understanding of all these elements is important for educators, policymakers, and researchers to ensure success.

CHAPTER THREE

FIELD INVESTIGATION

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Introduction

This chapter presents an analysis of the students' questionnaire. It aims to examine how fear and anxiety affect studies of students' attitudes. So, this chapter deals with describing and analyzing the data gathered from the questionnaire for students. Furthermore, it consists of summary results and major findings. Thus, the result analysis has allowed us to find an answer to the research question and confirm or reject the research hypothesis. The chapter ends with a summary and conclusion on what we found with the students' questionnaire, pedagogical implications, and limitations of the study.

3.1. Students' Questionnaire

The questionnaire used as a data- gathering tool for this research which is a quantitative methodology as it collects numerical data based on questions. It is conducted to collect the necessary information. The printed questionnaire is delivered to third year students to explore their attitudes towards the effect of fear and anxiety towards their academic achievement.

3.1.1. Sample Choice

The sample for this study was selected using a random sampling technique. The target population comprised third-year LMD students enrolled in the Department of English, at the University of 08 Mai 1945, Guelma. Out of a total 206 students, 134 respondents were selected. The sample size was determined with reference to Krejcie & Morgan (1970) sample size table, which ensures statistical representativeness for the whole population. The motivation behind

choosing third year LMD students lies in their academic maturity and proximity graduation, and this makes them more aware of the pressures and challenges of fear and anxiety and they may influence their academic achievement.

3.1.2. Description of Students' Questionnaire

The questionnaire was developed based on the theoretical part of the literature review. It is made up of twenty-six [26] questions, divided into four sections: the general information about the student, fear and anxiety, academic achievement and the effect of fear and anxiety on EFL students' academic achievement. Most questions are really yes/no questions except for Likert scale questions. Other questions are multiple-choice questions where the participants have to tick from the options. The final two questions do not require the students to simply choose an answer. Rather, they are free to add anything they want related to the topic. For instance, they can add a suggestion about the subject that is under discussion or any recommendations they think are useful. The first section is entitled 'General Information'; it contains five questions to know the students' background: gender, age, their level in English, choice of studying English, and years.

The second section is entitled 'Fear and Anxiety'. It covers seven questions in which the students are required to answer whether the feeling of fear and anxiety is the same (Q6), types of fear and anxiety (Q7), factors of fear and anxiety (Q8), the cognitive symptoms of fear and

anxiety (Q9), fear and anxiety treatments (Q10), fear and anxiety's effect on students (Q11), and students' situations of fear and anxiety (Q12).

The third section is entitled 'Academic Achievement'; it contains seven questions too, in which the students are required to answer their academic motivational level (Q13), students' extent of contribution to academic achievement (Q14), students' perception of technology integration (Q15), students' attitudes towards teacher relationships (Q16), students' collaboration (Q17), parents' financial situation's influence (Q18), and students' obstacles in English licensing (Q19).

The title of the fourth and the last section is 'The Effect of Fear and Anxiety on EFL Students'

'Academic Achievement' and made up seven questions as well. In this section, we aim to find the relationship between fear and anxiety and the quality of students' academic achievement during tests or exams. That is, do fear and anxiety affect students' academic achievement when testing their foreign language knowledge? The students were asked to answer questions about their fear and anxiety in relation to their academic achievement (Q20). So, they are asked whether fear and anxiety affect students' academic achievement in a positive or negative way (Q21). Additionally, Q22 inquiries about the degree of fear and anxiety students' experience in relation to their academic achievement. Besides, if reducing fear and anxiety, improving

students' academic achievement (Q23). In addition, students' feelings during exams (Q24). To conclude, asking students if they could change one thing about their academic experience to reduce their fear and anxiety, what would it be (Q25), and whether they have any further information to add about the topic (Q26).

3.1.3. Administration of Students' Questionnaire

On May 6, the printed questionnaire was delivered to third year students of the English language at 08 Mai 1945 University of Guelma. Despite the short time we were given, the whole sample (134) of students decided to reply. The willingness of the majority of learners to answer made the situation effortless. The questionnaire took only two days to collect replies since it was a week of quizzes; that is why they were mostly present, and this helped us to collect the complete number of the sample. Luckily, many students were highly compliant, well-informed, and candid, to the extent that they provided us with explicit and precise responses immediately.

3.2. Data Analysis and Interpretation

3.2.1. Analysis of Results and Findings

Section one: General Information

Question one: What is your gender?

Table 3.1

Students' Gender

	Numbers	Percentage
Female	107	80%
Male	27	20%
Total	134	100%

According to the results mentioned in table 1, we observe that most students are female. While male participants are a minority, with 107 students, making up 80%, being females, whereas, 27 males represent only 20%. This finding indicates that females like studying foreign languages and literature; something enjoyable and artistic compared to males who enjoy science and technology; something realistic and innovative.

Question Two: Age.....years.

Table 3.2

Students' Age

Years	Numbers	Percentage
20	35	26.1%

21	54	40.2%
22	21	15.6%
23	14	10.4%
24	11	8.2%

From the data presented in Table 3.2, Students' ages range from 20 to 24 years old. In brief, the table illustrates (35) students whose ages are (20) years old, representing merely a percentage equating to 26.1%. Whereas, the majority of students are 21 years old, making up 40.2%. In addition, as we can see, no less than 15.6% of the students are 22 years old, and no more than 14 participants with the age of 23 years represent only 10.4%. Consequently, the minority of sample members, at 24 years of age represents 8.2% which is the least percentage, and is the older ones. The average student in Third Year license in Algeria is 21 years old. In this case, being 20 years old suggests a student started their first year at a very early age (5 years old) but 21 years old is the normal age in Third Year license. The difference between the two may refer to the Algerian policy where they had previously declared starting the studying at the age of five years instead of six years in the primary schools. Of the respondents in the survey, 15.6% (equivalent to 22 years) are students who may be failing one year or who have not started younger, while the other two youngest ages, 23 and 24 years, may fail a couple of years or even three in their educational course.

Question Three: Is English your personal choice?

Table 3.3

Students' Choice of English Language Study

Options	Numbers	Percentage
Yes	114	85%
No	20	15%
Total	134	100%

The results showed that the majority of students answered "yes", causing the highest percentage (85%) to appear. Only 20 participants, or 15%, answered 'No', indicating that the majority have had some study of English in their choice and wish. It seems that all of them accept English as the first choice of their university studies in the future, and this indicates that they are motivated to learn this language and they accept its importance. In contrast to others, they chose English as the third or fourth choice; it could be because this is also the choice of their parents, and hence they may be unmotivated to learn English and ignore the importance of this international language.

Question Four: How can you describe your level in English?

