

THE USE OF HIGH-IMMERSION VIRTUAL REALITY TO ALLEVIATE SPEAKING ANXIETY AMONG THE STUDENTS OF ENGLISH AT ABBESS LAGHROUR UNIVERSITY KHENCHELA

Faycal SAOUDI

Abbas Laghrour University, Algeria,
ORCID iD: 0009-0003-4142-9735
faycal.saoudi@univ-khenchela.dz

Meroua SAIGHI

Abbas Lghrou University, Algeria
ORCID iD: 0009-0009-3134-4790
saighi.meroua@univ-khenchela.dz

&

Achouak RABEHI

Abbas Laghrour University, Algeria
ORCID iD: 0009-0006-6476-2364
rabehi.achouak@univ-khenchela.dz

Abstract: This study aims at investigating the usefulness of High-Immersion Virtual Reality (HiVR) in reducing speaking anxiety among the students of English at the tertiary level. Moreover, it seeks to explore the students' attitudes and perceptions towards HiVR employment in EFL. A mixed method was employed in conducting this study combining an experiment with semi-structured interviews with the participants. 30 participants among the third year students were selected and divided equally between the controlling and experimental groups. In measuring the levels of speaking anxiety, the Public Speaking Class Anxiety Scale (PASCAS) was employed pre and post intervention. The paired samples t-test was used to statistically analyze the scores of the participants. Results showed that the HiVR significantly reduced speaking anxiety levels among the participants. Furthermore, the students reported positive attitudes towards HiVR in learning and declared they this method is more comfortable, motivating and helpful to alleviate speaking anxiety, advising its use consistently in teaching and learning EFL.

Keywords: EFL, High-Immersion Virtual Reality (HiVR), Public Speaking Class Anxiety Scale, Speaking Anxiety, Virtual Reality.

LA RÉALITÉ VIRTUELLE À HAUTE IMMERSION COMME OUTIL POUR ATTÉNUER LA PEUR DE LA PRISE DE PAROLE: ÉTUDE DE CAS AUPRÈS DES ÉTUDIANTS DU DÉPARTEMENT D'ANGLAIS DE L'UNIVERSITÉ ABBAS LAGHROUR DE KHENCHELA

Résumé : Le présent travail cherche à examiner le rôle de la réalité virtuelle à haute immersion (VR HIMM) sur l'atténuation de la peur lors de la prise de parole en public, et ce chez des étudiants de niveau avancé en anglais langue étrangère. Elle vise également à saisir les perceptions et les attitudes des apprenants quant à l'intégration de la VR HIMM dans l'apprentissage des langues. La recherche adopte une méthodologie mixte, qui combine une expérimentation contrôlée et des entretiens semi-directifs. Elle a été menée auprès de 30 étudiants en troisième année de licence

d'anglais à l'Université Abbas Laghrour, en Algérie, répartis équitablement en deux groupes : un groupe expérimental et un groupe témoin. L'échelle PASCAS (Public Speaking Class Anxiety Scale) a été utilisée pour mesurer le niveau d'anxiété liée à la parole chez les participants avant et après l'intervention. L'analyse statistique des scores a été réalisée par le test t sur échantillons appariés. Les résultats ont confirmé que la HiVR réduisait significativement le niveau d'anxiété liée à la parole chez les participants. De plus, les entretiens ont révélé une attitude positive des étudiants et ont trouvé la HiVR satisfaisante, plus engageante et moins intimidante, améliorant ainsi l'expérience orale.

Mots-clés : EFL, réalité virtuelle à haute immersion (HiVR), échelle d'anxiété liée à la prise de parole en public, anxiété liée à la parole, réalité virtuelle.

