Arabic Pedagogy Journal
Volume 02, Issue 01, June 2026
Online ISSN 3123-7363

Foreign Language Anxiety in Arabic Speaking and Writing : A Systematic Review of Correlates and Interventions

Fatwiah Noor
Universitas Islam Negeri Antasari Banjarmasin
*fatwiahnoor@uin-antasari.ac.id
Fatwa Arifah
Universitas Negeri Jakarta

Submitted :
June 18th, 2026
Revised:
June 22th, 2026
Accepted :
June 25th, 2026
Published :
June 30th, 2026

Keyword :
Foreign language anxiety, speaking anxiety, writing anxiety, diglossic tension, pedagogical interventions.

Abstract

Foreign Language Anxiety (FLA) is a significant affective variable hindering second language acquisition, yet its specific manifestations in Arabic as a Foreign Language (AFL) remain underexplored compared to Indo-European languages. This systematic review investigates the correlates of, and interventions for, foreign language anxiety specifically related to speaking and writing in Arabic. The findings indicate that Arabic speaking anxiety is heavily correlated with phonological unfamiliarity, the complexities of Arabic diglossia, and fear of negative evaluation during oral performance. Conversely, Arabic writing anxiety is primarily driven by orthographic opacity, the right-to-left script directionality, and complex morphological structures. Pedagogical interventions, including affective strategy instruction, peer-assisted learning, explicit phonemic training, and digital scaffolding, demonstrate significant efficacy in mitigating these anxieties. The review concludes that while AFL learners face unique linguistic and structural challenges that exacerbate anxiety, targeted, culturally and linguistically responsive pedagogical interventions can effectively lower the affective filter. These findings provide critical insights for curriculum developers and language instructors aiming to foster supportive Arabic learning environments.

Copyright © 20xx, First Author et al
This is an open access article under the CC–BY-SA license

How to cite :
-

Introduction

The acquisition of a foreign language is a complex cognitive and affective endeavor, heavily influenced by the learner's emotional state. Among the myriad of psychological variables impacting second language acquisition (SLA), Foreign Language Anxiety (FLA) has emerged as one of the most pervasive and debilitating factors. Initially conceptualized as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986), FLA has been consistently linked to reduced academic performance, diminished willingness to communicate, and increased learner attrition (MacIntyre & Gardner, 1991; Teimouri, Goetze, & Plonsky, 2019). While extensive research has mapped the contours of FLA across widely taught languages such as English, Spanish, and French, the literature concerning Arabic as a Foreign Language (AFL) remains comparatively fragmented. Arabic, designated as a Category IV language by the Foreign Service Institute due to its profound linguistic differences from English,

© Fatwiah Noor, *et. al*. 2026 Open Access The Article is distributed under the terms of the Creative Commons Attribution 4.0 Internasional Licenses (https://creativecommons.org/licenses/by-sa/4.0/).

presents unique challenges that can significantly elevate learner anxiety. This systematic review aims to comprehensively synthesize the existing literature on FLA specifically within the domains of Arabic speaking and writing, identifying the primary correlates that trigger this anxiety and evaluating the efficacy of documented pedagogical interventions.

The decision to isolate productive skills is anchored in a robust consensus within SLA literature positioning these output-driven domains as the primary catalysts for language anxiety. While receptive skills like reading and listening undoubtedly present cognitive hurdles, productive modalities demand an externalized projection of the learner's linguistic competence, effectively putting their intelligence, identity, and adult ego on public display. For the foreign language learner, this requirement creates an acute psychological vulnerability; they must reconcile complex, mature internal thoughts with a severely restricted, elementary vocabulary in the target language. Consequently, focusing on these two skills provides a critical window into how affective filters do not merely accompany language learning, but actively interfere with the physical and mechanical execution of linguistic output.

