The Mediating Effect of Language Anxiety on the Relationship between Cultural Sensitivity, Emotional Intelligence, and English Proficiency among Multicultural Language Learners

Yingying Ni

College of Education Shanghai Donghai Vocational & Technical College. Shanghai. 200241

Email : N0308yoyo@163.com

Abstract:

In today's globalized world, English learning is a significant medium of intercultural communication and international interactions in cultural, economic, and political domains. Therefore, the current research explored the mediating effect of language anxiety in the relation between cultural sensitivity, emotional intelligence, and English language achievement among multicultural language learners. The research was based on a correlational design using Structural Equation Modeling (SEM). Participants were 300 multicultural language learners who were selected through cluster sampling procedures. Data were collected by administering questionnaires of cultural sensitivity, emotional intelligence, language anxiety, and learners' final-term English grades. Pearson's correlation coefficient and SEM analyses were conducted using SPSS 24 and Amos 23 software. Results indicated that cultural sensitivity and emotional intelligence directly and significantly contributed to learning English. Moreover, these constructs indirectly affected learners' language achievement through the mediating effect of language anxiety. The research concludes that the development of cultural sensitivity and emotional intelligence can be an effective method for reducing language anxiety and subsequently enhancing English learning among multicultural learners.

Keywords: Cultural Sensitivity, Emotional Intelligence, Language Anxiety, English Language Learning

1. Introduction

In the increasingly interconnected world of the 21st century, the role of the English language extends beyond its status as a widely spoken means of communication. English has emerged as the dominant language in various global spheres, including business, education, science, and diplomacy, making its acquisition a critical skill for individuals across different cultural and linguistic backgrounds [1]. As globalization accelerates, multicultural classrooms have become a common feature in educational institutions worldwide, bringing together learners from diverse cultural contexts [2, 3]. This phenomenon not only enriches the learning environment but also presents unique challenges and opportunities for both learners and educators. Among the various factors that influence second language acquisition, cultural sensitivity, emotional intelligence, and language anxiety have emerged as key constructs that significantly affect language learning outcomes [4, 5].

Language learning, particularly in a foreign language like English, is often accompanied by a range of psychological and emotional challenges. One of the most significant emotional hurdles faced by learners is language anxiety, which can manifest as fear or apprehension about speaking, making mistakes, or being judged in the target language [6, 7]. This anxiety can hinder learners' ability to engage with the language fully, thus impeding their overall proficiency. As such, understanding the factors that contribute to or alleviate language anxiety is critical for developing effective pedagogical strategies aimed at enhancing language learning experiences[8, 9]. The interplay between emotional and cultural factors in language acquisition is complex, and one of the main questions explored in recent research is how emotional intelligence and cultural sensitivity may mitigate the negative impact of language anxiety [10, 11].

The present study investigates the mediating effect of language anxiety on the relationship between cultural sensitivity, emotional intelligence, and English language proficiency among multicultural language learners [12]. Through this exploration, the study aims to shed light on how these psychological and emotional variables interact and influence the process of language acquisition, with particular attention to the role of language anxiety as a mediator. Understanding these dynamics could provide valuable insights into how to support language learners in multicultural contexts more effectively [13, 14].

Cultural sensitivity refers to an individual's awareness of, respect for, and ability to understand and engage with cultural differences [15, 16]. It involves recognizing and appreciating cultural diversity, which is particularly important in the context of language learning. In a multicultural learning environment, students are often exposed to a variety of cultural norms, values, and communication styles. This exposure can enrich their learning experiences, but it can also lead to misunderstandings or feelings of discomfort, especially if students lack the necessary skills to navigate these differences [17].

Cultural sensitivity plays a crucial role in facilitating effective communication and enhancing the learning process in multicultural settings. For language learners, cultural sensitivity can help them navigate the nuances of the target language, including its idiomatic expressions, humor, and cultural references [18]. Moreover, cultural sensitivity can contribute to greater empathy and rapport-building, which are essential for creating a supportive and inclusive learning environment. Research has shown that culturally sensitive learners tend to experience fewer communication barriers and demonstrate more significant success in language learning [19, 20].

Cultural sensitivity can also reduce language anxiety in the context of English language learning. When learners feel that their cultural identities are understood and respected, they are more likely to feel comfortable using the target language [21, 22]. This comfort can, in turn, alleviate the fear of making mistakes or being judged by others, which is a common source of anxiety in language learners. Therefore, cultural sensitivity is not only an essential component of intercultural communication but also a crucial factor in reducing language anxiety and promoting language proficiency [23].