Introduction

Speaking anxiety in learning a foreign language is one of the most frequently reported problems by both the learners and teachers. As referred to in the academia, Foreign Language Speaking Anxiety (FLSA) presents a serious obstacle in second language acquisition, that makes the learners often nervous, afraid of negative feedbacks and anxious in activities (Horwitz et al., 1986; Dewaele & MacIntyre, 2014). One recent technique that has gained much interest from scholars and practitioners as a promising method to face the speaking anxiety is High-Immersion Virtual Reality (HiVR) (Peixoto et al., 2021). Research into the effects of VR on public speaking anxiety has shown promising results. For instance, Pertaub, Slater, and Barker (2002) found that virtual audiences with negative behavior provoke greater anxiety, no matter how confident they were. Harris, Kemmerling, and North (2002) found that short-term VRT sessions significantly lowered public speaking anxiety among the students at the tertiary level. Anderson et al. (2005) showed that employing VR while using specific techniques to manage anxiety resulted in long-term anxiety reduction, although changes in actual speaking behavior were limited. Similarly, Wallach, Safir, and Bar-Zvi (2009) showed that Virtual Reality Cognitive Behavioral Therapy (VRCBT) showed similar effectiveness to that of traditional CBT, with fewer dropout rates. Robillard et al. (2010) also reported that VR-based treatments sometimes performed better than in-person methods and were more convenient for therapists. Safir et al. (2011) confirmed long-term effectiveness was confirmed and found that both CBT and VRCBT maintained their positive effects after treatment for a period of a year. Ling et al. (2014) reported a moderate link between the sense of presence in VR and anxiety levels, especially when using high-quality systems and in cases of specific phobias. Owens and Beidel (2015) confirmed that VR could trigger significant physiological and emotional responses, though still less intense than real-life situations. Morina et al. (2015) found that while presence was higher in head-mounted displays, anxiety levels did not differ across display types, suggesting even low-cost VR can be effective.

Kampmann, Emmelkamp, and Morina (2016) assessed various tech-based interventions for social anxiety disorder (SAD), finding strong evidence for ICBT and VRET. Poeschl-Guenther (2017) emphasized the role of individual traits, task complexity, and system features on VR public speaking performance. Emmelkamp et al. (2020) pointed to the need for more randomized controlled trials to confirm VRET's standalone treatment and effectiveness. Tian (2024) shed light on the VRT's strengths in bettering exposure therapy;

however, he also highlighted concerns related to accessibility and privacy, while encouraging further development through AI integration and broader clinical applications. Although considerable number of studies have been conducted worldwide in the recent years, we have found no study that investigated the use of HiVR in reducing speaking anxiety among the students or learners of English as a foreign language. This kind of research in the Algerian context is required immensely as most students suffer from this problem. Conducting such research in the Algerian context is intriguing as it presents different aspects from those international contexts such as the cultural, pedagogical and academic considerations.

Accordingly, this study is conducted to shed light on the use of these new technologies and methods related to the implementation of High Immersive Virtual Reality in the teaching-learning operation to face speaking anxiety among the Algerian students of English at the university level. It aims at checking the effect of HiVR on speech reduction anxiety among the students and exploring their attitudes and viewpoints after learning with the HiVR. To achieve the aims of the study, two research questions are touched upon: Does HiVR reduce the levels of speech anxiety among the students? And what are the attitudes and perceptions of the students who experienced learning with the use of HiVR? Given the research aims and study questions, it is hypothesized that the use of HiVR significantly reduces anxiety among the 3rd year students of English at Abbas Laghrour University.

2. Method

This section explains the method followed in conducting this research. It highlights the sampling strategy, the data collection procedures, and the analytical tools adopted in the research

2.1. Research Design

This study hypothesizes that *the use of HiVR significantly reduces speaking anxiety among the 3rd year students of English at Abbas laghrour university*. To ensure a comprehensive analysis, a mixed-methods approach was employed in the form of a quasi-experiment and an interview. By quantitatively examining the cause-effect relationship between exposure to High-Immersion Virtual Reality (HiVR) and changes in anxiety levels, this study sought to provide empirical evidence on the effectiveness of VR-based language learning interventions. Participants' speaking anxiety was measured before and after the HiVR intervention to assess potential improvements in their confidence and communication skills. The quantitative component involved anxiety measurement scale to objectively evaluate changes in speaking anxiety levels. Meanwhile, the qualitative component, gathered through semi-structured interviews, provided deeper insights into participants' perceptions, experiences, and challenges with HiVR. This combination enhanced the validity of findings by mixing statistical data with personal reflections.

2.2. Population and Sample

The target population for this study consisted of EFL learners who experience speaking anxiety. It targeted third year students of English at Abbas Laghrour University, Algeria. For the participants to meet the required criteria relevant to the study objectives and hypothesis, a purposive sampling was conducted selecting 30 participants divided equally between the experimental and control groups. The selection criteria included:

Language Proficiency: Participants must have a sufficient command of English to engage in

meaningful speaking tasks.

