LLT Journal, e-ISSN 2579-9533, p-ISSN 1410-7201, Vol. 26, No. 2, October 2023, pp. 429-439

LLT Journal: A Journal on Language and Language Teaching
http://e-journal.usd.ac.id/index.php/LLT
Sanata Dharma University, Yogyakarta, Indonesia

EXPLORING STUDENTS' AND LECTURERS' ANXIETY IN LEARNING ENGLISH DURING EMERGENCY REMOTE TEACHING IN A PUBLIC UNIVERSITY IN NORTH BALI

Made Hery Santosa[1*], Ni Luh Putu Novi Wulandari [2], Gede Mahendrayana[3]
[1,2,3]Universitas Pendidikan Ganesha, Indonesia
mhsantosa@undiksha.ac.id[1], noviwulandari983@gmail.com[2],
and mahendrayana@undiksha.ac.id[3]
*correspondence: mhsantosa@undiksha.ac.id
https://doi.org/10.24071/llt.v26i2.3760
received 6 October 2021; accepted 15 September 2023

Abstract
This study aimed to investigate students' and lecturers' anxiety in learning English during emergency remote teaching in a public university in North Bali. This study was formed in a quantitative study. The data were collected by doing a survey and giving the questionnaire that was developed based on the FLCAS (Foreign Language Classroom Anxiety Scale) for the participants. There were 200 university students and 9 lecturers of English Language Education in the research setting as the participants. The study found that the university students' level was mildly anxious or indicated a moderate level of anxiety. Meanwhile, the lecturers' anxiety level was very relaxed or indicated as low anxiety level. From the results, it can be concluded that most of university students did not feel afraid and happy. Meanwhile, the lecturers felt joy in teaching and learning English during the emergency remote teaching.

Keywords: anxiety, EFL, ERT

Introduction
English is a language that is used in the world to communicate with native speakers. At school, English as a general subject needs to be learned by the students as well as the teachers. Studying English as a foreign language will allow people to appreciate a country's culture, and context, and understand the English language (Mahu, 2012). According to Philominraj, Bertilla, Munoz, and Fuentealba (2018), English can be expected to maintain international requirements. Besides that, in this modern era, English can open doors, give opportunities, and help people through education. Therefore, in this modern era, learning English is important for students in fulfilling international regulations.

In learning English at school, especially in the university context, some challenges will be faced by the students and lecturers. The lecturers have to choose an appropriate strategy to teach the university students and make sure all of the students understand the materials. Teaching in this era dominated by the millennial generation is a hard challenge for teachers (Seman et al., 2019). Every student has their ways of thinking also learning which means they can understand the material

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License

well by using their learning style (Hickson & Baltimore, 1996, as cited in Keshavarz & Hulus, 2019). But, for the students, the biggest problem that is faced in learning English is language learning anxiety. Therefore, the students and lecturers are required to know their anxiety level in teaching and learning English.

Learning English is difficult to understand, therefore language learning anxiety is a common problem that occurs for students and lecturers in learning English as a foreign language. Language anxiety is a different complex of self-perceptions, beliefs, feelings, and behaviors that are connected to students' language learning systems (Horwitz et al., 1986). It indicates that language anxiety usually occurs when an individual has different perceptions, confidence, feelings, and behaviors with others. Language learning anxiety will influence an individual in the learning process, it will make an individual understand the materials. Language anxiety limits the students' capacity to process and produce the target language (Gatcho & Hajan, 2019). Meanwhile, it also has an impact on the lecturers in delivering the materials because they have to choose the appropriate words to make the students understand the materials easily.

The students usually learn English at school and they will be guided by their teachers. But, in this current situation which there is a virus called COVID-19 has appeared since the end of 2019 and it has had a big impact on some countries, especially in Indonesia. COVID-19 virus can spread when an individual has direct contact with an infected person. Besides that, an individual can be infected virus COVID-19 when the infected person with no infected person communicates (WHO, 2020). Along with the widespread of COVID-19 virus in Indonesia, the Government issued a policy that everything must be done online and the education field is one of the fields that is being impacted. The teaching and learning process must be done online or it is called emergency remote teaching (ERT). According to Chuck et al., (2020, as cited in Bozkurt & Sharma, 2020), emergency remote teaching is a temporary way to a disaster. Therefore, the students and lecturers might feel anxious about teaching and learning English.

