

## REFERENCES

- Adams, W. C. (2015). Conducting semi-structured interviews. In *Handbook of Practical Program Evaluation: Fourth Edition* (pp. 492–505). Wiley Blackwell. <https://doi.org/10.1002/9781119171386.ch19>
- Ahmadvand, M., & Barati, H. (2013). An investigation of the role of background knowledge on students' performance in ESP tests. *International Journal of Research Studies in Educational Technology*, 3(1), 73–86. <https://doi.org/10.5861/ijrset.2013.527>
- Aydın, S., & Akyüz, S. (2017). A Brief Comparison of the Current Approaches in Teaching Pronunciation. *Journal of Education and Practice*, 8(2008), 12–15. [www.iiste.org](http://www.iiste.org)
- Ayuningtyas, P., Mauludin, L. A., & Prasetyo, G. (2022). Investigating the anxiety factors among english for specific purposes students in a vocational education setting. *Language Related Research*, 13(3), 31–54. <https://doi.org/10.29252/LRR.13.3.2>
- Botes, E., Dewaele, J. M., & Greiff, S. (2020). The power to improve: effects of multilingualism and perceived proficiency on enjoyment and anxiety in foreign language learning. *European Journal of Applied Linguistics*, 8(2). <https://doi.org/10.1515/eujal-2020-0003>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Bromley, D. B. (1986). *The case-study method in psychology and related disciplines*. Chichester, England : Wiley.
- Byon K. (2008). A study on the effects of an English immersion program through the art subject in elementary school \_ Focus on the 6<sup>th</sup> graders. *Unpublished Master's Thesis, Hanyang University, Seoul*.
- Castillo-Montoya, M. (2016). Preparing for interview research: The interview protocol refinement framework. *Qualitative Report*, 21(5).
- Dewaele, J.-M., & MacIntyre, P. . (2014). The two faces of janus? Anxiety and enjoyment in the foreign language classroom. *Studies in Second Language Learning and Teaching*, 4, 237–274.
- Dewaele, J.-M. & M. (2019). *Evidence-Based Second Language Pedagogy*. Taylor & Francis Group.
- Dewaele, J.-M., & Macintyre, P. (2016). Foreign language enjoyment and foreign language classroom anxiety. The right and left feet of FL learning? In *Positive Psychology in SLA* (pp. 215–236). <https://doi.org/10.21832/9781783095360-010>

- Dewaele, J. M., Botes, E., & Greiff, S. (2023). Sources and effects of foreign language enjoyment, anxiety, and boredom: A structural equation modeling approach. *Studies in Second Language Acquisition*, 45(2), 461–479. <https://doi.org/10.1017/S0272263122000328>
- Enjoyment, J., & Boudreau, C. (2018). *BIROn - Birkbeck Institutional Research Online Enjoyment and anxiety in second language communication* : 8, 149–170. <https://doi.org/10.14746/ssl.2018.8.1.7>
- Fason, V. (2022). *The introverted student's classroom experience: A qualitative case study*. August.
- Fu, J., Ding, Y., Nie, K., & Zaigham, G. H. K. (2023). How does self-efficacy, learner personality, and learner anxiety affect critical thinking of students. *Frontiers in Psychology*, 14(December), 1–11. <https://doi.org/10.3389/fpsyg.2023.1289594>
- Fujii, S. (2016). *A Conceptualization of Strategies for Reducing Students' Language Anxiety*. 15, 3–19. [https://doi.org/https://doi.org/10.24675/helesje.15.0\\_3](https://doi.org/https://doi.org/10.24675/helesje.15.0_3)
- Gillies, R. M. (2023). Using Cooperative Learning to Enhance Students' Learning and Engagement during Inquiry-Based Science. *Education Sciences*, 13(12). <https://doi.org/10.3390/educsci13121242>
- Gknou, C. & Daubney, N. & Dewaele, J.-M. (2017). *New Insights into Language Anxiety* (1<sup>st</sup> ed.). 123 Library.
- Hamad Elneil Hamdan Abdala, A., & Ali Elsadig Elnadeef, E. (2019). *English Language Anxiety and Stress among Saudi Students in the First Year at College of Sciences and Arts in Dharan Aljanoob*. <https://doi.org/10.32996/ijllt.2019.2.1.33>
- Harmer, J. (2003). The practice of english language teaching. *J. Harmer*, 5(3), 248–253.
- Henry, A., Dörnyei, Z., & Davydenko, S. (2015). The Anatomy of Directed Motivational Currents: Exploring Intense and Enduring Periods of L2 Motivation. *Modern Language Journal*, 99(2), 329–345. <https://doi.org/10.1111/modl.12214>
- Horwitz, E. K. (2017). On the misreading of Horwitz, Horwitz, and Cope (1986) and the need to balance anxiety research and the experiences of anxious language learners. *New Insights into Language Anxiety: Theory, Research and Educational Implications*, 31, 47.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986a). Foreign language classroom anxiety. *Source: The Modern Language Journal*, 70(2), 125–132.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986b). Foreign language classroom anxiety. In *Source: The Modern Language Journal* (Vol. 70, Issue 2).