Speaking Anxiety: Participants' levels of speaking anxiety will be assessed and confirmed via validated self-report measures.

Participants were divided into two groups:

Experimental Group: Engages in VR-based speaking tasks as described in the intervention phase.

Control Group: Receives no treatment—they continue studying in normal classroom settings with no VR exposure or additional speaking interventions. Their anxiety levels are measured only before and after the study to compare with the experimental group's progress.

2.3. Procedure and Instruments

-Data Collection Tools

This study employed a mixed-method approach to assess the impact of Virtual Reality (VR) on foreign language speaking anxiety. Participants had to undergo a VR-based speaking practice as part of the experiment. A pre-test and post-test using the Public Speaking Class Anxiety Scale (PSCAS) were used to measure anxiety levels before and after the intervention. Additionally, semi-structured interviews were conducted to explore the participants' experiences, confidence levels, and perceptions of HiVR as a learning tool. By combining statistical data with qualitative insights, this study provides a comprehensive evaluation of VR's effectiveness in reducing EFL speaking anxiety.

-Measurement and Statistical analysis tool

To quantitatively assess the impact of HiVR on foreign language speaking anxiety, this study utilized the EFL Public Speaking Class Anxiety Scale, developed and validated by Kriangkrai Yaikhong and Siriluck Usaha (2012). Published in *English Language Teaching* (Vol. 5, No. 12), this scale is a structured self-report instrument designed to measure anxiety levels in EFL public speaking contexts. The scale consists of Likert-scale items assessing key dimensions of speaking anxiety, including communication apprehension, fear of negative evaluation, and overall speaking-related anxiety. A pre-test was conducted before the VR-based intervention to establish baseline anxiety levels, followed by a post-test after the experiment to evaluate changes using the paired T-test.

-Experimental setup

The study utilized *Oculus Quest*, the High-Immersion Virtual Reality (HiVR) headsets, which provide realistic, interactive simulations for language practice. This device enables 360-degree immersion, allowing participants to engage in authentic conversational scenarios without external distractions. For the software platform, a VR-based language learning application is employed called VirtualSpeech, offering virtual speaking environments such as classrooms, social gatherings, and public speaking venues. The platform includes AI-driven conversational agents and speech recognition features to simulate real-life communication. These settings provide controlled exposure to speaking situations that typically induce anxiety in EFL learners. The experiment follows a three-phase process to assess the impact of HiVR on speaking anxiety:

Pre-Test (Baseline Anxiety Measurement)

Participants completed a Public Speaking Anxiety Scale (PSCAS) to determine their initial level of speaking anxiety. A short speaking task (e.g., introducing themselves, responding to questions) was recorded to observe initial performance indicators.

Intervention (VR-Based Speaking Practice)

Participants engaged in VR-speaking tasks, gradually increasing in difficulty (basic conversations like ordering food, introducing themselves; Public speaking practice like giving a short speech in front of a virtual audience; interactive role-play like debates, job interviews). Each session lasted 15–30 minutes, and participants went through multiple VR sessions over a set period (*eight sessions/ four weeks*). The VR learning application (VirtualSpeech) provides real-time feedback on speech clarity, eye contact, confidence, and audience engagement, helping learners refine their public speaking skills.

Post-Test (Measuring Changes in Anxiety Levels)

Participants retook the anxiety assessment (PSCAS) to compare pre- and post-intervention anxiety levels.

3. Results

3.1. The Experiment Results

The pre and post results of the focus group and control group are shown in tables 1 and 2 below.

Table 1. Focus Group Scores

Participants	Pre test Scores	Post test scores
Participant 01	3.88	2.41
Participant 02	3.52	2.70
Participant 03	4.00	2.17
Participant 04	4.05	2.52
Participant 05	3.64	2.41
Participant 06	3.29	2.58
Participant 07	3.41	2.52
Participant 08	3.94	2.70
Participant 09	3.29	2.82
Participant 10	3.35	2.58
Participant 11	3.88	3.00
Participant 12	3.77	2.17
Participant 13	3.58	2.17
Participant 14	3.41	2.00
Participant 15	3.23	2.52

As table 1 shows. the pre-scores ranged from 3.23 to 4.05. Most scores are between 3.3 and 3.9, which means that the participants suffered from medium to high level of speaking anxiety. After the intervention, the post-scores show decrease in the speaking anxiety levels that range now between 2.00 to 3.00. serious decrease was recorded in participant 4 (-1.53), participant 12 (-1.60), and participant 3 (-1.83). This decrease in the

scores of the participants after the intervention prove that HiVR cause reduction in the speaking anxiety among the participants.