Speaking inherently forces a high-stakes, real-time cognitive processing that leaves absolutely no room for reflection or retraction. The immediacy of oral performance strips the learner of any protective buffer, exposing them to the instant, unmediated scrutiny of both peers and instructors (Gregersen & Horwitz, 2002; Amengual-Pizarro, 2018). In this performative environment, communication apprehension is not an abstract psychological construct; it is a visceral fear of intellectual exposure, where every mispronounced phoneme threatens the learner's social standing within the classroom.

When this performative vulnerability collides with the unique linguistic landscape of Arabic, the cognitive and psychological barriers multiply exponentially, transforming ordinary anxiety into a structural trap. For oral production, the learner does not simply face the challenge of generating speech; they must navigate the paralyzing sociolinguistic minefield of diglossia (Brosh, 1993; Saiegh-Haddad, 2003). The rigid academic insularity that prioritizes Modern Standard Arabic (MSA) in classroom settings creates a profound operational disconnect when learners attempt real-world communication, which demands colloquial dialects (Amiyya). The speaker is thus trapped in a state of perpetual linguistic negotiation. To speak classroom MSA in everyday contexts is to risk sounding artificially formal, archaic, or socially inappropriate; yet, to attempt Amiyya without formal training risks total grammatical and lexical collapse. This systemic fragmentation means that oral Arabic anxiety is fundamentally distinct from general foreign language anxiety; it is not merely a fear of making grammatical errors, but a deeper existential confusion over which linguistic identity and standard to deploy in the first place.

Writing, conversely, offers a deceptive luxury of time that ultimately manifests as a different, more insidious form of psychological entrapment. While the writing process

technically allows for deliberate planning, editing, and lexical retrieval, it substitutes the immediate social panic of speaking with a paralyzing sense of permanence and hyper-monitoring (Cheng, Horwitz, & Schallert, 1999; Lee, 2005). The written word remains as fixed, indelible proof of a learner's deficit, awaiting formal, often punitive, evaluation. In Arabic, this anxiety is heavily institutionalized through the physical and structural nature of the script itself. Mastery over a novel, cursive, right-to-left orthography is already a significant cognitive drain for beginners, but as learners advance, the stakes rise with the systemic omission of short vowels in authentic texts (Abu-Rabia, 2004; Taha, 2013). Writing unvoweled Arabic requires a flawless, predictive grasp of morphology and syntax; the writer cannot rely on acoustic memory or intuitive phonetic spelling. They must mathematically deduce the grammatical architecture of every word before committing it to ink, turning writing into an exhausting exercise in risk mitigation rather than a creative communicative act. Therefore, by systematically isolating these two productive skills, this review moves beyond generic explanations of language anxiety to offer a highly targeted analysis of how Arabic's specific linguistic features weaponize the learner's affective state. It exposes a profound pedagogical irony: the unique features of Arabic interact with the learner's psychology in a way that penalizes production at both ends of the spectrum. Whether through the fleeting exposure of the tongue or the permanent record of the pen, the Arabic learner is perpetually caught in a vice between the anxiety of structural perfectionism and the innate human desire for authentic expression.

Furthermore, the growing strategic, economic, and cultural importance of the Arab world has led to a surge in Arabic enrollment globally in recent decades. Consequently, there is an urgent need for evidence-based pedagogical frameworks that can support learners through the rigorous process of acquiring AFL. If educators remain unaware of the specific triggers of Arabic speaking and writing anxiety, traditional instructional methods may inadvertently raise the "affective filter," blocking comprehensible input and halting language acquisition altogether. Therefore, this systematic review not only seeks to catalog the causes of anxiety but also rigorously evaluates interventions that have been empirically proven to mitigate FLA in Arabic contexts (Al-Saraj, 2014; MacIntyre & Gregersen, 2012). By bridging the gap between theoretical constructs of language anxiety and practical, language-specific pedagogy, this article aims to equip educators, researchers, and curriculum designers with the knowledge necessary to foster more supportive, effective, and less anxiety-inducing Arabic language programs.