- Jiang, G. & Xie, X. (2021). Chinese tertiary-level english as a foreign language teachers' emotional experience and expression in relation to teacher-student interaction. *Frontiers in Psychology*, 12. <https://doi.org/https://doi.org/10.3389/fpsyg.2021.759243>
- Johnson, D. W., Johnson, R. T., Holubec, E. J., & Roy, P. (1984). C. of learning: C. in the classroom. (1984). 84 89P. <https://files.eric.ed.gov/fulltext/ED241516.pdf>
- Kim, J. (2007). An analysis of research on content and english integrated teaching in elementary schools. *Primary English Education*, 13(1), 229–250.
- Kiuru, N., Aunola, K., Lerkkanen, M.-K., Pakarinen, E., Poskiparta, E., Ahonen, T., Poikkeus, A.-M., & Nurmi, J.-E. (2015). Positive teacher and peer relations combine to predict primary school students' academic skill development. *Developmental Psychology*, 51(4), 434–446. <https://doi.org/https://doi.org/10.1037/a0038911>
- Ku, O., Chen, S. Y., Wu, D. H., Lao, A. C., & Chan, T. W. (2014). The effects of game-based learning on mathematical confidence and performance: High ability vs. low ability. *Journal of Educational Technology & Society*, 17(3), 65–78.
- Lei, H., Cui, Y., & Chiu, M. M. (2018). The relationship between teacher support and students' academic emotions: A meta-analysis. *Frontiers in Psychology*, 8(JAN), 1–12. <https://doi.org/10.3389/fpsyg.2017.02288>
- Lengkanawati, N. S. (2009). How learners from different cultural backgrounds learn a foreign language. *The Asian EFL Journal Cebu Conference Proceedings, March*, 1–8. <http://www.asian-efl-journal.com>
- Liu, S. (2022). Toward the Role of L2 Enjoyment in EFL Students' Academic Motivation and Engagement. *Sec. Educational Psychology*, 12. <https://doi.org/https://doi.org/10.3389/fpsyg.2021.822588>
- Liu, X., Cao, X., & Gao, W. (2022). Does Low Self-Esteem Predict Anxiety Among Chinese College Students? *Psychology Research and Behavior Management*, 15, 1481–1487. <https://doi.org/10.2147/PRBM.S361807>
- Liu, Y., Ma, S., & Chen, Y. (2024). The impacts of learning motivation, emotional engagement and psychological capital on academic performance in a blended learning university course. *Frontiers in Psychology*, 15(May), 1–12. <https://doi.org/10.3389/fpsyg.2024.1357936>
- Loewen, S., & Sato, M. (2018). Interaction and instructed second language acquisition. *Language Teaching*, 51(3), 285–329. <https://doi.org/10.1017/S0261444818000125>
- Mercer, S. & Williams, M. (2014). *Multiple Perspectives on the Self in SLA* (1<sup>st</sup> ed.). 123 Library.