Table 3.4

Students' Level of English

Option	Numbers	Percentage
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Very good	52	38.9%
Good	48	35.8%
Average	34	25.3%
Bad	0	0%
Total	134	100%

The results presented in the table show that 38.9% is the highest of all the students who declare that they are very good in English. When 48 subjects or (35.8%) state that their level in English is good. The other students 34 or (25.3%) reflect that their level is average, and no one answered that he/she has a bad level. This means that the students who have responded with very well are sure of them and deserve to be in the rank of the third-year license level. In the same way, they are also being very competent with their language skills and this somehow ambitious, narcissistic point of view. While the one who declared that they have a ‘good’ level in English, this means that they are satisfied with their grade, the one who has ‘average’ level means that they are not sure about themselves, and this may question their level as third year license students. No one is willing to say they’re “bad” at it, which is weird since it is impossible not to be bad or a beginner at a language. Furthermore, they can’t all be studying the literature stream in high school, for instance. A percentage of them could have been studying scientific streams and not yet mastered the language. They were focused solely on scientific subjects or even those in the literature stream but hated the English subject. This causes students to be

scared of judgments despite the anonymity and confidentiality of the answers we guarantee them.

Question Five: How long have you been studying English?

Table 3.5

students' duration of studying English

Years	Numbers	Percentage
10	71	53%
11	34	25.3%
12	16	12%
13	13	9.7%
Total	134	100%

As observed in the table above, 71 students answered (10) years of studying English as a Foreign language and represent 53%. While 34 answered (11) years, representing 25.3%, and the 12 and 13 years old who show the minorities, the least percentages are 12% and 9.7%. That is 10 years indicates the normal age of this generation since they started studying English in middle school, and the students who have studied 11 years may have failed one year or started outside the school as preparation. Concerning the 12 and 13 years old who can be old people,

joined English class recently to complete their studies or can be those who have failed a couple of years.

Section Two: Fear and Anxiety

Question Six: Do you think the feeling of fear and anxiety is the same?

Table 3.6

Students' opinion about similarity of fear and anxiety feeling

Options	Numbers	Percentage
Yes	37	27.6%
No	97	72.4%
Total	134	100%

Regarding students' opinions about the similarity between the feelings of fear and anxiety. As evident from the observation, most of the students (72.4%) approve that there is no relationship between fear and anxiety emotions. On the other hand, only 27 participants, which represents a minority (27.6%) agree that fear and anxiety are the same feeling. That is to say, the majority see that each emotion is different from the other and has its own characteristics, and they are not similar or used interchangeably. Others believe that fear and anxiety share the same symptoms; this entails that if you fear something, you will become anxious about that something automatically and vice versa.

Question Seven: What kind of fear and anxiety do you face?

Table 3.7

Types of fear and anxiety

Types	Numbers	Percentage
Learned fear	42	31.3%
Trauma-induced fear	42	31.3%
Facilitating anxiety	25	18.7%
Debilitating anxiety	25	18.7%
Total	134	100%

As shown in Table 3.7, the different types of fear and anxiety that the students may face in their academic achievement process are such that we notice that both learned fear and trauma-induced fear represents the majority (31.3%) equally. On the other hand, the two minor types were the facilitating and debilitating anxieties, which represent 18.7% for each. This is what explains why most students agree that they have fear associated with learning, meaning learnt fear and others who have experienced past traumatic events in which, they may fail in certain tests or exams still remember this nightmare. While 25 students declared that they have the facilitating anxiety (the one that motivates them since there are those stress makes them more active and take things seriously), and the debilitating anxiety, which affects their learning process in a negative way and disables their academic development.

However, some students reported having “no fear”, which could be an indicator that they are self-assured and can approach school challenges calmly. This can help them perform better in their studies. Others replied, “I fear only God,” which indicated how faithfully they believed in their faith. They may not be feeling a lot of pressure from school, perhaps because they rely on God to get them through tough times. Nevertheless, it’s also possible that they are not expressing how they really feel about fear of school. Academic fear – ‘fear from exam’ – was the most prevalent. This illustrates the fact that there are many students who (because they get nervous or stressed when taking a test) may do poorly because they cannot concentrate or recall information. Overall, these varied responses suggest students experience fear and anxiety differently, which highlights the importance of providing students with the support they need to succeed in school.

Question Eight: Why do you usually get fearful and anxious?

Table 3.8

Fear and anxiety factors

Factors	Numbers	Percentage
Fear of failure	59	44.1%
Low self-efficacy	22	16.4%

Past trauma experience	25	18.7%
Lack of coping mechanisms	10	7.4%
Parental pressure	04	3%
Teacher expectation	10	7.4%
Peer competition	04	3%
Total	134	100%

The collected results show factors of fear and anxiety, in which we can see (44.1%) represented by 59 participants stated fear of failure, and 18.7% of the students have chosen past trauma experience, and another 16.4% (22 participants) declare that they have low self-efficacy. Moreover, 7.4% represent two factors which are lack of coping mechanisms and teacher expectations. The two minorities (3%) are represented by only 4 participants from each of parental pressure and peer competition. That is to say, fear of failure is the primary factor that leads them to avoid behaviors at all or answer even if they have already prepared or revised. Whereas past trauma experience is another factor that increases fear and anxiety, in which the students feel confused just while thinking about negative event that has happened and has already passed, but they still live it, and the students think that low self-efficacy is among the factors that most affect students' engagement in the course. Concerning the lack of coping mechanisms and teacher expectations, goes back to the students who can't cope with the situation they are in first, and it goes back to the teacher highest expectations of the students'

success, which makes them fear not reaching the expected result of the teacher or even failing and from the verbal punishment in front of the classmates second. We can say, both parental pressure and peer competition have the lowest influence on students' fear and anxiety about their academic achievement, occasionally, the parents are open-minded and they choose to be a push not a plus pressure. Concerning peer competition, it disappears at the university level because the students grow up and become more autonomous and self-satisfied with their scores and less likely to compare themselves to their friends or others unlike how they were in high or middle school.

Question Nine: Which of the following cognitive symptoms of fear and anxiety do you have?

Table 3.9

Fear and anxiety's cognitive symptoms

Symptoms	Numbers	Percentage
Sweating	27	20.1%
Racing thoughts	52	38.9%
Muscle tension	14	10.4%
Rapid heartbeat	41	30.6%
Total	134	100%

Based on the table, we found that with respect to the cognitive symptoms of fear and anxiety, we see 52 students (38.9%) answered racing thought. 30.6% of students experience increased heart rate. Nonetheless, 20.1% had sweating (other than facial sweating). Finally, only 14 respondents (10.4%) experienced tension in their muscles. The first reaction in the brain when people feel fear and anxiety is racing thoughts; this means that the processing activity of imagination and ideas will be faster. According to Ian Robertson, when we suddenly become afraid, our heartbeat gets considerably quicker. Also, this indicates that a body is stressed because of the “fight or flight” response. When you're anxious, your sympathetic nervous system goes into overdrive, prompting you to sweat profusely. Muscle tension is a physical response of the organism to uncomfortable or inactive feelings.