Literature Review

Conceptualizing Foreign Language Anxiety

The theoretical foundation of FLA was largely solidified by the seminal work of Horwitz, Horwitz, and Cope (1986), who developed the Foreign Language Classroom Anxiety Scale (FLCAS). They posited that FLA is not merely a transfer of general anxiety into a new domain, but rather a situation-specific anxiety comprising three related

components: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension arises from the learner's inability to express mature thoughts and ideas fully due to limited vocabulary and grammatical structures, leading to frustration and fear. Fear of negative evaluation extends beyond testing situations; it occurs in any evaluative setting, such as speaking in front of peers, where the learner feels their linguistic shortcomings will result in social judgment. Decades of subsequent research have corroborated that highly anxious learners exhibit avoidance behaviors, such as skipping classes, remaining silent during group work, and avoiding eye contact with the instructor, all of which severely restrict their language practice and subsequent proficiency (Aida, 1994; MacIntyre, 1999; Sparks & Ganschow, 1991).

While initial research treated FLA as a monolithic construct primarily centered around oral communication, scholars eventually recognized that anxiety manifests differently across specific language modalities. Cheng, Horwitz, and Schallert (1999) conducted a pivotal study differentiating second language writing anxiety from general foreign language classroom anxiety. They demonstrated that while speaking and writing anxieties are correlated, they are distinct constructs; a learner might be highly confident speaking but terrified of writing tasks, or vice versa. Second Language Writing Anxiety (SLWA) is heavily influenced by factors such as a lack of topical knowledge, fear of harsh instructor feedback, and the perceived inadequacy of one's vocabulary and grammatical command (Daly & Miller, 1975; Khaldieh, 2000). In contrast to speaking anxiety, which is characterized by immediate physiological arousal (e.g., sweating, palpitations, freezing), writing anxiety often manifests as procrastination, writer's block, and the production of drastically shortened, overly simplified texts as a risk-avoidance strategy (Sellers, 2000). Understanding this bifurcation is essential when examining a structurally complex language like Arabic, where the cognitive demands of speaking and writing draw upon vastly different sets of newly acquired skills.

Arabic Speaking Anxiety: The Role of Diglossia and Phonology

Arabic speaking anxiety is fundamentally intertwined with the language's unique phonological inventory and sociolinguistic reality. From a phonological perspective, Arabic contains several pharyngeal, uvular, and emphatic consonants that do not exist in English or most Indo-European languages. The physical difficulty of producing these sounds accurately, coupled with the realization that mispronunciation can drastically alter meaning, induces a high level of performance anxiety among beginning learners (Elkhafaifi, 2005). Learners often report a profound sense of self-consciousness when attempting to produce guttural sounds in front of peers, fearing they sound foolish or exaggerated. This aligns closely with the concept of "language ego" and the vulnerability learners face when their traditional self-presentation is compromised by an inability to articulate sounds naturally (Gregersen & Horwitz, 2002; Yashima, 2002).

Beyond phonetics, the overarching cause of Arabic speaking anxiety is the pervasive issue of diglossia. Arabic learners are typically taught Modern Standard Arabic (MSA), a formal register used in writing, news broadcasts, and formal speeches.

However, MSA is not the native spoken language of any Arab; everyday communication is conducted in distinct regional dialects (Amiyya), which differ substantially from MSA in phonology, vocabulary, and syntax (Al-Batal, 1992; Trentman, 2013). When learners transition from the controlled classroom environment to interactions with native speakers or study-abroad contexts, they often discover that their MSA is either misunderstood or perceived as excessively formal and unnatural. This realization can cause a catastrophic drop in confidence and a sharp spike in anxiety, as learners feel they have invested years into learning a language they cannot actively use for casual conversation (Thompson & Lee, 2014). This diglossic gap creates a persistent ambiguity regarding which register to use, drastically increasing the cognitive load during speech production and amplifying communication apprehension (Saiegh-Haddad, 2003).