- Mesri, F. (2012). The relationship between gender and iranian EFL learners' foreign language classroom anxiety (FLCA). *International Journal of Academic Research in Business and Social Sciences*, 2(6), 2222–6990. [www.hrmars.com/journals](http://www.hrmars.com/journals)
- Nguyen, L. T., Kanjug, I., Lowatcharin, G., Manakul, T., Poonpon, K., Sarakorn, W., Somabut, A., Srisawasdi, N., Traiyarach, S., & Tuamsuk, K. (2022). How teachers manage their classroom in the digital learning environment – experiences from the University Smart Learning Project. *Heliyon*, 8(10), e10817. <https://doi.org/10.1016/j.heliyon.2022.e10817>
- Orth, U., & Robins, R. W. (2022). Is High Self-Esteem Beneficial? Revisiting a Classic Question. *American Psychologist*, 77(1), 5–17. <https://doi.org/10.1037/amp0000922>
- Orth, U., & Sowislo, J. F. (2013). Does low self-esteem predict depression and anxiety? A meta- analysis of longitudinal studies. *Psychological Bulletin*, 139(1), 213–240.
- Pekrun, R., Frenzel, A. C., Goetz, T., and Perry, R. P. (2007). *The control-value theory of achievement emotions: an integrative approach to emotions in education* (L. linnenbrink-G. Reinhard Pekrun (ed.); 1<sup>st</sup> ed.).
- Pérez, M. E. del M., Guzmán Duque, A. P., & García, L. C. F. (2018). Game-based learning: Increasing the logical-mathematical, naturalistic, and linguistic learning levels of primary school students. *Journal of New Approaches in Educational Research*, 7(1), 31–39. <https://doi.org/10.7821/naer.2018.1.248>
- Poon. (2016). *Reforming learning and teaching in asia-pacific universities* (A global C). Springer Science Business Media Singapore.
- Qing-xue, L., & Jin-fang, S. (2007). An Analysis of Language Teaching Approaches and Methods-Effectiveness and Weakness. *US-China Education Review*, 4(1), 69–71.
- Rofi'i, A. (2018). A Comparative Analysis on Extrovert and Introvert Students Towards Their Speaking Skill. *ETERNAL (English Teaching Journal)*, 8(2). <https://doi.org/10.26877/eternal.v8i2.3046>
- Sarré, C., Grosbois, M., & Brudermann, C. (2021). Fostering accuracy in L2 writing: impact of different types of corrective feedback in an experimental blended learning EFL course. *Computer Assisted Language Learning*, 34(5–6), 707–729. <https://doi.org/10.1080/09588221.2019.1635164>
- Shamaeva, E. (2021). *DigitalCommons @ Hamline Helping Primary School Students Exposed To Stress Or Trauma To Learn In The Language Classroom*.
- Sophia, S., & Brady-Johnson, J. (2022). *Co-Teaching Social Emotional Learning to Improve Regulation and Co-Teaching Social Emotional Learning to Improve Regulation and Mental Health: Implications for School Based Practice Mental Health: Implications for School Based Practice Co-Teaching*

*Social* . [https://sophia.stkate.edu/otd\\_projects](https://sophia.stkate.edu/otd_projects)

- Supriyono, Y., Saputra, Y., Sari, N., & Dewi, N. (n.d.). *English immersion program in EFL setting: A modified model, implementation, and effectiveness*.
- Tienson, J. (1983). Linguistic competence. *Transactions of the Nebraska Academy of Sciences*, 259, 99–104. <https://digitalcommons.unl.edu/tnas/259>
- Umansky, I. M., & Reardon, S. F. (2014). Reclassification Patterns Among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms. *American Educational Research Journal*, 51(5), 879–912. <https://doi.org/10.3102/0002831214545110>
- Wang, M. (2017). *Learning a second language* (Handbook o).
- Watson, E. (2017). The mechanisms underpinning peer support: a literature review. *Journal of Mental Health*, 28(6), 677–678. <https://doi.org/https://doi.org/10.1080/09638237.2017.1417559>
- Wörde. (2003). *Students ' perspectives on foreign language anxiety students ' perspectives on foreign language anxiety tudents ' perspectives on foreign language anxiety*. 8(1), 1–15.
- Yuan, R. (2023). Chinese university EFL learners' foreign language classroom anxiety and enjoyment in an online learning environment during the COVID-19 pandemic. *Asia Pacific Journal of Education*, 00(00), 1–17. <https://doi.org/10.1080/02188791.2023.2165036>