The concept of emergency remote teaching

Emergency remote teaching is the way that is used in the teaching and learning process during a disaster (Mohmmed et al., 2020). In addition, emergency remote teaching is a development of distance teaching in which the material delivered previously face-to-face. There are two types of emergency remote teaching namely synchronous and asynchronous learning (Ghirardini, 2011). Synchronous learning usually happens in real time for example can be done by using chat conversation, audio, or video conferencing. Synchronous learning is usually done at the same time when students and teachers are online. This learning process can be done using some platforms such as Zoom, Google Meet, and others. Meanwhile, asynchronous learning is done independently and the learning process can be done at a certain time. The students usually do a task and search the material independently. The platforms that can be used in asynchronous learning such as email and discussion forums (Ghirardini, 2011). Chuck et al. and Gold (2020 as cited in Bozkurt & Sharma, 2020) state that emergency remote teaching is the appropriate strategy to use in an emergency.

The concept of anxiety

Since emergency remote teaching is a new thing, especially in Indonesia, it will increase students' and lecturers' anxiety. According to Speilberger (1983, in Horwitz, Horwitz, & Cope 1986, in Yuce, 2018), anxiety is a personal feeling that occurs in a certain individual and they will feel worried, restless, nervous, and another feeling that is not comfortable. Anxiety will occur in different situations and each individual will have different feelings. In certain situations, an individual that feels anxious and feels not safe is also not comfortable. Bunker (1986, p. 70 as cited in Tian, 2019) also said that feeling that is limited in the human psychological context is unhappy feeling. The students that have different cultures and target languages are the factors that make the students feel anxious (Asif, 2017). They will be afraid if they cannot follow the learning process as well as the other students. According to Sung and Ko-Yin (2019), the difficulty of a foreign language also can explain the level of students' anxiety. In addition, anxiety can impact students in learning English because they have different cultures and the difficulty of foreign language. Therefore, anxiety can influence the students' language production, acquisition, and also their memory (Suleimenova, 2013 as cited in Kalra & Siribud, 2020).

The components of anxiety

There are three components of anxiety namely communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986). Communication apprehension is characterized as an anxiety that occurs when an individual wants to communicate with others and is afraid to start a conversation. Then, test anxiety is usually related to an individual's achievement. In test anxiety, the students usually will be afraid if they see the results of their exam. The last type is fear of negative evaluation. Fear of negative evaluation is when an individual cannot accept the evaluation, avoiding evaluation based on their performance, and the expectation of negative feedback for themselves (Horwitz et al., 1986). It usually appears from personal problems also characteristics, such as afraid of communicating using English with others and a low motivation to learn English (Oteir & Al-Otaibi, 2019). Foreign Language Classroom Anxiety Scale (FLCAS) from Horwitz et al. (1986) as an instrument for measuring the level of anxiety. The internal reliability has an alpha coefficient of 0.93 and the retest reliability test $r = 0.83$ ($p < 0.001$).

English language learning anxiety in emergency remote teaching

In emergency remote teaching, English language learning anxiety is a common problem that usually happens especially in online learning. In online learning, the difficulties in doing tasks and lack of social interaction will increase students' anxiety (Hapsari, 2021). Meanwhile, Kaisar and Chowdhury (2016) said that using technology can reduce learning anxiety. It means that the anxiety of learning a foreign language during distance learning not only has a negative impact but also has a positive impact. According to Rahiem (2020), the students feel anxious about learning during the emergency remote teaching because they do not have enough preparation for this new strategy. Besides that, the students also have a problem using the internet connection where the students do not have unstable also less internet data, so they cannot access the materials well (Nartiningrum &

Nugroho, 2020). But, from the emergency, the students can develop their learning (Amin & Sundari, 2020)

Four studies support this research. The first study is from Gerencheal and Mishra (2019) about foreign language anxiety among Ethiopian University EFL students. This study aims to investigate the anxiety levels of Ethiopian students studying English majors and to know whether gender influences to their anxiety levels. This study found that most of the students feel different levels of anxiety starting from the level of medium to high with the mean level of students' anxiety was 3.47 and it was above average 3.00. Besides that, the students have a higher level of communication apprehension component than other components. Therefore, most of the students were still feeling anxious even though they were not anxious about learning English.