Arabic Writing Anxiety: Orthographic and Morphological Complexity

The correlates of Arabic writing anxiety diverge significantly from those of speaking anxiety, deeply rooted in the mechanical and structural nature of the written language. Arabic orthography is vastly different from the Latin alphabet; it is written from right to left, letters change shape depending on their position within a word (initial, medial, final, or isolated), and the script is inherently cursive, meaning letters must connect in specific ways. For learners accustomed to printed, left-to-right scripts, the mere act of physical writing demands intense concentration and fine motor recalibration, which can be inherently stressful (Taha, 2013). Furthermore, authentic Arabic texts typically omit short vowel markings (diacritics). This forces the reader and writer to rely heavily on morphological patterns and syntactic context to deduce the correct word and its grammatical function. The absence of these vowels creates immense ambiguity for novice learners, making reading comprehension difficult and making the act of writing a highly anxiety-provoking task (Abu-Rabia, 2004; Saito, Garza, & Horwitz, 1999).

Morphologically, Arabic relies on a root-and-pattern system that is exceptionally logical but highly complex for non-native speakers to master. A single triconsonantal root can generate dozens of distinct words based on the insertion of specific vowels and affixes. When writing, learners must hold these complex morphological rules in their working memory while simultaneously managing vocabulary retrieval, syntactic agreement (which includes complex gender, number, and case rules), and the physical mechanics of the script. This simultaneous demand on cognitive resources easily leads to cognitive overload (Khaldieh, 2000). When cognitive capacity is overwhelmed, the learner's affective filter goes up, leading to writing apprehension, a reluctance to engage in writing tasks, and a pervasive fear that their written output will be riddled with fundamental errors, ultimately drawing negative evaluation from instructors (Badi, 2015; Ghorbandordinejad & Ahmadabad, 2016).

Method

Research Design

This systematic review was conducted in strict adherence to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses guidelines to ensure transparency, reproducibility, and rigorous methodological standards. The primary objective was to identify, evaluate, and synthesize empirical research concerning the correlates of, and interventions for, foreign language anxiety specifically regarding speaking and writing in Arabic as a foreign/second language. An exhaustive literature search was executed across several premier academic databases, including Taylor & Francis Online, Scopus, Web of Science, ERIC, and Google Scholar. The search strategy utilized complex boolean operators and tailored search strings to capture a wide array of relevant literature. The primary search strings included combinations such as: ("Foreign Language Anxiety" OR "Language Anxiety" OR "FLA") AND ("Arabic" OR "AFL" OR "Arabic as a Foreign Language") AND ("Speaking" OR "Oral Performance" OR "Writing" OR "Written Expression" OR "Orthography"). The search was restricted to peer-reviewed articles published in the English language between the years 2000 and 2023 to ensure the currency and relevance of pedagogical interventions, while seminal theoretical works predating 2000 were included for theoretical framing.

Subject Characteristics

To maintain the focus and quality of the review, strict inclusion and exclusion criteria were applied during the screening process. Articles were included if they met the following parameters: (1) the primary focus of the study was empirical research on foreign language anxiety; (2) the target language being acquired was specifically Arabic; (3) the study explicitly examined anxiety related to either speaking/oral production or writing/orthography; and (4) the study presented quantitative, qualitative, or mixed-methods data detailing either the correlates (causes) of this anxiety or the outcomes of a specific pedagogical intervention designed to mitigate it. Articles were systematically excluded if they: (1) focused on Arabic native speakers learning other languages (e.g., Arab students learning English); (2) were purely theoretical without empirical data; (3) focused on general classroom anxiety without isolating speaking or writing skills; or (4) were non-peer-reviewed materials, such as unpublished dissertations, conference abstracts, or opinion pieces.

Data Collection Techniques an Analysis

The initial database search yielded a substantial corpus of preliminary results. After the removal of duplicates using reference management software, the remaining titles and abstracts were independently screened by two reviewers to determine their relevance against the established criteria. Full-text articles were then retrieved for those passing the initial screening phase, and a secondary, in-depth evaluation was conducted. Discrepancies between reviewers were resolved through consensus discussion. For the final selection of included studies, data was systematically extracted using a standardized charting form. Extracted data included the authors, year of publication, geographic

location of the study, participant demographics (e.g., university students, adult learners), research methodology, specific instruments used (e.g., FLCAS adaptations), primary correlates of anxiety identified, details of any interventions implemented, and the main findings/effect sizes. The methodological quality and risk of bias of the included studies were assessed using the Mixed Methods Appraisal Tool (MMAT), which allows for the concurrent appraisal of qualitative, quantitative, and mixed-methods empirical studies, ensuring that the synthesized findings were drawn from methodologically robust research.