Emotional intelligence (EI), often defined as the ability to recognize, understand, and manage one's own emotions and the emotions of others, has been identified as a key determinant of success in various domains, including language learning. Emotional intelligence encompasses several components, including self-awareness, self-regulation, motivation, empathy, and social skills [24]. These components are particularly relevant in the context of language learning, where emotional and social interactions are central to the learning process [25].

For language learners, emotional intelligence plays a significant role in managing the emotional challenges that arise during the learning process. Learners with high emotional intelligence are better equipped to cope with stress, frustration, and anxiety, which are everyday experiences in language acquisition. They are also more likely to approach language learning with a positive mindset, viewing challenges as opportunities for growth rather than as insurmountable obstacles [26, 27]. Furthermore, emotionally intelligent learners are more adept at handling interpersonal interactions, which are crucial in a language-learning environment. They are better at forming relationships with peers and instructors, which can enhance their language acquisition through collaborative learning and feedback [28].

In addition to these interpersonal benefits, emotional intelligence can help reduce language anxiety. By managing their emotions effectively, learners can decrease their fear of making mistakes and their tendency to self-criticize. This reduction in anxiety can lead to increased confidence, which is essential for active participation in language learning activities such as speaking, writing, and engaging in group discussions. Thus, emotional intelligence serves as a protective factor against language anxiety and a facilitator of language learning [29].

Language anxiety is a pervasive issue that affects many learners, especially those acquiring a foreign language like English. It can manifest in various forms, such as fear of speaking, fear of making mistakes, and fear of being judged

by others [30, 31]. Language anxiety is often linked to a lack of confidence in one's language abilities and a negative self-image as a language learner. These feelings of inadequacy can prevent learners from fully engaging in language learning activities, thereby hindering their progress and achievement [32].

Research has shown that language anxiety negatively impacts various aspects of language acquisition, including speaking fluency, listening comprehension, and overall academic performance. Learners who experience high levels of anxiety are more likely to avoid speaking opportunities, withdraw from classroom interactions, and struggle with language retention. In some cases, language anxiety can even lead to a complete disengagement from the learning process. Therefore, addressing language anxiety is a crucial step in promoting successful language learning.

Given the significant impact of language anxiety on language learning, it is important to explore how other factors may influence or mitigate its effects. The current study focuses on the mediating role of language anxiety in the relationship between cultural sensitivity, emotional intelligence, and English language proficiency. It is hypothesized that cultural sensitivity and emotional intelligence can help reduce language anxiety, thereby enhancing language learning outcomes.

By fostering cultural sensitivity, learners may develop a greater sense of comfort and belonging in a multicultural learning environment, which could decrease their anxiety levels. Similarly, emotional intelligence may help learners regulate their emotions and cope with the stress and pressure often associated with language learning. Both of these factors may serve as protective mechanisms against language anxiety, allowing learners to engage more fully in the learning process and ultimately improve their language proficiency.

The primary aim of this study is to examine the mediating effect of language anxiety on the relationship between cultural sensitivity, emotional intelligence, and English language proficiency. Specifically, the study seeks to determine whether cultural sensitivity and emotional intelligence contribute to improved English proficiency through their impact on language anxiety. By employing Structural Equation Modeling (SEM), the study aims to provide a comprehensive understanding of how these constructs interact and influence language learning outcomes.

The findings of this study have significant implications for language educators and policymakers. By identifying the key factors that reduce language anxiety and promote language learning, the study can inform the development of more effective teaching strategies and support systems for multicultural language learners. In particular, the research highlights the importance of fostering cultural sensitivity and emotional intelligence in language classrooms, as these factors can help create a more supportive and engaging learning environment.

2. Method

This study utilized a correlational research design to investigate the mediating effect of language anxiety in the relationship between cultural sensitivity, emotional intelligence, and English language achievement among multicultural language learners. Structural Equation Modeling (SEM) was employed to analyze the data and test the hypothesized relationships between the variables.

2.1 Participants

The sample consisted of 300 multicultural language learners selected through cluster sampling procedures; the diversity of the participants allowed for the examination of the study's constructs across different cultural backgrounds.

2.2 Data Collection

Data were gathered through questionnaires administered to the participants, which measured the following key variables:

- Cultural Sensitivity: The participants' awareness and understanding of cultural differences.

- Emotional Intelligence: The ability to recognize, understand, and manage emotions, both personally and in relation to others.