Question Ten: How do you reduce your fear and anxiety?

Table 3.10

Fear and anxiety's treatment

Treatments	Numbers	Percentage
Mindfulness and relaxation techniques	54	40.3%
Exposure therapy	15	11.2%
Self-efficacy training	41	30.6%
Coping mechanisms	09	6.7%

Creating supportive learning environment	15	11.2%
Total	134	100%

Concerning fear and anxiety treatments, the majority of students (40.3%) prefer the mindfulness and relaxation techniques since they are the most practical strategy. Also (30.6%) represent a self-efficacy training approach as treatment, and the other two treatments exposure therapy and creating a supportive learning environment, were represented by 11.2% for each. Finally, only 9 participants (6.7%) have chosen a coping mechanism. That is to say, most of the students benefit from stress-reducing practices, such as meditation, breathing exercises, and progressive muscle relaxation and they think that it is the most suitable solution to fear and anxiety, whatever the situation is. While self-efficacy training works for those who have low self-efficacy, it raises their self-confidence and self-autonomy to get ride of their fear and anxiety. And for those who select exposure therapies mainly have psychological problems, and for those who select creating a supportive learning environment, they may lack encouragement and may suffer from bullying and harsh judgments and by creating supportive vibes, they will feel comfortable and relaxing while performing in the class or anything else. Whereas, the minority have chosen coping mechanisms, potentially indicating that students lack awareness or access to more advanced coping techniques which may help to cope with that fear and anxiety immediately.

Question Eleven: How do fear and anxiety influence you?

Table 3.11

Fear and anxiety's effect on students

Effects	Numbers	Percentage
Motivation to improve	54	40.3%
Enhanced focus	15	11.2%
Resilience building	14	10.5%
Impaired performance	06	4.5%
Avoidance behavior	17	12.7%
Limited progress	09	6.7%
Negative emotional impact	19	14.1%
Total	134	100%

This table shows fear and anxiety's effect on students, in which we can see almost 62% indicate that fear and anxiety affect students in a positive way, as we notice above motivation to improve represents the majority of replies (54 students); also enhanced focus and building resilience are positive effects represented by 11.2% and 10.5%. Whereas the last 38% indicate the negative effect of those emotions on students, we find (14.1%) who select negative emotional impact. Moreover, 17 participants avoid behavior and represent 12.7%, and at least 6.7% think that fear and anxiety limit progress, and only 6 participants (4.5%) have chosen impaired performance. This explains that most of the students get benefit from fear and anxiety,

in which these students' fear and anxiety facilitate and raise concentration and resilience to study and succeed. On the other hand, those who they affect them and make a negative emotional impact since it is a psychological matter, so obviously it will keep the students thinking by heart and not by logic. Others will avoid behavior because fear and anxiety will raise negative thoughts and will damage their cognitive abilities, while a certain portion will become limited in progress as they decrease productivity and creativity and impair performance; it has less importance for the others, especially for those who are introverted and didn't dare to come on stage and present.

Question Twelve: In which situations do you usually face fear and anxiety?

Table 3.12

Students' situations of fear and anxiety

Situations	Numbers	Percentage
Speaking in front of the others	80	59.7%
Facing immediate feedback	19	14.2%
Unfamiliar vocabulary or grammar	21	15.6%
High stakes assessment (exam, test)	14	10.5%
Total	134	100%

As shown in table 3.12, the various students' situations of fear and anxiety, in which the majority (59.7%) of replies were speaking in front of the others' situation. Besides, (15.6%) of the students get fearful and anxious when they face new or unfamiliar vocabulary or grammar or miscomprehension. Also, 14.2% fear facing immediate feedback or error correction in front of their classmates. However, only 14 participants select high-stakes assessment that represents the minor percentage (10.5%) among the others. This entails 80 participants find it difficult to get on stage and present for certain causes, such as fear of judgment or bullying. And for 21 participants lack of vocabulary or grammar is still a problem even for those who think that they master the language; it is impossible to find someone who knows all the words; only the native speakers do. Moreover, 19 students fear making mistakes or not taking immediate feedback or punishment, or it will last in their memory forever. Although minority of students have test anxiety, and this anxiety appears in tests or exams period.

Section Three: Academic Achievement

Question Thirteen: How would you rate your overall academic motivation in your English studies?

Table 3.13

Students' academic motivational level

Level	Numbers	Percentage
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Very low	7	5.2%
Low	22	16.4%
Average	83	62%
High	22	16.4%
Very high	0	0%
Total	134	100%

The objective behind this query is to recognize if the learners are motivated in learning English and if it affects their performance. The results show that the majority of students (62%) perceive their motivation as average. Additionally, (16.4%) of students rated their motivation as high, while, an equal percentage (16.4%) reported low motivation. Furthermore, 5.2% of students rated their motivation as very low. Notably, no students rated their motivation as very high. This result indicates that most students are moderately engaged in their English studies; they are expected to complete tasks as required but may not be totally advanced or highly excited. Additionally, reproducing a group that is positively motivated and likely more active in their learning, as they possess very high interest and goals that will encourage them to be actively involved and persist. This positive attitude enhances how students engage in their studies and how resilient they are. Students with low or very low motivation may be struggling with a lack of interest, confidence, or other motivational barriers. and have difficulties in

learning English. However, the absence of very high motivation may point to a lack of strong passion or inspiration in the English program. This absence highlights an opportunity for educators to enhance teaching methods or introduce more engaging and relevant content. In general, the data advocates a need to support low-motivation students, encourage those with average motivation to reach higher levels, and explore strategies to foster a more enthusiastic learning environment. The cause of these findings is relevant to the emotional factors that have a positive or negative impact on the academic success of the students referred to in (Atchia & Chinapah, 2019; Tokan & Imakulata, 2019), and (Mahato & Jangir, 2012) in chapter 2.

Question Fourteen: To what extent do you believe your current study habits contribute to your EFL academic achievement?