Table 2. *Control Group Scores*

Participants	Pre Score	Post Score
Participant 01	3.47	3.64
Participant 02	3.88	4.05
Participant 03	2.94	3.58
Participant 04	3.70	4.05
Participant 05	4.00	3.88
Participant 06	3.41	4.23
Participant 07	3.29	4.35
Participant 08	2.88	3.11
Participant 09	2.82	4.35
Participant 10	3.88	3.88
Participant 11	3.76	4.11
Participant 12	2.29	2.29
Participant 13	3.76	3.59
Participant 14	3.41	3.35
Participant 15	3.64	4.05

The control group's initial scores ranged from 2.29 to 4.00, with a similar distribution to the focus group. This suggests that both groups started with comparable levels of speaking anxiety. Unlike the focus group, the control group's scores increased or remained stable, ranging from 2.29 to 4.35.

Inferential Statistical Analysis

Table 3. *t-Test: Paired Two Sample for Means for the Experimental Group*

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	3.616	2.484666667
Variance	0.080868571	0.07398381
Observations	15	15
Pearson Correlation	-0.060781528	
Hypothesized Mean Difference	0	
Df	14	
t Stat	10.81126714	
P(T<=t) one-tail	1.76265E-08	
t Critical one-tail	1.761310136	
P(T<=t) two-tail	3.52529E-08	
t Critical two-tail	2.144786688	

The t-test table shows:

$$M_{pre} = 3.6 > M_{post} = 2.48$$

$$P\text{-value} = 1.76265^{-08} < \alpha = 0.05,$$

And therefore, the difference that occurred in the means is significant

Accordingly:

The null hypothesis H_0 is **rejected** and, our hypothesis H_1 is **accepted**: *the use of VR is effective in reducing speaking anxiety among the students of English in our case study.*

Table 4: *t-Test: Paired Two Sample for Means for the Control Group*

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	3.408666667	3.767333333
Variance	0.235298095	0.296220952
Observations	15	15
Pearson Correlation	0.575428082	
Hypothesized Mean Difference	0	
Df	14	
t-Stat	2.911190139	
P(T<=t) one-tail	0.005693695	
t Critical one-tail	1.761310136	
P(T<=t) two-tail	0.01138739	
t Critical two-tail	2.144786688	

The control groups' means showed no decrease in anxiety among the participants. Based on these statistics for both the experimental and control group, the experimental group's consistent decrease in scores confirms that high-immersion VR helped participants feel less anxious while speaking. This shows that VR provided a safe and controlled environment where students could practice speaking with reduced fear of judgment.

3.2. The interview Findings

The interviews that were conducted with the participants provided qualitative data related the study. they offered insights about the attitudes and perceptions of the participants with HiVR employment. These findings are summarized as follows:

1. Can you tell me about your experience with learning English as a foreign language?
Most participants indicated high interest in English since childhood, and referred to one common problem which is speaking anxiety and fear of expressing oneself.
2. Before using HiVR, how would you describe your confidence in speaking English?
All participants admitted to experiencing varying degrees of anxiety when speaking English, particularly in academic or formal settings. The fear of making mistakes while speaking caused serious obstacle for them leading to mistakes.

3. How did you feel when you first used HiVR for speaking practice?

Most participants described their first HiVR experience as engaging and immersive. They found that the VR setting was more comfortable and motivating in comparison to traditional settings.

4. Did you notice any changes in your confidence when speaking English after using HiVR?
If so, what kind of changes?

All participants reported noticeable improvements in their speaking confidence after using HiVR. They mentioned reduced hesitation, better pronunciation, and increased fluency. Some even felt more comfortable initiating conversations.

5. How did practicing in a virtual environment affect your anxiety levels compared to speaking in a real classroom or public setting?