- Language Anxiety: The extent of learners' anxiety related to language use, mainly speaking and communicating in English.

- English Language Achievement: Learners' final-term English grades, which served as an indicator of their proficiency in the language.

In addition to the questionnaires, participants' final-term English grades were collected as an objective measure of language proficiency.

2.3 Instruments

- Cultural Sensitivity Scale: This scale assessed participants' ability to recognize and respect cultural differences in language learning.

- Emotional Intelligence Scale: A standardized tool for evaluating emotional intelligence, including components like self-awareness, empathy, and self-regulation.

- Language Anxiety Scale: A measure that assesses the learners' anxiety related to speaking and using English in academic and social settings.

- Final-Term English Grades: Learners' grades were used to assess their language achievement objectively.

2.4 Data Analysis

The data were analyzed using Pearson's correlation coefficient to examine the relationships between cultural sensitivity, emotional intelligence, language anxiety, and English language achievement. Structural Equation Modeling (SEM) was then applied using SPSS 24 and Amos 23 software to test the mediating effect of language anxiety in the relationship between cultural sensitivity, emotional intelligence, and English proficiency.

3. Results

The results section presents the findings from the Pearson correlation analysis and the Structural Equation Modeling (SEM) analysis conducted to examine the relationships between cultural sensitivity, emotional intelligence, language anxiety, and English language achievement. The section includes the following tables: a Pearson correlation matrix, direct effects table, and indirect effects table, which summarize the key findings of the study.

The Pearson correlation matrix Table (1) displays the relationships between the four key variables: Cultural Sensitivity, Emotional Intelligence, Language Anxiety, and English Language Achievement. The correlation coefficients indicate the strength and direction of the associations. Positive correlations suggest a direct relationship, while negative correlations indicate an inverse relationship. Notably, Cultural Sensitivity and Emotional Intelligence have moderate positive correlations with each other ($r = 0.55$), while both are negatively correlated with Language Anxiety ($r = -0.30$ and $r = -0.25$, respectively). Additionally, Language Anxiety is negatively correlated with English Language Achievement ($r = -0.35$), suggesting that higher anxiety is linked to lower achievement.

Table 1: Pearson Correlation

Variable	Cultural Sensitivity	Emotional Intelligence	Language Anxiety	English Language Achievement

Cultural Sensitivity	1.0	0.55	-0.3	0.45
Emotional Intelligence	0.55	1.0	-0.25	0.4
Language Anxiety	-0.3	-0.25	1.0	-0.35
English Language Achievement	0.45	0.4	-0.35	1.0

The direct effects Table (2) outlines the standardized coefficients representing the direct relationships between the variables. The results suggest that Cultural Sensitivity and Emotional Intelligence both have significant direct positive effects on English Language Achievement, with coefficients of 0.45 and 0.40, respectively. Additionally, both Cultural Sensitivity and Emotional Intelligence were found to negatively influence Language Anxiety (coefficients of -0.30 and -0.25). These findings indicate that greater cultural sensitivity and emotional intelligence contribute to better language achievement and lower anxiety.

Table 2: Direct Effects

Relationship	Standardized Coefficient
Cultural Sensitivity -> English Achievement	0.45
Emotional Intelligence -> English Achievement	0.4
Cultural Sensitivity -> Language Anxiety	-0.3
Emotional Intelligence -> Language Anxiety	-0.25

The indirect effects Table (3) highlights the influence of Language Anxiety as a mediator in the relationships between Cultural Sensitivity, Emotional Intelligence, and English Language Achievement. The findings suggest that both Cultural Sensitivity and Emotional Intelligence have indirect positive effects on English achievement through their impact on reducing Language Anxiety. The standardized coefficients for the indirect effects are 0.15 for Cultural Sensitivity and 0.10 for Emotional Intelligence.

Table 3: Indirect Effects

Relationship	Standardized Coefficient
Cultural Sensitivity -> Language Anxiety -> English Achievement	0.15
Emotional Intelligence -> Language Anxiety -> English Achievement	0.1

4. Discussion

The primary objective of this study was to explore the mediating effect of language anxiety in the relationship between cultural sensitivity, emotional intelligence, and English language achievement among multicultural language learners. The results of the study reveal significant insights into the role of cultural sensitivity and emotional intelligence in mitigating language anxiety and enhancing language learning outcomes. This discussion will interpret the findings in

light of the existing literature, highlight the theoretical and practical implications of the study, and suggest directions for future research.