The second study about the level and sources of foreign language speaking anxiety in Saudi EFL students is from Alnahidh and Altalhab (2020). This study aimed to investigate the level and sources of Saudi EFL students. The study from Alnahidh and Altalhab (2020) found that most Saudi EFL students have a moderate level of anxiety and it comes from different problems such as fear of making a mistake, lack of mastering the vocabulary, lack of practice, afraid of the teachers give a negative feedback during presentation, etc. Therefore, the teachers have to accept the students' mistakes and give positive feedback to make them feel not afraid to make mistakes and also make them understand the material. It will help the students reduce their anxiety in learning English, especially in speaking skills.

The third study comes from Aydin and Ustuk (2020) about foreign language teaching anxiety. In this study, the finding is most in-service teachers experience a low level of FLTA (Foreign Language Teaching Anxiety) and based on gender, male teachers feel more anxious than females in terms of language proficiency, fear of negative feedback, time management, etc. Meanwhile, young teachers feel more afraid than older teachers because they lack experience in teaching and also perceive the target language. Therefore, non-native speakers of English feel more anxious than native speakers in using English during the class.

The last study is about non-active pre-service and in-service EFL teachers of foreign language teaching anxiety from Kobul and Saraçoğlu (2020). This study aimed to investigate the level of foreign language teaching anxiety of pre-service and in-service teachers. In this study, gender has no significant correlation and no significant difference between pre-service and in-service teachers' anxiety in teaching foreign languages. Both of pre-service and in-service teachers have less of a Foreign Language Teaching Anxiety (FLTA) level. The teachers who graduated from DELT have a higher level than teachers who graduated from DELL which has the lowest level in teaching English. Therefore, the more they experience in the teaching process the less they feel anxious about teaching English.

Based on the previous explanation, emergency remote teaching is a new thing, especially in the educational field and it will cause anxiety for both students and lecturers in teaching and learning English. Therefore, the research questions can be formulated as follows: First, what is the 2nd semester of English Language Education students' anxiety level in learning English during emergency remote teaching? Second, what is the English Language Education lecturers' anxiety level in teaching English during emergency remote teaching? From the questions, this

study is aimed at investigating students' and lecturers' anxiety in learning English during emergency remote teaching.

Method

The participants of this study were 200 university students and 9 lecturers of English Language Education at a public university in North Bali. The questionnaire was used to collect data and it was developed based on FLACS (Foreign Language Anxiety Classroom Scale) from Horwitz et al. (1986). The participants were given questionnaires in the form of *Google Forms* and shared them through *WhatsApp Groups* for the students and personal chat for the lecturers. The data gathered from the questionnaire were analyzed by using SPSS version 21st to get the level of anxiety of students and lecturers.

Findings and Discussion

Students' anxiety level

The questionnaire's point was concluded and the score was categorized based on Oetting's scale adapted from Audia, Ras, and Afrianto (2019). The categories of students' anxiety levels, frequencies, and relative frequency can be seen in the following table.

Table 1. Students' anxiety scale

No	Range	Level
1	30-59	Very Relaxed
2	60-79	Relaxed
3	80-79	Mildly Anxious
4	98-111	Anxious
5	112-150	Very Anxious

The score of the questionnaire was measured using the SPSS 21st version for collecting the frequencies of each level. The frequencies and relative frequency can be seen in Table 2.