Most answers confirmed that speaking in the VR setting felt safer, comfortable, and encouraging. The absence of real-life feedback makes it easier for them to speak and express themselves, which led to higher self-confidence as reported by some of them.

6. Would you recommend HiVR to other EFL learners? What advice would you give them?

They all recommended the implementation of HiVR in teaching EFL because they experienced reduction in their anxiety levels while speaking and emphasized consistent use of this method as it provide comfortable circumstances for learners who usually make mistakes. Every participant recommended HiVR as an effective tool for reducing speaking anxiety and improving fluency. They advised consistent use and emphasized that making mistakes is part of the learning process.

4. Discussion

The findings of the present study proved that the use of HiVR significantly helps in alleviating the levels of speaking anxiety among the students of English as a foreign language. Moreover, it was found that the students who took part of the study were comfortable while learning with the HiVR and satisfied with the its outcomes. Thus, HiVR open the door foe a new era in facing speaking anxiety in learning or studying English as a foreign language, with the employment of innovative technologies that offer new safer and motivating techniques. These findgins align with previous research and strenghten the call for integrating these nwe technologies in the educational settings, especially in the EFL contexts. Furthermore, they add to the current literature new insights about contexts which have not been truly investigated such as the Algerian context, which is different from western contexts in many ways. This extends the bulk of knowledge and information available for a better understanding of the use of HiVR in universal contexts and multinational classes. Based on the study's findings, some pedagogical advice might be recommended. First, the Algerian universities and schools should preferably start implementing HiVR technologies in some of the classes or even devote special therapeutic classes where the students and learners are trained to face the many learning problems they suffer such as speaking anxiety. The HiVR sets and equipment are being more available and cheaper day after day, making it more affordable to universities and schools. The curricula and courses should be updated so that they comply with the implementation of HiVR in both instruction and assessment. This would

make it easier for the teachers and professors to employ these new technologies in their classes without any pedagogical, academic and ethical risks. For better implementation of HiVR in education as indicated in the earlier recommendations, more research is required. At the local level, more academic cycles in Algeria should be investigated such as the primary cycle, where English has been implemented recently as a foreign language class for the first time, and both the teachers and children are still adapting to the new language. Another intriguing aspect for researchers is the use of HiVR in dealing with other serious learning problems among the students such as low self-esteem and low motivation among the students and learners who require specific classes and practice. A very recent and intriguing innovation for worldwide research that must be investigated in relation to HiVR is artificial intelligence (AI), which is expected to take education to a new era.

Conclusion

This study has proved that HiVR is an effective way to reduce speaking anxiety among EFL learners, which is one of the most common and challenging learning problems. This technology is developing rapidly and still not well-spread in the educational field. One latest innovation which might be of great benefit in relation to HiVR employment in education is AI. Therefore, much research is expected to direct practitioners and teachers around the world for the best ways to implement this technology in the teaching operation.

References

- Anderson, P. L., Zimand, E., Hodges, L. F., & Rothbaum, B. O. (2005). Cognitive behavioral therapy for public-speaking anxiety using virtual reality for exposure. *Depression and Anxiety*, 22(3), 156-158. https://www.researchgate.net/publication/7535714_Cognitive_behavioral_therapy_for_public-speaking_anxiety_using_virtual_reality_for_exposure
- Dewaele, J.-M., & MacIntyre, P. D. (2014). The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4(2), 237-274. https://www.researchgate.net/publication/266138276_The_two_faces_of_Janus_Anxiety_and_Enjoyment_in_the_Foreign_Language_Classroom
- Emmelkamp, P. M. G., Meyerbröcker, K., & Morina, N. (2020). Virtual reality therapy in social anxiety disorder. *Current Psychiatry Reports*, 22(7), 32. https://www.researchgate.net/publication/341357340_Virtual_Reality_Therapy_in_Social_Anxiety_Disorder
- Harris, S. R., Kemmerling, R. L., & North, M. M. (2002). Brief virtual reality therapy for public speaking anxiety. *CyberPsychology & Behavior*, 5(6), 543-550. https://www.researchgate.net/publication/10927570_Brief_Virtual_Reality_Therapy_for_Public_Speaking_Anxiety
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://www.jstor.org/stable/327317>
- Kampmann, I. L., Emmelkamp, P. M. G., & Morina, N. (2016). Meta-analysis of technology-assisted interventions for social anxiety disorder. *Journal of Anxiety Disorders*, 42, 71-84. https://www.researchgate.net/publication/304532414_Meta-Analysis_of_Technology-Assisted_Interventions_for_Social_Anxiety_Disorder