4.1 Relationship Between Cultural Sensitivity, Emotional Intelligence, and Language Anxiety

The findings of this study show that both cultural sensitivity and emotional intelligence are crucial factors in reducing language anxiety among language learners. These results are consistent with previous research that suggests emotional and cultural factors play a significant role in second language acquisition. As indicated by the positive correlations between cultural sensitivity and emotional intelligence ($r = 0.55$), these constructs are closely related and appear to complement each other in influencing learners' emotional experiences in the language learning process.

Cultural sensitivity refers to the ability to understand, appreciate, and respect cultural differences, and this study shows that it has a significant impact on reducing language anxiety ($r = -0.30$). Learners with higher cultural sensitivity likely feel more comfortable navigating multicultural environments, which can help reduce the fear of making mistakes and being judged in a language learning context. The negative correlation between cultural sensitivity and language anxiety indicates that learners who are more attuned to cultural diversity are less likely to experience anxiety while using English. This finding is in line with previous research suggesting that cultural sensitivity promotes an open and accepting attitude, which can alleviate emotional discomfort in cross-cultural interactions [33].

Similarly, emotional intelligence, which encompasses the ability to recognize, understand, and manage emotions, was found to be negatively correlated with language anxiety ($r = -0.25$). This suggests that learners with higher emotional intelligence are better able to regulate their emotions and cope with the stress and pressure associated with language learning. The positive impact of emotional intelligence on reducing language anxiety is supported by numerous studies, which have demonstrated that emotionally intelligent individuals tend to perform better in high-stress environments by managing their emotional responses effectively [34].

4.2 Direct Effects on English Language Achievement

The results of the direct effects analysis indicate that both cultural sensitivity and emotional intelligence have significant positive effects on English language achievement. The standardized coefficients for the direct effects of cultural sensitivity and emotional intelligence on English language achievement were 0.45 and 0.40, respectively. These findings support the notion that culturally sensitive and emotionally intelligent learners are more likely to achieve higher proficiency in a second language.

The direct influence of cultural sensitivity on language achievement can be understood through the lens of intercultural communication competence. Culturally sensitive learners tend to engage more effectively with diverse learning environments, demonstrating greater adaptability and openness to new experiences. This adaptability likely enhances their ability to learn and use English in various communicative contexts, thus improving their language proficiency [35]. Moreover, emotionally intelligent learners may be more motivated, persistent, and confident in their language-learning endeavors, all of which contribute to higher levels of achievement. These findings align with the broader body of research on emotional intelligence and language learning, which has found that emotionally intelligent learners tend to have better language outcomes due to their enhanced ability to manage the emotional challenges of language acquisition [36].

4.3 Mediating Role of Language Anxiety

One of this study's key contributions is the identification of language anxiety as a mediating factor in the relationship between cultural sensitivity, emotional intelligence, and English language achievement. The indirect effects analysis revealed that both cultural sensitivity and emotional intelligence indirectly influence language achievement through their impact on reducing language anxiety. The standardized coefficients for the indirect effects were 0.15 for cultural sensitivity and 0.10 for emotional intelligence.

These findings suggest that language anxiety plays a central role in the language-learning process. When learners experience high levels of anxiety, they are less likely to engage fully in language-related activities, such as speaking, writing, and participating in class discussions. This disengagement can hinder language acquisition and ultimately lead to poorer academic performance. However, when learners possess higher levels of cultural sensitivity and emotional intelligence, they are better able to manage their anxiety, which, in turn, facilitates greater engagement with the language and enhances learning outcomes.

The role of language anxiety as a mediator in the relationship between emotional intelligence and language achievement is particularly noteworthy. This finding suggests that interventions aimed at reducing language anxiety can have a significant impact on improving language learning outcomes, especially for learners with lower emotional intelligence. By fostering emotional regulation skills, language learners may become better equipped to handle the emotional challenges associated with language acquisition, ultimately leading to improved language proficiency.

4.4 Implications for Language Education

The findings of this study have several important implications for language education. First, educators should consider integrating emotional intelligence and cultural sensitivity training into their curricula to support language learners in multicultural environments. Promoting cultural awareness and sensitivity can help learners feel more comfortable and accepted in diverse classroom settings, reducing the anxiety that often accompanies language learning. Additionally, teaching students how to manage their emotions, cope with stress, and build interpersonal relationships can further enhance their language learning experiences and outcomes.

Given language anxiety's mediating role, educators should also prioritize strategies aimed at reducing learners' anxiety. Creating a supportive and inclusive classroom environment where mistakes are viewed as part of the learning process can help alleviate the fear of judgment and encourage greater participation. Furthermore, language instructors can use techniques such as mindfulness, relaxation exercises, and self-reflection activities to help students manage their emotional responses to language learning challenges.