Table 2. Frequency and relative frequency of students' anxiety in learning English during the emergency remote teaching

No.	Level	Frequency	Relative Frequency
1	Very Relaxed	4	2%
2	Relaxed	22	11%
3	Mildly Anxious	72	36%
4	Anxious	58	29%
5	Very Anxious	44	22%

Based on Table 2, the result generally showed that 4 students felt very relaxed with 2% relative frequency, 22 students felt relaxed with 11% relative frequency, 58 students felt anxious with 36% relative frequency, 44 students felt very anxious with 22% relative frequency, and the most of the students felt mildly anxious with the frequency was 72 and 36% relative frequency. It can be concluded that most of the students in the 2nd semester felt mildly anxious about learning English during the emergency remote teaching. The following was data on frequencies and the percentages from each component. The mean score based on three components can be seen in Table 3.

Table 3. Students' anxiety mean score based on each component

Component	Mean Score	Score Level	Level
Communication Apprehension	66.88	3.3	Moderate
Test Anxiety	15.51	3.1	Moderate
Fear of Negative Evaluation	15.75	3.1	Moderate

The anxiety level scale of students' anxiety from each component can be seen in Table 4.

Table 4. Students' anxiety scale for each component

Level	Range of Each Component		
	Communication Apprehension (CA)	Test Anxiety (TA)	Fear of Negative Evaluation (FNE)
Very Relaxed	20-39	5-9	5-9
Relaxed	40-52	10-13	10-13
Mildly Anxious	53-64	14-16	14-16
Anxious	65-74	17-18	17-18
Very Anxious	75-100	19-25	19-25

The frequency and relative frequency of students' anxiety from each component can be seen in Table 5.

Table 5. The frequency and relative frequency of each component of students' anxiety level

No.	Level	Frequency			Relative Frequency		
		CA	TA	FNE	CA	TA	FNE
1	Very Relaxed	5	8	9	2.5%	4%	4.5%
2	Relaxed	18	33	39	9%	16.5%	19.5%
3	Mildly Anxious	67	86	72	33.5%	43%	36%
4	Anxious	54	41	33	27%	20.5%	16.5%
5	Very Anxious	56	32	47	28%	16%	23.5%

Based on Table 5, in communication apprehension it can be seen that 5 students felt very relaxed with 2.5% relative frequency, 18 students felt relaxed with 9% relative frequency, 54 students felt anxious with 27% relative frequency, 56 students felt very anxious with 28% relative frequency, and the most of students felt mildly anxious with 67 frequency and 33.5% relative frequency. Then, in test anxiety most of the students also felt mildly anxious with 86 frequency and 43% relative frequency, 41 students felt anxious with 20.5% relative frequency, 32 students felt very anxious with 16% relative frequency, 33 students felt relaxed with 16.5% relative frequency, and the small frequency was 8 which the students felt very relaxed with 4% relative frequency. In fear of negative evaluation, 9 students felt very relaxed with 4.5%, 39 students felt relaxed with 19.5% relative frequency, 72 students felt mildly anxious with 36%, 33 students felt anxious with 16.5%, and 47 students felt very anxious with 23.5% relative frequency. It can be concluded that, in learning English during this pandemic situation most of the students felt mildly anxious from each component.

Lecturers' anxiety level

Generally, the mean score of the lecturers was 11.87 and the level of anxiety was 1.87 which indicates a low anxiety level. The category of lecturers' anxiety levels adapted from Oetting's scale in Audia et al. (2019), the lecturers' anxiety scale can be seen in Table 6.

Table 6. Lecturers' anxiety scale

No	Range	Level
1	6-11	Very Relaxed
2	12-15	Relaxed
3	16-19	Mildly Anxious
4	20-22	Anxious
5	23-30	Very Anxious

As students' anxiety scores, the frequencies of each level of lecturers' anxiety were measured by the SPSS 21st version. The frequency and relative frequency of lecturers' anxiety can be seen in Table 7.