Table 3.14

Students' extent of contribution of academic achievement

Extent	Numbers	Percentage
To large extent	33	24.6%
To some extent	85	63.4%
Not at all	16	12%
Total	134	100%

This question aims to connect students' academic achievement with their learning behaviors and support better self-awareness and responsibility in their educational journey, such as time management, revision techniques, reliability, use of learning resources, and play in achieving academic goals. It also provides vision into their self-assessment skills and ability to reflect on their learning strategies and offers vision into students' self-perception of their learning behaviors. The majority of students (63.4%) believe that their study habits contribute to their academic performance to some extent. On the other hand, 26.6% of students believe that their habits contribute to a large extent. However, 12% of students reported that their study habits do not contribute at all to their achievements. This result indicates that most students have enough confidence in the efficiency of their learning. However, the students who see a large contribution from their study habits demonstrate a strong sense of responsibility and association between their study routines and their success in English as a Foreign Language EFL. While 12% feel their habits do not contribute to their achievement, which increases concerns about the unsuccessfulness of learning methods or a lack of structured study practices among them. Overall, while most students recognize at least some benefit from their study habits, there is still a remarkable portion that could benefit from guidance in developing more effective and goal-oriented strategies to improve their academic outcomes in EFL. By understanding this, educators can better support students in developing more effective study habits and adapting instruction to address areas where improvement is needed.

Question Fifteen: How effective do you perceive the integration of technology to be in enhancing your learning experience in your English studies?

Table 3.15

Students' perception of technology integration

Level of effectiveness	Numbers	Percentage
Very bad	0	0%
Bad	9	6.7%
Average	44	32.8%
Good	62	46.3%
Very good	19	14.2%
Total	134	100%

The goal is to understand how technology supports or hinders students' learning experiences and outcomes in EFL contexts. It sheds light on students' views about the use of technology in their language learning. The majority of students (46.3%) rated the usefulness of technology as good. Additionally, 14.2% of respondents viewed technology integration as very good. On the other hand, 32.8% evaluated the impact as only average. A small percentage (6.7%) rated the collaboration of technology as bad, and no responses were recorded under very bad. These outcomes suggesting that digital tools and platforms are playing a positive role in supporting their learning. Additionally, they indicate that a portion of students find it extremely

beneficial and perhaps even essential to their academic success in English. Whereas, others are a neutral position; these students may see some value but are not fully convinced of its transformative potential, and no responses were recorded under very bad, which suggests that strong displeasure with technology use in English learning is rare. So, the results propose a generally positive perception of technology among students, with room for improvement in terms of ensuring that technological tools are used more effectively and in ways that fully engage all learners. This led to the conclusion that integrating ICT tools in the educational system is beneficial in facilitating the learning process and improving academic achievement, as mentioned in Chapter 2 in enhancing student academic achievement as, (Kozma et al. 2003) stated. No respondent has stated any additional information concerning the effectiveness of technology integration in enhancing their learning experience.

Question Sixteen: Does your relationship with your teacher help you to achieve better?

Table 3.16

Students' attitudes towards teacher relationship

Options	Numbers	Percentage
Yes	114	85.1%
No	20	14.9%
Total	134	100%

This question helps assess whether students feel encouraged, understood, and guided by their teachers and whether this emotional and academic support contributes to their learning progress. A vast majority of students (85.1%) responded with 'yes', on the other hand, only 14.9% answered 'no' implying a small portion of students. The result indicates that students perceive a positive relationship with their teachers as a key factor in their academic achievement. This suggests that they feel supported, guided, and more motivated when they have a good connection with their teachers. For those who responded with (no), this indicates that the teacher-student relationship does not significantly influence their academic progress. These results highlight the vital role that effective communication, trust, and mutual respect between teachers and students play in fostering a productive and encouraging learning environment. These results associate with what was discussed in factors affecting students' academic achievement.

Question Seventeen: With whom do you collaborate to improve your academic achievement?

Table 3.17

Students' collaboration

Options	Numbers	Percentage
Friends	56	41.8%
Teachers	26	19.4%

Parents	11	8.2%
None	41	30.6%
Total	134	100%

This question discovers the sources of academic support that students rely on. The biggest group of students (41.8%) reported collaborating with friends. However, 19.4% of students said that they collaborate with their teachers. A smaller percentage (8.2%) mentioned parents as their primary collaborators, and 30.6% of students selected 'none'. As mentioned above, peer collaboration plays a significant role in their learning process. This may reflect the relaxation and accessibility of peer support in both academic discussions and study sessions. In addition, cooperation with teacher shows that, some learners actively seek guidance from instructors to enhance their performance. And this confirms the result of the previous question. However, students who search for guidance from their parents are a small percentage maybe because their parents have limited time, knowledge, or resources to assist with their studies particularly for those who do not collaborate with anyone to improve their academic outcomes. This could point to a lack of support systems or a preference for independent learning, but it may also highlight the need to encourage collaborative habits and build stronger academic networks. This helps educators recognize the importance of peer interaction, mentorship, and collaborative learning in the academic development of EFL students. These results support what

was previously concluded in peer tutoring in enhancing students' academic achievements, as discussed by Hott, Walker & Sahni (2012).

Question Eighteen: Does your parents' financial situation help you in your academic achievement?

Table 3.18

Parents' financial situation's influence

Options	Numbers	Percentage
Yes	96	71.6%
No	38	28.4%
Total	134	100%

The aim of this question is to explore the extent to which a student's academic progress is influenced by their family's financial stability and to focus on the role of economic support in students' educational success. A significant majority of students (71.6%) responded with 'yes', and 28.4% of students answered 'no'. This indicates that their parents' financial stability positively contributes to their academic performance. This support may come in the form of access to educational resources, private tutoring, technology, or a stable home environment that fosters learning. On the other hand, nearly one-third of the participants may be facing financial

limitations that impact their ability to fully succeed academically. These students might lack access to the same level of resources, which could place them at disadvantages compared to their peers. The results highlight the importance of financial support in academic achievement and suggest that schools and institutions may need to consider offering additional resources or support for students who suffer from this economic deprivation.

Question Nineteen: What is the most obstacle hindering English license students from reaching their full academic potential?

Table 3.19

Students' obstacles in English license

Obstacle	Numbers	Percentage
Educational factors	65	48,5%
Psychological factors	57	42,5%
Social factors	12	9%
Total	134	100%

The goal behind this question is to uncover what holds students back and find ways to help them overcome these challenges to reach their full potential; it explores the key challenges students face in their academic journey. The majority of students (48.5%) identified educational factors as the primary barrier, psychological factors were selected by 42.5% of students, and

social factors were seen as the least influential, with only 9% of students choosing this option.

As a result, issues such as teaching methods, educational infrastructure, lack of resources or classroom environment may be limiting their success. In addition, stress, lack of confidence, anxiety, or low motivation significantly impacts their academic performance. Meanwhile, peer pressure, family responsibilities, or societal expectations seem to be a less common obstacle among this group. The results highlight the importance of addressing both educational and psychological needs through developed education strategies, mental health support, and resource availability to help students solve their full academic potential and support effective teaching and learning.

Section four: The effect of fear and anxiety on EFL students' academic achievement

Question Twenty: Do you experience feelings of fear and anxiety specifically related to your academic achievement?