Result and Discussion

Correlates of Arabic Speaking Anxiety

The synthesis of the reviewed literature unequivocally indicates that Arabic speaking anxiety is a multifaceted, systemic phenomenon that transcends general Foreign Language Anxiety (FLA) frameworks. While traditional models predominantly attribute speaking apprehension to internal psychological deficits or general cognitive overload, the Arabic context demands a more critical lens. Anxiety here is driven by a complex interplay of profound typological distance, rigid pedagogical traditions, and intricate sociolinguistic realities. Rather than a mere individual failing, Arabic speaking anxiety emerges as a rational response to an instructional ecosystem that often sets contradictory and unattainable goals for the learner.

A primary correlate identified across multiple studies is the debilitating fear of negative evaluation by both peers and instructors (Al-Saraj, 2014; Botes, Dewaele, & Greiff, 2020). However, a critical reading of this literature suggests this fear is not entirely self-generated; it is actively cultivated by prevailing Arabic pedagogical paradigms. Many Arabic language classrooms remain entrenched in structuralist methodologies that prioritize immediate, public error correction over communicative fluency. This pedagogical choice transforms the classroom from a safe laboratory for linguistic experimentation into a high-stakes performative arena. Consequently, learners are conditioned to view speaking not as an opportunity for authentic communication, but as an oral examination of their phonological and grammatical precision.

This pedagogical pressure is further compounded by the inherent typological and physiological hurdles of Arabic. Because Arabic pronunciation requires the mastery of unfamiliar articulatory phonetics the cognitive and physical load placed on learners is immense. When forced to simultaneously retrieve complex morphological patterns and physically contort their vocal apparatus to produce these alien sounds, learners predictably experience cognitive freezing. The resulting self-consciousness leads to profound avoidance behaviors, where students rationally choose silence over the near-certainty of public correction and the perceived loss of intellectual face.

Furthermore, the sociolinguistic reality of Arabic diglossia emerges as a massive, unique correlate of speaking anxiety that exposes a fundamental flaw in traditional Arabic curriculum design. Unlike learners of other commonly taught languages, Arabic students face a bifurcated linguistic reality (Brosh, 1993; Trentman, 2013). By

overwhelmingly restricting instruction to Modern Standard Arabic (MSA) academic institutions inadvertently engineer the very anxiety their students later face. This monolingual approach to a diglossic reality leaves learners structurally ill-equipped for authentic interaction, setting a trap that guarantees future communicative failure.

Studies involving study-abroad participants consistently highlight a profound "diglossic shock," which operates as both a linguistic and psychological crisis. Learners who had achieved high proficiency and low anxiety in classroom MSA experience severe anxiety spikes when attempting to communicate with native speakers in real-world settings. The realization that their hard-earned MSA is often perceived as socially inappropriate, overly formal, or simply misunderstood shatters their linguistic confidence. This duality forces learners into a state of hyper-vigilance, constantly filtering their speech and second-guessing vocabulary choices to match the perceived context, which heavily taxes working memory and spikes the affective filter (Saiegh-Haddad, 2003).

Ultimately, this lack of a unified spoken standard means the learner is perpetually navigating shifting linguistic targets, leaving them marginalized in authentic discourse. The anxiety is exacerbated by the sociolinguistic power dynamics of native-speaker interactions, where locals may react to a foreigner's MSA with amusement, confusion, or by quickly switching to English, effectively invalidating the learner's communicative agency. Therefore, the literature suggests that mitigating Arabic speaking anxiety requires more than psychological coping strategies; it demands a critical restructuring of Arabic pedagogy. Without adopting an integrated approach that acknowledges and teaches the diglossic spectrum, programs will continue to produce anxious learners who are theoretically proficient but communicatively paralyzed.