Table 7. The frequency of lecturers' anxiety levels in teaching English during emergency remote teaching

No.	Level	Frequency	Relative Frequency
1	Very Relaxed	6	55%
2	Relaxed	1	27%
3	Mildly Anxious	2	18%
4	Anxious	0	0%
5	Very Anxious	0	0%

Based on Table 7, it can be seen that there were no lecturers that felt very anxious and anxious with 0 frequency also 0% relative frequency. Most of the lecturers felt very relaxed in teaching English during this pandemic situation with 6 frequency and 55% relative frequency. Then, only 1 lecturer felt relaxed with 27%. 2 lecturers with 18% relative frequency felt mildly anxious. It can be summarized that most of the lecturers felt very relaxed in teaching English during the emergency remote teaching. Meanwhile, the mean score of lecturers' anxiety based on each component can be seen in Table 8.

Table 8. The lecturers' anxiety mean score is based on three components.

Component	Mean Score	Score Level	Level
Communication Apprehension	7	1.75	Low
Test Anxiety	2.1	2.1	Low
Fear of Negative Evaluation	2.1	2.1	Low

After getting the mean score of lecturers' anxiety, the lecturers' anxiety scale from each component can be seen in Table 9.

Table 9. Lecturers' anxiety scale for each component

Level	Range of Each Component		
	Communication Apprehension (CA)	Test Anxiety (TA)	Fear of Negative Evaluation (FNE)
Very Relaxed	4-7	1	1
Relaxed	8-10	2	2
Mildly Anxious	11-12	3	3
Anxious	13-14	4	4
Very Anxious	15-20	5	5

The frequency and relative frequency of the lecturers' anxiety can be seen in Table 10.

Table 10. The frequency and relative frequency of each component of teachers' anxiety level

No.	Level	Frequency			Relative Frequency		
		CA	TA	FNE	CA	TA	FNE
1	Very Relaxed	5	1	5	56%	11%	56%
2	Relaxed	4	6	1	44%	67%	11%
3	Mildly Anxious	0	2	1	0%	22%	11%
4	Anxious	0	0	1	0%	0%	11%
5	Very Anxious	0	0	1	0%	0%	11%

Based on the data in Table 10, it can be seen in communication apprehension no lecturer felt mildly anxious, anxious, and very anxious with 0 frequency of each level and 0% relative frequency. Then, the lecturers felt very relaxed with 5 frequency and 56% relative frequency. 4 lecturers felt relaxed with 44% relative frequency. In the test anxiety component, most of the lecturers felt relaxed with 6 frequency and 67% relative frequency. There were no lecturers felt anxious or very anxious, it can be seen from the frequency was 0 and relative frequency was 0%. 2 lecturers felt mildly anxious with 22% relative frequency and just 1 lecturer felt very relaxed with 11%. In the last component fear of negative evaluation, most of the lecturers felt very relaxed with 5 frequency and 56% relative frequency. Only 1 lecturer felt relaxed, mildly anxious, anxious, and very anxious with the same relative frequency was 11%. It can be concluded that most of the lecturers felt very relaxed based on each component of teaching English during the emergency remote teaching.

The findings gathered in this research are based on anxiety components, namely communication apprehension, test anxiety, and fear of negative evaluation (Horwitz et al., 1986). The results from the questionnaires found that in general most of the students felt mildly anxious about learning English during this new situation. The students did not feel afraid and did not feel happy. Meanwhile, the lecturers' results showed differently, they felt very relaxed and it means that they enjoyed in teaching English during the new situation. It was in line with Gerencheal and Mishra (2019), who found that the mean score of students' anxiety was 3.47, and the descriptive analysis found that the students' anxiety level was from medium to high. The results of the lecturers' questionnaire were supported by Aydin and Ustuk (2020), in the study found that most of the teachers' anxiety level was low level. Therefore, the findings based on three components of both student's and lecturers' anxiety levels will be explained in the following explanation.

In communication apprehension, most of the students felt mildly anxious and it was categorized as a moderate level of anxiety with a 3.3 mean score. It can be interpreted that most of the students did not enjoy and were afraid of learning English during the emergency remote teaching. This was supported by Gerencheal and Mishra (2019), who found that the students have different levels of anxiety starting from medium to high with the mean level of students above average 3.00. Meanwhile, it was different from the lecturers, they felt very relaxed and it can be interpreted that they enjoyed teaching English during this new situation and they did not have a problem communicating with students or other lecturers. It was supported by Aydin and Ustuk (2020), who found that in-service teachers had a low level of anxiety in teaching English.