Table 3.20

Students' fear and anxiety relation to academic achievement

Options	Numbers	Percentage
Yes	62	46.3%
No	34	25.3%
Not sure	38	28.4%

Total	134	100%
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This enquiry aims to assess the emotional challenges EFL students face in their academic journey. Nearly half of the respondents (46.3%) answered yes. About 25.3% of students reported no feelings of fear or anxiety. However, 28.4% selected 'not sure'. As an explanation for this result, a significant portion of students struggle with fear and anxiety when it comes to their academic performance. These emotions could stem from pressure to succeed, fear of failure, or lack of confidence in language skills. In addition, some students suggested that they tend to be more stable or confident in their academic pursuits. However, a group of students who may be uncertain about their emotional state or unaware of how anxiety affects their learning. This data highlights the importance of recognizing and addressing emotional well-being in educational settings, as fear and anxiety can negatively influence students' motivation, concentration, and overall academic outcomes in learning English as a foreign language.

Question Twenty-one: Do you think that fear and anxiety effect in negative or positive way on EFL students' academic achievement?

Table 3.21

The effect of fear and anxiety on EFL students' academic achievement

Effect	Numbers	Percentage
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Positive	45	33.6%
Negative	89	66.4%
Total	134	100%

As observed, the vast majority of respondents (66.4%) believe that fear and anxiety negatively affect EFL (English as a Foreign Language) learners' academic performance. In contrast, 33.6% of students think that fear and tension can work in a positive way. This implies that such affective conditions are generally considered as deterrents to successful language acquisition. Fear and nervousness can negatively affect the focus, lower the self-esteem, and make one feel hesitant to get involved in the class activities and oral and written tasks. In contrast, fear can sometimes prompt students to study more or concentrate better. Although the latter viewpoint is represented by a minority, the distribution of responses does show that fear and anxiety are overwhelmingly perceived as negatively impacting EFL performance by the majority of EFL learners.

Only 25 persons from the contributors who responded and justified their responses confirmed that fear and anxiety do affect their academic achievement. That is, most of them feel worried and stressed. Moreover, they may miss their ideas and lack attention. Also, students, when they are anxious, feel uncomfortable and less confident about their answers. Additionally, some students feel disappointed and unable to retrieve the needed information for the question. Here they will be confused and worry about the time left. Furthermore, some of the students said that

they forget everything when they are stressed and anxious. This indicates that anxiety has a great influence on students themselves and their academic achievements. On the other hand, some students think that fear and anxiety will bring a positive outcome; it might be due to the positive function of them to some extent, that is, the pressure encourages students to arouse their potential or to concentrate.

Question Twenty-two: How often do you feel anxious about your academic achievement?

Table 3.22

Students' frequency of fear and anxiety about academic achievement

Options	Numbers	Percentage
Always	11	8.2%
Often	28	20.9%
Sometimes	66	49.2%
Rarely	24	18%
Never	5	3.7%
Total	134	100%

The question shows the frequency and intensity of the anxiety of academic EFL students. The objective is to assess how often students experience anxiety about their academic performance. The data shows that most students (49.2%) chose 'sometimes', 20.9% of students

feel anxious “often”, 8.2% said “always”, and 29.1% of students feel anxious frequently or almost always regarding academic performance. In contrast, 18% of students “rarely” feel anxious, and only a slight percentage (3.7%) answered “never”. This nearly half of the respondents suffer from academic anxiety. This means that most EFL students will experience anxiety at one point or another but not all of the time. Moreover, that’s a pretty large proportion of students who may need emotional or academic support. A very few students experience no academic anxiety at all, due to high confidence in their abilities, effective coping strategies, strong preparation, or a positive learning environment that reduces stress. In conclusion, anxiety is experienced to some extent by most students, with many suffering from it regularly. It shows if there’s a need for psychological support, stress management programs or a change in teaching methodology to create a more conducive academic environment.

Question Twenty-three: Do you believe that reducing your fear and anxiety would improve your academic achievement?

Table 3.23

Reducing fear and anxiety improving students’ academic achievement

Options	Numbers	Percentage
Yes	116	86.6%
No	18	13.4%

Total	134	100%
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The data indicates that a significant majority of students (86.6%) believe that reducing their fear and anxiety would lead to an improvement in their academic achievements, and only 13.4% of the students do not believe that reducing fear and anxiety would make a difference. This strong agreement suggests that most students recognize the negative impact these emotions have on their learning and performance. They likely feel that managing or decreasing their fear and anxiety could enhance their concentration, confidence, and overall academic engagement. On the other hand, because they feel other factors such as motivation or interest play a more dominant role in their academic achievement, or they see anxiety as a normal part of learning that does not impact their results. Overall, the findings highlight the importance of emotional well-being in educational success, particularly in environments where pressure and performance expectations are high.

Question Twenty-four: When you are preparing for an exam, which of the following best describes your feelings?

Table 3.24

Students' feeling during exams

Options	Numbers	Percentage
Calm and confident	43	32%

Slightly worried but manageable	68	50.8%
Moderately anxious and distracted	9	6.7%
Severely anxious and unable to focus	8	6%
Indifferent	6	4.5%
Total	134	100%

The data reveals that the majority of students experience some level of worry or anxiety but manageable; 32% of students feel calm and confident, 6.7% of students experience moderate anxiety and distraction, and 6% feel severely anxious and unable to focus, and 4.5% of students feel indifferent. This suggests that, while they experience anxiety, they are still able to cope with it effectively. While a significant group that approaches exams with a positive mindset. On the other hand, a notable minority struggle with high levels of stress that could impact their performance. Additionally, 6 students feel disengagement or have a lack of concern about exam scores. Overall, the data suggests that while many students manage exam-related anxiety to some extent, a portion still faces challenges that could hinder their academic success.

Question twenty-five: If you could change one thing about your academic experience to reduce your fear and anxiety, what would it be?

This question that analyses students' responses aim to determine the challenges faced by the EFL students in their learning and what they would like to change. 43 responses were obtained from 134 third-year English license students who are all participants in the study. The

analysis involved an in-depth review and categorization of the answers received into key themes for a better understanding of learner concerns, preferences and aspirations. These themes are explained as follows:

. Confidence, fear of judgments, and skill development: the majority (21) reported that low confidence affected them, particularly when speaking in front of their classmates and teachers. They mentioned fear of making mistakes or being judged is the big challenge for them. They suggested practicing English in daily life communication and developing more oral activities. This demonstrates that students know the vital connection between the frequency of practicing and level of language fluency. It is for this reason the teacher should encourage a great amount of interactivity and communication in the class as a way of attending to such needs and bettering the students' language proficiency.