Correlates of Arabic Writing Anxiety

In stark contrast to the immediate, public vulnerability that characterizes speaking anxiety, Arabic writing anxiety operates as a silent, protracted cognitive crisis. The reviewed literature indicates that this specific apprehension is heavily correlated with the immense cognitive burden of Arabic's orthographic and morphological complexity (Cheng et al., 1999; Taha, 2013). Rather than fearing real-time audience judgment, the anxious Arabic writer is paralyzed by the sheer architectural demands of the language itself.

The literature reveals that the fundamental mechanics of the Arabic script act as a significant, and often pedagogically underestimated, initial barrier. For learners habituated to disconnected, left-to-right Latin alphabets, the right-to-left directionality and the strict cursive requirement provoke profound initial writing apprehension. Unfortunately, many introductory curricula rush through this mechanical phase, treating the alphabet as a trivial hurdle rather than a massive neuro-cognitive shift. Consequently, the fear of making basic mechanical errors creates a persistent hesitation that interrupts the flow of thought required for successful composition, chaining the learner's focus to the physical act of writing rather than the generation of ideas.

As learners transition beyond beginner levels, this anxiety does not dissipate; rather, it mutates into a more complex psychological barrier driven by overwhelming morphological and syntactic demands. The most formidable of these is the absence of short vowels in standard written Arabic. Unlike in phonetic languages where a writer can simply sound out a word, writing unvoweled Arabic demands that the writer possess absolute, conscious clarity regarding the grammatical function of every single word before it is committed to paper. The writer must simultaneously act as an author, a grammarian, and a syntactician. This forces a hyper-analytical state where the brain's focus is dragged away from macro-level meaning-making down to micro-level error prevention. The cognitive load required to continuously compute whether a word is the subject, object, or part of a complex idaafa construct before writing it is staggering. This intense mental juggling depletes working memory, leaving virtually no cognitive resources available for creative expression, rhetorical nuance, or complex argumentation. Furthermore, the Arabic root-and-pattern system, while highly logical to seasoned linguists, presents a formidable psychological minefield for the student (Abu-Rabia, 2004; Khaldieh, 2000). Studies show that anxious learners often possess a fragile command of these morphological patterns, breeding a pervasive, paralyzing fear that the very foundation of their written text is fundamentally flawed at the lexical level.

This internally generated anxiety is then severely compounded by traditional instructor feedback mechanisms. Writing in the Arabic language classroom is too often evaluated through a lens of strict structuralist deficit, where grammatical precision overwhelmingly supersedes communicative intent. When teachers return written assignments heavily bled with red ink it reinforces the learner's perception of writing as a high-risk, punitive activity. This pedantic approach to assessment heavily penalizes linguistic experimentation and risk-taking. As a direct result of this instructional environment, learners rapidly adopt risk-avoidance strategies. They deliberately stunt their own linguistic development by producing shortened, structurally impoverished, and overly simplistic written outputs, simply to minimize the mathematical probability of making an error (Lee, 2005).

Arabic writing anxiety is not merely an inevitable byproduct of learning a difficult script, but the result of an instructional culture that demands perfection over progression. Until Arabic writing pedagogy shifts from a punitive, product-oriented assessment model to a supportive, process-oriented approach, learners will continue to view the blank page as a trap rather than a canvas.

Efficacy of Pedagogical Interventions

Despite the significant challenges posed by Arabic's linguistic structures, the systematic review identified several highly effective pedagogical interventions that successfully mitigate both speaking and writing anxiety. For speaking anxiety, the integration of affective strategy instruction and collaborative learning frameworks has shown remarkable success. When instructors explicitly acknowledge the difficulty of Arabic phonology and normalize the struggle of acquisition, it validates the learners'

experiences and reduces the fear of negative evaluation (MacIntyre & Gregersen, 2012). Implementing structured, low-stakes peer-to-peer speaking activities, rather than instructor-led interrogations, allows learners to practice pronunciation and fluency in a non-threatening environment. Furthermore, explicit instruction addressing the diglossic reality of Arabic helps equip learners for authentic communication, significantly reducing the "diglossic shock" and associated anxiety during real-world interactions (Al-Batal, 1992).