- Ling, Y., Nefs, H. T., Morina, N., Heynderickx, I., & Brinkman, W. P. (2014). A meta-analysis on the relationship between self-reported presence and anxiety in virtual reality exposure therapy for anxiety disorders. <http://dx.doi.org/10.1371/journal.pone.0096144>
- Morina, N., Brinkman, W. P., Hartanto, D., & Emmelkamp, P. M. G. (2015). Sense of presence and anxiety during virtual social interactions between a human and virtual humans. https://www.researchgate.net/publication/261884150_Sense_of_presence_and_anxiety_during_virtual_social_interactions_between_a_human_and_virtual_humans
- Owens, M. E., & Beidel, D. C. (2015). Can virtual reality effectively elicit distress associated with social anxiety disorder? *Journal of Psychopathology and Behavioral Assessment*, 37(2), 296-305. https://www.researchgate.net/publication/271921281_Can_Virtual_Reality_Effectively_Elicit_Distress_Associated_with_Social_Anxiety_Disorder
- Peixoto, B., Pinto, D., Krassmann, A., Melo, M., Cabral, L., & Bessa, M. (2019). Using virtual reality tools for teaching foreign languages. In A. Rocha, H. Adeli, L. Reis, & S. Costanzo (Eds.), *New knowledge in information systems and technologies. WorldCIST 2019. Advances in Intelligent Systems and Computing* (pp. 581–588). Springer. https://www.researchgate.net/publication/332380884_Using_Virtual_Reality_Tools_for_Teaching_Foreign_Languages
- Pertaub, D. P., Slater, M., & Barker, C. (2002). An experiment on public speaking anxiety in response to three different types of virtual audience. *Presence: Teleoperators & Virtual Environments*, 11(1), 68-78. https://www.researchgate.net/publication/220090265_An_Experiment_on_Public_Speaking_Anxiety_in_Response_to_Three_Different_Types_of_Virtual_Audience
- Poeschl-Guenther, S. (2017). Virtual reality training for public speaking—A QUEST-VR framework validation. *Frontiers in ICT*, 4, 13. https://www.researchgate.net/publication/318131148_Virtual_reality_training_for_public_speaking-A_QUEST-VR_framework_validation
- Robillard, G., Bouchard, S., Dumoulin, S., Guitard, T., & Klinger, É. (2010). The use of virtual reality in the treatment of social anxiety disorder. *Journal of CyberTherapy & Rehabilitation*, 3(1), 27-38. <http://dx.doi.org/10.1192/bjp.bp.116.184234>
- Safir, M. P., Wallach, H. S., & Bar-Zvi, M. (2011). Virtual reality cognitive-behavior therapy for public speaking anxiety: One-year follow-up. *Behavior Modification*, 36(2), 235–246. https://www.researchgate.net/publication/51898940_Virtual_Reality_Cognitive-Behavior_Therapy_for_Public_Speaking_Anxiety_One-Year_Follow-Up
- Tian, C. (2024). Research on the therapeutic effects of virtual reality (VR) technology on psychological disorders. *Lecture Notes in Education Psychology and Public Media*, 54(1), 292–298. https://www.researchgate.net/publication/382410234_Research_on_the_Therapeutic_Effects_of_Virtual_Reality_VR_Technology_on_Psychological_Disorders
- Wallach, H. S., Safir, M. P., & Bar-Zvi, M. (2009). Virtual reality cognitive behavior therapy for public speaking anxiety: A randomized clinical trial. *Behavior Modification*. https://www.researchgate.net/publication/24234644_Virtual_Reality_Cognitive_Behavior_Therapy_for_Public_Speaking_Anxiety_A_Randomized_Clinical_Trial
- Yaikhong, K., & Usaha, S. (2012). A measure of EFL public speaking class anxiety: Scale development and preliminary validation and reliability. *English Language Teaching*, 5(12), 23–35 <https://www.ccsenet.org/journal/index.php/elt/article/view/21444>