. Teacher support and teaching methods: a significant number of students asked for teacher support and teaching methods; (10) students requested more patience, kindness, and interesting teaching methods from teachers. The students stressed that they wanted their teachers to be supportive and to help them learn in a funnier way. These remarks seem to imply that students appreciate support and social context, not just very good teaching. Flexible teachers who demonstrate understanding can create more positive and comfortable learning conditions.

. Supportive learning environment: From the results, (5) of the students feel the classroom atmosphere is important. They requested to get more encouragement from their teachers and

friends and would like to have a discussion about it without hesitation. The comments suggest that comfort in class relies on emotional support rather than a rigid assessment.

. **Personal Growth and Motivation:** certain learners (4) shared reflections on their habits, realizing that they need to modify their studying styles, find motivation, know how to manage their time, and be positive. The answers indicate they are willing to grow through self-reflection and motivation.

. **Exam stress and assessment methods:** the dissatisfaction of students with exams and traditional evaluation instruments stands out as a clear theme. A small number of participants (2) clearly wanted more regular and instrumentalist assessment; this may be symptomatic of a wider lack of motivation and lack of academic discipline among EFL students. Their aversion to exams could be associated with resistance to effort and preparation. However, tests are an essential method to measure language ability with accuracy. This result has got to be to keep the exams but also include fun, repetitive classroom activities that will inspire learners to participate and develop better study skills and demand more supportive learning.

. **External stressors and escapism:** only one student said he/she wished to get away from school or the environment, or leave the city. These responses indicate that some kind of external strain, for example personal pressure, emotional exhaustion, or dissatisfaction with their environment, is impacting his/her approach to learning. In EFL learning, these feelings may result in distraction and lack of motivation. This reflects that some students may be having

broader difficulties external to the classroom which impacts their ability to be present in their learning. These tips appear to be focusing on motivational and positive self-talk, which may not work for everyone. Everyone's responses were different because what works for one may not work for another. The tips they suggested are subjective and may just enhance psychological state. In contrast, underlying factors that make EFL students anxious need actual physical measures.

Question twenty-six: Feel free to add any further information about the topic.

The further answers provided feedback on how much the students enjoyed the questions in addition to some constructive criticism. The most significant answers are listed here:

- "I appreciate how your research tackles the fear and anxiety of the students especially us as third year license students."

- "Thank you for this interesting topic."

- "Not managing time well, fear of failure makes students anxious while passing an exam. It is the biggest problem I faced as a student. Your theme was something I loved, I wish you all the best."

- "The subject is very interesting, but not all can make use of stress as a motivation. Could cause emotional distress and result in mental health issues. "

- "I found your topic interesting. Being anxious while performing a task is quite stressful. This should be noted in particular with regards to teachers, best of luck."

- "Thank you for this interesting topic. I think every student has to take his anxiety as a source of motivation and it would be very helpful if you provide some suggestions or some solutions for this problem."

According to student opinions, they seem to be aware that academic achievement is a process that any student at various levels must go through for a more personal and common good. But they admit to learners that anxiety has negative effects on learning as well as the teaching process. They believe it is worth exploring this subject. They urge us to discover the major hurdles that cause students' fear and anxiety and take an attempt to solve them.

3.2.3. Summary of the Questionnaire Results:

The questionnaire conducted with third-year EFL license students at the University of Guelma. The responses gathered helped to investigate the hypotheses because it give us the needed information concerning the students' attitudes towards the effect of fear and anxiety on their academic achievement.

The first section was about general information which indicated that the majority (85%) of students reported English as their personal choice, with over half having studied for 10 years, and most assessing their level as good or very good.

In the fear and anxiety section, it was obvious that fear and anxiety are a big part of students' lives in the academic world. Fear of failure is the main factor (44.1%) that leads them to get fearful and anxious, with other factors such as past trauma experience (18.7%) and low self-efficacy (16.4%). Additionally, the majority of students saw that learned fear and trauma-induced fear are the most common types of fear and anxiety they experienced, with an equal rate of (31.3%), and most of them (38.9%) experience racing thoughts, especially in the case of speaking in public with the highest rate of (59.7%). However, when asking about fear and anxiety treatments, the majority (40.3%) prefer mindfulness and relaxation techniques to reduce their fear and anxiety. These findings show that fear and anxiety driven primarily by fear of failure and reinforced by learned and trauma-induced experiences are pervasive and deeply rooted in learners' academic studies, with important cognitive and emotional effects that persist despite students' awareness of coping strategies.

The third section, which focuses on academic achievement, students exhibited varying levels of motivation. The majority of students (62%) reported having an average level of academic motivation, while 16.4% described their motivation as high, and a smaller portion (5.2%) reported very low motivation. This variation in motivation corresponds with differences in students' belief in their personal efficacy and achievement. Most students also recognized the importance of good study habits, positive relationships with teachers, and the use of technological resources in supporting their academic success. However, the majority (48.5%)

suffer from educational factors and (42.5%) struggle of psychological factors. Whereas, (9%) experience social factors, these results highlight the importance of addressing both educational and psychological factors through developed educational strategies, mental health support.

The last section is about the influence of fear and anxiety on academic performance, reiterating the strong connection between emotional health and success. (86.6%) of participants believed reducing fear and anxiety would help, (66.4%) mentioned that fear and anxiety negatively affect their academic achievement and justified that is most of them feel worried and stressed, in addition they miss their ideas and lack attention. Also, when students are anxious, feel uncomfortable and less confident about their answers.

Students' attitudes toward the effect of fear and anxiety on their academic achievement. The analysis of the questionnaire answers indicates that third-year English students at the University of Guelma are highly aware of the influence that fear and anxiety influence on their academic achievement. The majority of students differentiate between fear and anxiety, recognizing each as a distinct emotional experience, though both are predominant in academic contexts. Most students identified fear of failure and past negative experiences as primary sources of anxiety, with these emotions being especially appeared during exams or oral presentations. While a minority of students approved that a moderate level of anxiety could serve as a motivational factor, the dominant attitude is that excessive fear and anxiety create mental blocks, reduce concentration, and lower self-confidence, which ultimately hamper

academic performance. Furthermore, students emphasized the importance of supportive teacher-student relationships and constructive feedback in reducing negative emotions. There is a strong agreement that reducing fear and anxiety through encouragement, practical coping strategies, and positive learning environments would directly enhance academic achievement and overall well-being. In summary, students' attitudes reflect a clear understanding that, although some fear and anxiety may have negative attitudes towards the effect of fear and anxiety on their academic achievement, and should address and manage these emotions is essential for academic success.