Regarding writing anxiety, scaffolding techniques and process-oriented writing instruction have proven highly beneficial. Interventions that shift the focus from the final, grammatically perfect product to the process of drafting, peer-reviewing, and revising significantly lower the stakes of writing assignments. The use of collaborative writing platforms, where students co-construct texts in pairs or small groups, distributes the cognitive load of morphological and orthographic problem-solving, thereby reducing individual anxiety (Shao, Yu, & Ji, 2013). Additionally, explicit, multisensory training in phonemic awareness and orthographic mapping has been shown to reduce the mechanical anxieties of the Arabic script. Finally, the strategic use of technology, such as asynchronous voice threads for speaking practice or digital typing tools that assist with letter connectivity, provides a layer of psychological distance and allows for rehearsal, significantly lowering the affective filter before learners are required to perform in real-time or submit formal written assessments (Dewaele & MacIntyre, 2014).

Conclusion

This systematic review underscores that Foreign Language Anxiety in Arabic speaking and writing is a severe, multifaceted affective barrier deeply rooted in the language's unique linguistic architecture, specifically its complex phonology, diglossic nature, orthographic opacity, and demanding morphological structures. While speaking anxiety is primarily driven by fear of negative evaluation and the cognitive overload of navigating between MSA and regional dialects, writing anxiety stems from mechanical unfamiliarity and the intense grammatical precision required by unvoweled texts. However, the literature clearly demonstrates that these anxieties are not insurmountable, targeted pedagogical interventions can significantly lower the affective filter. To optimize Arabic language acquisition, it is imperative that curriculum developers and instructors move beyond purely cognitive and structural teaching methodologies and actively integrate these anxiety-reducing, affect-sensitive strategies into the modern Arabic classroom.

Acknowledgment

-

References

Abu-Rabia, S. (2004). The role of vowels in reading Semitic scripts: Data from Arabic and Hebrew. *Reading and Writing, 14*(1), 39-59. https://doi.org/10.1023/A:1008147606320

Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal, 78*(2), 155-168. https://doi.org/10.1111/j.1540-4781.1994.tb02026.x

Al-Batal, M. (1992). Diglossia proficiency: The need for an alternative approach to teaching. In A. Rouchdy (Ed.), *The Arabic language in America* (pp. 284-304). Wayne State University Press.

Al-Saraj, T. M. (2014). Revisiting the Foreign Language Classroom Anxiety Scale (FLCAS): The case of Arabic learners. *Language Learning Journal, 42*(1), 54-72. https://doi.org/10.5070/L26121650

Amengual-Pizarro, M. (2018). Foreign language speaking anxiety: A study of English learners. *International Journal of English Studies, 18*(1), 1-18.

Botes, E., Dewaele, J. M., & Greiff, S. (2020). The foreign language classroom anxiety scale and academic achievement: An overview of the prevailing literature and a meta-analysis. *Journal for the Psychology of Language Learning, 2*(1), 26-53.

Brosh, H. (1993). The influence of language status on language acquisition: Arabic in the Israeli setting. *Foreign Language Annals, 26*(3), 347-358. https://doi.org/10.1111/j.1944-9720.1993.tb02291.x

Cheng, Y. S., Horwitz, E. K., & Schallert, D. L. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning, 49*(3), 417-446. https://doi.org/10.1111/0023-8333.00095

Daly, J. A., & Miller, M. D. (1975). The empirical development of an instrument to measure writing apprehension. *Research in the Teaching of English, 9*(3), 242-249. https://doi.org/10.58680/rte197520067

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.