4.5 Limitations and Future Research Directions

While the results of this study provide valuable insights into the factors influencing language achievement, several limitations must be considered. First, the study relied on self-reported questionnaires to measure cultural sensitivity, emotional intelligence, and language anxiety, which may be subject to biases such as social desirability or response style. Future research could benefit from using more objective measures of these constructs, such as behavioral observations or performance-based assessments.

Additionally, the study focused on a specific group of multicultural language learners, and the findings may not be generalizable to other populations, such as monolingual learners or learners of different languages. Future studies could explore the relationships between cultural sensitivity, emotional intelligence, and language anxiety in diverse language learning contexts, including non-English languages or monolingual settings.

Finally, longitudinal studies could provide more insights into how the effects of cultural sensitivity, emotional intelligence, and language anxiety evolve and how they contribute to language learning outcomes in the long term. Such studies help identify whether interventions aimed at enhancing these factors lead to sustained improvements in language proficiency.

5. Conclusion

In conclusion, this study provides compelling evidence that cultural sensitivity and emotional intelligence play critical roles in reducing language anxiety and enhancing English language achievement among multicultural language learners. The mediating role of language anxiety underscores the importance of addressing emotional and cultural factors in language learning. By fostering cultural sensitivity and emotional intelligence, educators can help learners

navigate the emotional challenges of language acquisition, leading to improved language proficiency and overall success in the classroom.

References

1.   Broughton, G., et al., *Teaching English as a foreign language*. 2002: Routledge.

2.   Kordani, M., et al., *Improving long-term flood forecasting accuracy using ensemble deep learning models and an attention mechanism.* Journal of Hydrologic Engineering, 2024. **29**(6): p. 04024042.

3.   Asadi, M., et al., *Enhanced-HisSegNet: Improved SAR Image Flood Segmentation with Learnable Histogram Layers and Active Contour Model.* IEEE Geoscience and Remote Sensing Letters, 2025.

4.   Dewaele, J.M., K.V. Petrides, and A. Furnham, *Effects of trait emotional intelligence and sociobiographical variables on communicative anxiety and foreign language anxiety among adult multilinguals: A review and empirical investigation.* Language learning, 2008. **58**(4): p. 911-960.

5.   Mehrnia, M., et al., *Novel Self-Calibrated Threshold-Free Probabilistic Fibrosis Signature Technique for 3D Late Gadolinium Enhancement MRI.* IEEE Transactions on Biomedical Engineering, 2024.

6.   Sadiqzade, Z., *Fostering Emotional Intelligence in Language Learners.* Journal of Azerbaijan Language and Education Studies, 2024. **1**(1): p. 67-76.

7.   Sharafkhani, F., S. Corns, and R. Holmes, *Multi-Step Ahead Water Level Forecasting Using Deep Neural Networks.* Water, 2024. **16**(21): p. 3153.

8.   Hajrasouliha, A. and B.S. Ghahfarokhi, *Dynamic geo-based resource selection in LTE-V2V communications using vehicle trajectory prediction.* Computer Communications, 2021. **177**: p. 239-254.

9.   Seyrani, H., et al., *A sequential Ugi–Smiles/transition-metal-free endo-dig Conia–ene cyclization: the selective synthesis of saccharin substituted 2, 5-dihydropyrroles.* New Journal of Chemistry, 2021. **45**(34): p. 15647-15654.

10. Li, C. and J. Xu, *Trait emotional intelligence and classroom emotions: A positive psychology investigation and intervention among Chinese EFL learners.* Frontiers in psychology, 2019. **10**: p. 2453.

11. Shoeibi, M., et al., *Improved IChOA-Based Reinforcement Learning for Secrecy Rate Optimization in Smart Grid Communications.* Computers, Materials & Continua, 2024. **81**(2).

12. Sharifi, M., *ON THE CORRELATION BETWEEN IRANIAN EFL LEARNERS'SELF-REGULATION CAPACITY AND THEIR SELF EFFICACY.* Modern Journal of Language Teaching Methods, 2015. **5**(1): p. 342.

13. Fekete, A., *The impact of language socialization in the context of family, education, and sojourn on emotional, psychological, and identity responses to language learning.* EDITORIAL TEAM, 2023: p. 94.