Conclusion:

The current chapter discusses data collected through the EFL students' questionnaire to find out the effect of fear and anxiety on EFL students' academic achievement and their learning process. When EFL students study for take the exam, they are mostly subjected to this psychological feeling of many reasons. According to an analysis based on student questionnaires, the factors most affecting student work are poor time management, lack of academic sources, administrative time restrictions, fear of failure and lack of mechanisms and methodology. EFL students suffer from fear and anxiety, and this affects them and touches their studies as well, as seen in the findings. Also, one stage of the learning does not happen with fear and anxiety, but it goes along with the process. Lastly, it is worth noting that fear and

anxiety have nothing related to experience. While one achieves academic success, even an experienced student feels anxious while performing a task.

3.3. Pedagogical implications and recommendations

3.3.1. Recommendations for teacher

Teachers can help create supportive classroom environment where students feel protected and secure enough to be able to share their thoughts without any fear of ridicule or harsh judgement. Regularly, checking in with students, or utilizing surveys, can help spot students who may be experiencing a higher level of fear or anxiety. Teachers can also decide to work collaboratively with school psychologists to help students in need of additional support. Incorporating deep breathing or utilizing shorter mindfulness exercises at the start of class or before assessments may help students manage their anxiety. Modifying assessment methods to provide students options when completing assignments such as oral presentations or projects, instead of requiring only written assessments, providing extended time, and flexible deadlines for students may also be helpful. Clearly articulating tasks for students, breaking down larger assignments, or providing simple instruction can help students reduce apprehension or fear. Encouraging peer support and cooperative learning help students feel comfortable and reduce performance pressure. Professional development is necessary for teachers to identify student anxiety, and to evaluate coping strategies within a classroom and instructional setting. Engaging with students' families about the implications of fear and anxiety on learning, as well as

providing resources for parents to support their own children's emotional health outside of school, enhances the network of support for all learners. Finally, advocating for school-wide practices that support mental health and reduce high-stakes or test-heavy environments, alongside advocating for social-emotional wellbeing across the curriculum, is essential for all students to experience educational success.

3.3.2. Recommendations for Students

Students should aim to improve self-efficacy and effective coping strategies in their management of the ways fear and anxiety manifest. Goal setting and reflecting on the learning process can help to build resilience and facilitate a more positive attitude towards challenges faced in learning. Participating in peer support networks such as working in groups and peer tutoring can provide students with a sense of belonging and foster occasions for them to learn from errors in a supportive learning environment. Students can also decrease anxiety through recognized routines and requesting questions for clarification from teachers when expectations seem unclear. Learners should also be clear with teachers and family members about their emotional desires and employ means and support systems. By creating these routines, students will support their emotional needs which will coincide with overall improvement in academic performance.

3.4. Limitations of the study

This study has some limitations, which are discussed in this section. To begin with, certain students did not answer all the questions in the questionnaire. Indicating that this may have compromised the completeness and reliability of the data. Moreover, the distribution and collecting of the questionnaires took place in a restricted time period. Therefore, there is a possibility of sample size constraint and missing out on some of the student experience. The time constraint in the collection of data may have affected student response quality. Moreover, it is mentioned that some of the students provided wrong answers and/or inconsistent answers because they misunderstood the questions either through lack of understanding or lack of care. When interpreting the results, one must consider these points in future studies that could build on the current study by allowing more time for data collection and clearer instructions to participants.

GENERAL CONCLUSION

This current research has been designed for investigating ‘students’ attitudes towards the effect of fear and anxiety on their academic achievement’. The main objective behind this attitudinal study is to suggest the effective strategies and intervention to minimize students’ fear and anxiety. To more explore the research topic, three chapters were put forward. The first chapter discussed the neurobiological nature of fear and anxiety, including types, factors and proposed different treatments. The second chapter attempted to set theoretical grounds of academic achievement, and its characteristics. The last chapter, however; was devoted to the practical part of the study; it had dealt with the analysis and interpretation of data. In order to test the research hypothesis and answer its main questions, the printed questionnaires was administered to third year students at the English department at the University of Guelma. The results shown that EFL students have negative attitudes towards the effect of fear and anxiety on their academic achievement. Therefore, the main hypothesis was rejected. They genuinely believed that reducing fear and anxiety would improve their academic achievement. Students' answers analysis affirmed the latter and indicated that adapting certain coping mechanism , will help them to solve this problem and raise self-confidence and self-efficacy. So that, with teacher’s encouragement and the students self-determination, everything will be fixed and improved.

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APPENDIX [A]
THE STUDENTS' QUESTIONNAIRE

Dear students,

You are kindly requested to answer the questionnaire below, which is part of the research work for accomplishing a master's dissertation. The questionnaire aims at gaining some information about the effect of fear and anxiety on EFL students' academic achievement. Please take a moment to complete this questionnaire. Your participation is highly valued, and your answers will be kept entirely confidential and will be used exclusively for the objectives of this study. Thank you in advance for your cooperation.

Mrs Belmoussaoui Ghalia

Ms Bounar Wafa

Department of English

Faculty of Letters and Languages

University of 8 Mai 1945-Guelma, Algeria

2024/2025

Section one: General information

Q1. What is your gender?

☐ a-Male

b-Female ☐

Q2. How old are you?

..... Years old.

Q3. Is English your personal choice?

a-Yes. ☐

b-No ☐

Q4. How can you describe your level in English?

a-Good ☐

b-Very good ☐

c-Average ☐

d-Bad ☐

Q5. How long have you been studying English?

.....years old.

Section two: Fear and Anxiety

Q6. Do you think the feeling of fear and anxiety is the same?

a-Yes ☐

b-No ☐

Q7. What kind of fear and anxiety do you face?

a-Learned fear ☐

b-Trauma-induced fear ☐

c-Facilitating anxiety ☐

d-Debilitating anxiety ☐

Others, please

specify.....

.....

Q8. Why do you usually get fearful and anxious?

a-Fear of failure. ☐

b-Low self-efficacy ☐

c-Past trauma experience ☐

d-Lack of coping mechanisms ☐

e-Parental pressure ☐

f-Teacher expectations ☐

g-Peer competition

Q9. Which of the following cognitive symptoms of fear and anxiety do you have?

a-Sweating

b-Racing thoughts

c- Muscle tension.

d-Rapid heartbeat

Q10. How do you reduce your fear and anxiety?

a-Mindfulness and Relaxation Techniques

b-Exposure therapy

c-Self-efficacy training

d-Coping mechanisms

e-Creating supportive learning environment

Q11. How do fear and anxiety influence you?

a- Motivation to improve

b-Enhanced focus

c-Resilience building

d-Impaired performance

e-Avoidance behavior

f-Limited progress

g-Negative emotional impact

Q12. In which situations do you usually face fear and anxiety?

a-Speaking in front of the others

b-Facing immediate feedback

c-Unfamiliar vocabulary or grammar (miscomprehension)

d-High stakes assessment (exams, test)

Section three: Academic achievement

Q13. How would you rate your overall academic motivation in your English studies?

a-Very low. ☐

b-Low ☐

c-Average ☐

d-High ☐

e-Very high ☐

Q14. To what extent do you believe your current study habits contribute to your EFL academic achievement?

a-To large extent ☐

b-To some extent ☐

c-Not at all ☐

Q15. How effective do you perceive the integration of technology to be in enhancing your learning experience in your English studies?

a- Very bad ☐

b-Bad ☐

c-Average ☐

d-Good ☐

e-Very good ☐

Others, please

specify.....