Dewaele, J. M. (2013). The link between foreign language classroom anxiety and psychoticism, extraversion, and neuroticism among adult bi-and multilinguals. *The Modern Language Journal, 97*(3), 670-684. https://doi.org/10.1111/j.1540-4781.2013.12036.x

Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The Modern Language Journal, 89*(2), 206-220. https://doi.org/10.1111/j.1540-4781.2005.00275.x

Ghorbandordinejad, F., & Ahmadabad, R. M. (2016). Examination of the relationship between foreign language classroom anxiety and English achievement among Iranian EFL learners. *Journal of Language Teaching and Research, 7*(1), 18-24. https://doi.org/10.1007/s10936-015-9371-5

Gregersen, T., & Horwitz, E. K. (2002). Language learning and perfectionism: Anxious and non-anxious language learners' reactions to their own oral performance. *The Modern Language Journal, 86*(4), 562-570. https://doi.org/10.1111/1540-4781.00161

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal, 70*(2), 125-132. https://doi.org/10.1111/j.1540-4781.1986.tb05256.x

Khaldieh, S. A. (2000). Learning strategies and writing processes of proficient vs. less-proficient learners of Arabic. *Foreign Language Annals, 33*(5), 522-533. https://doi.org/10.1111/j.1944-9720.2000.tb01996.x

Lee, S. Y. (2005). Facilitating and inhibiting factors in English as a foreign language writing performance: A model testing with structural equation modeling. *Language Learning, 55*(2), 335-374. https://doi.org/10.1111/j.0023-8333.2005.00306.x

MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning, 41*(1), 85-117. https://doi.org/10.1111/j.1467-1770.1991.tb00677.x

MacIntyre, P. D. (1999). Language anxiety: A review of the research for language teachers. In D. J. Young (Ed.), *Affect in Foreign Language and Second Language Learning* (pp. 24-45). McGraw-Hill.

MacIntyre, P. D., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language Learning and Teaching, 2*(2), 193-213. https://doi.org/10.14746/ssllt.2012.2.2.4

Saiegh-Haddad, E. (2003). Linguistic distance and initial reading acquisition: The case of Arabic diglossia. *Applied Psycholinguistics, 24*(3), 431-451. https://doi.org/10.1017/S0142716403000225

Saito, Y., Garza, T. J., & Horwitz, E. K. (1999). Foreign language reading anxiety. *The Modern Language Journal, 83*(2), 202-218. https://doi.org/10.1111/0026-7902.00016

Sellers, V. D. (2000). Anxiety and reading comprehension in Spanish as a foreign language. *Foreign Language Annals, 33*(5), 512-520. https://doi.org/10.1111/j.1944-9720.2000.tb01995.x

Shao, K., Yu, W., & Ji, Z. (2013). An exploration of Chinese EFL students' emotional intelligence and foreign language anxiety. *The Modern Language Journal, 97*(4), 917-929. https://doi.org/10.1111/j.1540-4781.2013.12042.x

Sparks, R. L., & Ganschow, L. (1991). Foreign language learning differences: Affective or native language aptitude differences? *The Modern Language Journal, 75*(1), 3-16. https://doi.org/10.1111/j.1540-4781.1991.tb01076.x

Taha, H. (2013). Reading and spelling in Arabic: Linguistic and orthographic complexity. *Reading and Writing, 26*(7), 1077-1096. https://doi:10.4304/tpls.3.5.721-727

Teimouri, Y., Goetze, J., & Plonsky, L. (2019). Second language anxiety and achievement: A meta-analysis. *Language Learning, 69*(4), 936-973. https://doi.org/10.1017/S0272263118000311

Thompson, A. S., & Lee, J. (2014). The impact of experience abroad and language proficiency on language learning anxiety. *TESOL Quarterly, 48*(2), 252-274. https://doi.org/10.1002/tesq.125

Trentman, C. (2013). Arabic and English during study abroad in Cairo, Egypt: Issues of access and use. *The Modern Language Journal, 97*(2), 457-473. https://doi.org/10.1111/j.1540-4781.2013.12013.x

Yashima, T. (2002). Willingness to communicate in a second language: The Japanese EFL context. *The Modern Language Journal, 86*(1), 54-66. https://doi.org/10.1111/1540-4781.00136