The second component is test anxiety. In this component, the students also felt mildly anxious. The mean score in the test anxiety was 3.1 and it was a moderate level of anxiety. It can be said that most of the students felt not afraid but also not enjoyed when they took an English test during the emergency remote teaching. This study was supported by the study by Alnahidh and Altalhab (2020), in that study they found that the students had moderate levels of FLSA in English class. Meanwhile, in test anxiety, the lecturers felt relaxed which means they enjoyed when taking a test in teaching English. It was supported by the study from Kobul and Saraçoğlu (2020), which found teachers that who had more experience in teaching English had less anxiety.

The last component is fear of negative evaluation that is related to their appearance in teaching and learning English during this pandemic situation. In this component, the students felt mildly anxious which means they were not afraid of getting an evaluation and were happy if their performance were not good. The mean score of students in fear of negative evaluation was 3.1 which was categorized as moderate level. It was supported by Alnahidh and Altalhab (2020), who found in English class the participants experienced moderate levels of anxiety. Meanwhile, the lecturers felt very relaxed in this component which means that they enjoyed getting the evaluation of their performance in teaching English. This statement supported by Aydin and Ustuk (2020), found that most of the teachers experienced low anxiety levels in teaching English.

Conclusion

Anxiety is a common problem that occurs in teaching and learning English, especially in this new situation. Regarding the results above based on three components of anxiety namely communication apprehension, test anxiety, and fear of negative evaluation, it can be concluded that the level of students' anxiety was moderate level of each component which means that the students are somewhat in between of being anxious and not, depending on the situations in learning English during the emergency remote teaching. Meanwhile, the level of lecturers' anxiety was in low level of each component which means the lecturers were relaxed in teaching English during the emergency remote teaching. Based on the results, the students are suggested to be more active in class especially if the lecturers ask something about the material. The lecturers are suggested to give more attention to the students during the learning process. Then, for further research, the researcher can conduct this research with the same subject but with different English skills.

References

Alnahidh, F., & Altalhab, S. (2020). The level and sources of foreign language speaking anxiety among Saudi EFL university students. *Advances in Language and Literary Studies*, *11*(1), 55-64. https://doi.org/10.7575/aiac.alls.v.11n.1p.55

Amin, F. M., & Sundari, H. (2020). EFL students' preferences on digital platforms during emergency remote teaching: Video conference, LMS, or messenger application? *Studies in English Language and Education*, *7*(2), 362–378. https://doi.org/10.24815/siele.v7i2.16929

Asif, F. (2017). The anxiety factors among Saudi EFL learners: A study from English language teachers' perspective. *English Language Teaching*, *10*(6), 160-173. https://doi.org/10.5539/elt.v10n6p160

Audia, C. P., Ras, F., & Afrianto. (2019). An analysis of students' speaking anxiety : A case study of the first-year students of the English study program of Universitas Riau. *JOM FKIP*, *6*(2), 1–12.

Aydin, S., & Ustuk, O. (2020). The foreign language teaching anxiety scale: Preliminary tests of validity and reliability. *Journal of Language and Education*, *6*(2), 44–55. https://doi.org/10.17323/JLE.2020.10083

Bozkurt, A., & Sharma, R. (2020). Emergency remote teaching in a time of global crisis due to the coronavirus pandemic. *Asian Journal of Distance Education*, *15*(1), 1–6.

Gatcho, A. R. G., & Hajan, B. H. (2019). What is so scary about learning English? Investigating language anxiety among Filipino college students. *Premise: Journal of English Education and Applied Linguistics*, *8*(2), 127–143.

Gerencheal, B., & Mishra, D. (2019). Foreign language anxiety among Ethiopian university EFL students. *International Journal of Innovative Technology and Exploring Engineering*, *8*(7C), 43–48.