Q16. Does your relationship with your teacher help you to achieve better?

a-Yes ☐

b-No. ☐

Q17. With whom do you collaborate to improve your academic achievements?

a-Friends ☐

b-Teachers

c-Parents

d-None

Q18. Does your parents' financial situation help you in your academic achievement?

a- Yes

b- No

Q19. What is the most obstacle hindering English license students from reaching their full academic potential?

a- Educational factors.

b- Psychological factors

c- Social factors.

Others, please

specify.....

.....

Section four: the effect of fear and anxiety on EFL students' academic achievement

Q20. Do you experience feelings of fear and anxiety specifically related to your academic achievement?

a-Yes

b-No

c-Not sure

Q21. Do you think that fear and anxiety effect in negative or positive way on EFL students' academic achievement?

a- Positive

b- Negative

Whatever your answer, justify

it.....

.....

Q22. How often do you feel anxious about your academic achievement?

a-Never ☐

b-Rarely ☐

c-Sometimes ☐

d-Often. ☐

e-Always ☐

Q23. Do you believe that reducing your fear and anxiety would improve your academic achievement?

a-Yes ☐

b-No ☐

Q24. When you are preparing for an exam, which of the following best describes your feelings?

a-Calm and confident ☐

b-Slightly worried but manageable ☐

c-Moderately anxious and distracted ☐

d-Severely anxious and unable to focus ☐

e-Indifferent ☐

Q25. If you could change one thing about your academic experience to reduce your fear and anxiety, what would it be?

.....
.....

Q26. Feel free to add any further information about the topic.

.....
.....

Thank you so much for your cooperation

ABSTRACT

This current study seeks to examine students' attitudes towards the effect of fear and anxiety on their academic achievement following Ian Robertson research. To fulfill this aim, the research adapts a quantitative descriptive method to gather the needed data. The questionnaire was targeted the third year license English students (N=134), at the Department of English, University of 08 Mai 1945, Guelma. The collected data reject the main hypothesis, which assumes that students have negative attitudes toward the effect of fear and anxiety on their academic achievement. The analysis of the findings provided a group of proof that affirms that fear and anxiety as serious problems have a great effect on students' academic achievement that prevents them from getting good marks and achieving high degrees in tests. The results revealed that majority of the students agreed about their disability to reduce these emotions throughout their learning process because of internal and external factors. Consequently, decrease their academic achievement. To conclude this study, some recommendations are proposed for both students and teachers to promote their consciousness regarding the seriousness of this issue through the use of various strategies as well as, students should aim to improve self-efficacy and effective coping strategies in their management of the ways fear and anxiety manifest and goal setting.

Key words:

Fear and anxiety, Academic achievement, EFL students, Ian Robertson.

Résumé

Cette étude actuelle vise à examiner les attitudes des étudiants envers l'effet de la peur et de l'anxiété sur leur réussite académique, suite aux recherches d'Ian Robertson. Pour atteindre cet objectif, la recherche adopte une méthode descriptive quantitative pour recueillir les données nécessaires. Le questionnaire a été ciblé sur les étudiants de licence en anglais de troisième année (N=134), au Département d'anglais, Université du 08 Mai 1945, Guelma. Les données collectées rejettent l'hypothèse principale, qui suppose que les étudiants ont des attitudes négatives envers l'effet de la peur et de l'anxiété sur leur réussite académique. L'analyse des résultats a fourni un ensemble de preuves qui affirment que la peur et l'anxiété, en tant que problèmes graves, ont un grand impact sur la réussite académique des étudiants, les empêchant d'obtenir de bonnes notes et d'atteindre des diplômes élevés aux examens. Les résultats ont révélé que la majorité des étudiants s'accordaient à dire qu'ils étaient incapables de réduire ces émotions tout au long de leur processus d'apprentissage en raison de facteurs internes et externes. Par conséquent, réduire leur réussite académique. Pour conclure cette étude, certaines recommandations sont proposées à la fois pour les étudiants et les enseignants afin de promouvoir leur prise de conscience concernant la gravité de ce problème à travers l'utilisation de diverses stratégies. De plus, les étudiants devraient viser à améliorer leur auto-efficacité et leurs stratégies de coping efficaces dans leur gestion des manifestations de la peur et de l'anxiété, ainsi que dans la fixation d'objectifs.

Mots clés : Peur et anxiété, Réussite académique, Étudiants en anglais langue étrangère, Ian Robertson.

ملخص

تسعى هذه الدراسة الحالية إلى فحص مواقف الطلاب تجاه تأثير الخوف والقلق على تحصيلهم الدراسي وفقاً لبحث إيان روبرتسون. ولتحقيق هذا الهدف، يتبنى البحث منهجاً وصفيّاً كمياً لجمع البيانات اللازمة. وقد استهدفت الاستبيان طلاب السنة الثالثة ليسانس اللغة الإنجليزية (ن = 134)، في قسم اللغة الإنجليزية، جامعة 08 ماي 1945، قالمة. ترفض البيانات التي تم جمعها الفرضية الرئيسية، التي تفترض أن الطلاب لديهم مواقف سلبية تجاه تأثير الخوف والقلق على تحصيلهم الدراسي. قدم تحليل النتائج مجموعة من الأدلة التي تؤكد أن الخوف والقلق كمشكلات خطيرة لها تأثير كبير على التحصيل الدراسي للطلاب مما يمنعهم من الحصول على درجات جيدة وتحقيق درجات عالية في الاختبارات. كشفت النتائج أن غالبية الطلاب اتفقوا على إعاقتهم لتقليل هذه المشاعر طوال عملية التعلم بسبب العوامل الداخلية والخارجية. وبالتالي، انخفاض تحصيلهم الدراسي. ولاختتام هذه الدراسة، تم اقتراح بعض التوصيات لكل من الطلاب والمعلمين لتعزيز وعيهم بشأن خطورة هذه القضية من خلال استخدام استراتيجيات مختلفة، كما يجب على الطلاب أن يهدفوا إلى تحسين فعالية الذات واستراتيجيات التأقلم الفعالة في إدارتهم للطرق التي تتجلى بها المخاوف والقلق وتحديد الأهداف.

الكلمات الرئيسية: الخوف والقلق، التحصيل الأكاديمي، طلاب اللغة الإنجليزية كلغة أجنبية، إيان روبرتسون