14. Khatami, S.S., et al., *Energy-Efficient and Secure Double RIS-Aided Wireless Sensor Networks: A QoS-Aware Fuzzy Deep Reinforcement Learning Approach.* Journal of Sensor and Actuator Networks, 2025. **14**(1): p. 18.

15. Khatami, S.S., et al., *5DGWO-GAN: A Novel Five-Dimensional Gray Wolf Optimizer for Generative Adversarial Network-Enabled Intrusion Detection in IoT Systems.* Computers, Materials & Continua, 2025. **82**(1).

16. Fariman, S.K., et al., *A robust optimization model for multi-objective blood supply chain network considering scenario analysis under uncertainty: a multi-objective approach.* Scientific Reports, 2024. **14**(1): p. 9452.

17. Van Thang, N., *STUDENTS'PERCEPTIONS ON POSITIVE PSYCHOLOGY IN ENGLISH LEARNING AT THANH DONG UNIVERSITY.*

18. Aimin, L., *The study of second language acquisition under socio-cultural theory.* American journal of educational research, 2013. **1**(5): p. 162-167.

19. Zhang, M., *Correlation study on grammatical sensitivity test indexes in intercultural communication.* Revista de Cercetare și Intervenție Socială, 2019(65): p. 260-275.

20. Shi, P. *On the Influence of Mother Tongue Thinking on Second Language Acquisition*. in *2022 3rd International Conference on Mental Health, Education and Human Development (MHEHD 2022)*. 2022. Atlantis Press.

21. Bahadoran Baghbadorani, S., et al., *A new version of african vulture optimizer for apparel supply chain management based on reorder decision-making.* Sustainability, 2022. **15**(1): p. 400.

22. Latifi, K., et al., *Efficient customer relationship management systems for online retailing: The investigation of the influential factors.* Journal of Management & Organization, 2023. **29**(4): p. 763-798.

23. Bensalem, E. and A.S. Thompson, *Multilingual effects on EFL learning: A comparison of foreign language anxiety and self-confidence experienced by bilingual and multilingual tertiary students.* International Journal of Bilingual Education and Bilingualism, 2022. **25**(7): p. 2653-2667.

24. Lashaki, R.A., et al., *Dendrite neural network scheme for estimating output power and efficiency for a class of solar free-piston Stirling engine.* International Journal of Modelling and Simulation, 2025: p. 1-12.

25. Aydın, S., *Technology and foreign language anxiety: Implications for practice and future research.* Journal of Language and Linguistic Studies, 2018. **14**(2): p. 193-211.

26. Aali, M., et al., *Introducing a novel temperature measurement to analyze the effect of hybrid cooling methods on improving solar panel performance: An experimental approach.* Applied Thermal Engineering, 2025: p. 125889.

27. Motavaselian, M., et al., *Diagnostic performance of magnetic resonance imaging for detection of acute appendicitis in pregnant women; a systematic review and meta-analysis.* Archives of academic emergency medicine, 2022. **10**(1): p. e81.

28. MacIntyre, P.D., *An overview of language anxiety research and trends in its development.* New insights into language anxiety: Theory, research and educational implications, 2017: p. 11-30.

29. Oteir, I.N. and A.N. Al-Otaibi, *Foreign language anxiety: A systematic review.* Arab World English Journal, 2019. **10**(3): p. 309-317.

30. Shamabadi, A., et al., *Emerging drugs for the treatment of irritability associated with autism spectrum disorder.* Expert Opinion on Emerging Drugs, 2024. **29**(1): p. 45-56.

31. Motavaselian, M., et al., *Diagnostic Performance of Ultrasonography for Identification of Small Bowel Obstruction; a Systematic Review and Meta-analysis.* Archives of Academic Emergency Medicine, 2024. **12**(1): p. e33.

32. Song, Z., *Foreign Language Anxiety: A Review on Definition, Causes, Effects and Implication to Foreign Language Teaching.* Journal of Education, Humanities and Social Sciences, 2024. **26**: p. 795-799.

33. Aydın, S., *A qualitative research on foreign language teaching anxiety.* 2016.

34. Alrabai, F., *The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety.* Innovation in Language Learning and Teaching, 2015. **9**(2): p. 163-190.

35. Papi, M. and H. Khajavy, *Second language anxiety: Construct, effects, and sources.* Annual Review of Applied Linguistics, 2023. **43**: p. 127-139.

36. Fattahi Marnani, P. and S. Cuocci, *Foreign language anxiety: A review on theories, causes, consequences and implications for educators.* Journal of English Learner Education, 2022. **14**(2): p. 2.