Ghirardini, B. (2011). E-learning methodologies: A guide for designing and developing e-learning courses. *Food and Agriculture Organization of the United Nations (FAO)*.

Hapsari, T. C. (2021). Distance learning in the time of COVID-19: Exploring students' anxiety. *Journal of English Language Teaching*, *10*(1), 40-49. https://doi.org/10.15294/elt.v10i1.45756

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, *70*(2), 125. https://doi.org/10.2307/327317

Kaisar, M. T., & Chowdhury, S. Y. (2016). Foreign language virtual classroom: Anxiety creator or healer? *English Language Teaching*, *13*(11), 130-139. https://doi.org/10.5539/elt.v13n11p130

Kalra, R., & Siribud, S. (2020). Public speaking anxiety in the Thai EFL context. *LEARN Journal: Language Education and Acquisition Research Network*, *13*(1), 195–209. https://eric.ed.gov/?id=EJ1242957

Keshavarz, M. H., & Hulus, A. (2019). The effect of students' personality and learning styles on their motivation for using blended learning. *Advances in Language and Literary Studies*, *10*(6), 78-88. https://doi.org/10.7575/aiac.alls.v.10n.6p.78

Kobul, M. K., & Saraçoğlu, İ. N. (2020). Foreign language teaching anxiety of non-native pre-service and in-service EFL teachers. *Journal of History Culture and Art Research*, *9*(3), 350-365. https://doi.org/10.7596/taksad.v9i3.2143

Mahu, D.-P. (2012). Why is learning English so beneficial nowadays?. *International Journal of Communication Research*, *2*(4), 374–376.

Mohmmed, A. O., Khidhir, B. A., Nazeer, A., & Vijayan, V. J. (2020). Emergency remote teaching during coronavirus pandemic: The current trend and future directive at Middle East College Oman. *Innovative Infrastructure Solutions*, *5*(3), 1–11. https://doi.org/10.1007/s41062-020-00326-7

Nartiningrum, N., & Nugroho, A. (2020). Online learning amidst global pandemic: EFL students' challenges, suggestions, and needed materials. *ENGLISH FRANCA: Academic Journal of English Language and Education*, *4*(2), 115–140. https://doi.org/10.29240/ef.v4i2.1494

Oteir, I.N., & Al-Otaibi, A. N. (2019). Foreign language anxiety: A systematic review. *Arab World English Journal*, *10*(3), 309–317. https://doi.org/10.24093/awej/vol10no3.21

Philominraj, A., Bertilla, M., Munoz, B. R., & Fuentealba, A. (2018). The interconnectedness between experience and intelligence in English language teaching. *English Language Teaching*, *11*(5), 68-73. https://doi.org/10.5539/elt.v11n5p68

Rahiem, M. D. H. (2020). The emergency remote learning experience of university students in Indonesia amidst the COVID-19 crisis. *International Journal of Learning, Teaching and Educational Research*, *19*(6), 1–26. https://doi.org/10.26803/ijlter.19.6.1

Seman, S. A. A., Hashim, M. J., Roslin, R. M., & Ishar, N. I. M. (2019). Millennial learners' acceptance and satisfaction of blended learning environment. *Asian Journal of University Education*, *15*(3), 129–141. https://doi.org/10.24191/ajue.v15i3.7845

Sung, K.-Y., & Ko-Yin, X. (2019). Factors influencing Chinese language learning anxiety in the classroom setting. *New Waves-Educational Research and Development Journal*, *22*(2), 1–15. https://files.eric.ed.gov/fulltext/EJ1243013.pdf

Tian, C. (2019). Anxiety in classroom English presentations: A case study in Korean tertiary educational context. *Higher Education Studies*, *9*(1), 132-143. https://doi.org/10.5539/hes.v9n1p132

Yuce, E. (2018). An investigation into the relationship between EFL learners' foreign music listening habits and foreign language classroom anxiety. *International Journal of Languages Education and Teaching*, *6*(2), 471–482. https://doi.org/10.18298/ijlet.3041