

CHAPTER II

LITERATURE REVIEW

A. The Basic Concept of Psycholinguistic.

1. Definition of Psycholinguistic.

(Arteaga-Quijje, et al. 2024) states that Psycholinguistics is the scientific study of the mental processes and neural underpinnings involved in the acquisition, comprehension, and production of language. It investigates how individuals process linguistic input, how language is produced or formulated in the mind, and how linguistic knowledge develops over time. The field employs experimental and observational methodologies to understand how cognitive faculties like memory, attention, perception, and prediction contribute to language processing. In particular, research examines how children segment speech, how adults parse sentences in real time, and how production of language is planned and articulated. (Sidauruk and Damanik, 2025) Psycholinguistics also explores how multilingualism, neurological factors, and developmental variables influence language use. Moreover, the field often integrates neuroimaging techniques, reaction time experiments, and psychometric measures to shed light on how linguistic representations (phonology, syntax, semantics) are stored and accessed in the brain. Its insights are useful both

theoretically (for models of language cognition) and practically (for language teaching, therapy, and understanding language disorders).

2. The Subfields of Psycholinguistic.

The subfields of psycholinguistics were not proposed by a single scholar but evolved through decades of interdisciplinary research combining linguistics, psychology, and neuroscience. Early foundational work by Osgood and Sebeok (1954) first introduced psycholinguistics as a distinct field. Later, Chomsky's (1965) theories on syntax and Levelt's (1989) model of speech production defined key domains such as language comprehension and production. Lenneberg (1967) established the biological perspective, leading to neurolinguistics and developmental psycholinguistics. Meanwhile, MacIntyre and Gardner (1994) expanded the field by emphasizing affective dimensions such as language anxiety.

(Ferreira and Ferreira, 2024) Psycholinguistics is an interdisciplinary field combining psychology, linguistics, neuroscience, and cognitive science, to explore how humans acquire, comprehend, produce, and represent language. (Osgood and Sebeok, 1954) states that the formal term *psycholinguistics* came into wider use with the publication of *Psycholinguistics: A Survey of Theory and Research*

Problems, which aimed to unify diverse investigations under a common framework. Since then, scholars have conceptualized several subfields (branches) within psycholinguistics, each focusing on a specific aspect of language-mind interaction.

The subfields of psycholinguistics can be categorized as follows:

a. Language Comprehension.

Language comprehension concerns the array of cognitive mechanisms through which listeners and readers transform linguistic input into meaningful interpretations. This process encompasses lexical access, syntactic parsing, semantic integration, and ambiguity resolution, all of which occur rapidly and often subconsciously.

Researchers examine how individuals retrieve words from their mental lexicon, construct grammatical representations, and integrate meaning within discourse. Just & Carpenter as cited in (Peebles and Ali, 2015) For instance, when processing a sentence such as “*The man saw the boy with the telescope,*” the mind must determine whether “*with the telescope*” modifies the act of seeing or the boy himself. (Van dyke & Johns, 2014) states that real-time interpretive decisions illustrate the interaction of bottom-up and top-down processes in comprehension (Beyond basic understanding, this subfield also investigates how working memory capacity,

attention, and contextual cues affect comprehension speed and accuracy. Importantly, emotional and affective factors such as anxiety can disrupt comprehension performance, especially in a second-language context, where cognitive load and self-monitoring are heightened. Thus, comprehension is not purely cognitive; it can also be shaped by affective states like tension, nervousness, or fear of misinterpretation.

b. Language Production.

Language production addresses the mirror-process of comprehension: how internal thoughts, intentions, or messages are converted into spoken or written output. Classic models of production break the task into stages: conceptual planning (deciding what to express), lexical selection (choosing the words), syntactic formulation (constructing grammatical structure), phonological encoding and motor planning (preparing articulatory or graphic execution), and finally articulation or writing. Researchers ask: At what point in planning does a speaker retrieve multiple lexical candidates? How are “tip of the tongue” phenomena explained? How do speakers monitor and repair their own utterances mid-production? How do writing and speaking differ in cognitive load? For example, (MacDonald, 2013) argues that production processes shape language form itself, since speakers tend to choose expressions that ease planning and articulation demands. Understanding production is

therefore vital to analyses of fluency, disfluency (e.g., hesitations, self-repairs), speech errors, bilingual production, and how cognitive load affects conversion of thought into language.

In second language production, language anxiety plays a critical inhibitory role, often reducing fluency and increasing self-consciousness (Wahyuni, 2025). Speakers experiencing high anxiety tend to pause more frequently, produce shorter utterances, and engage in self-correction due to fear of negative evaluation. This makes production one of the subfields most sensitive to the affective dimension of psycholinguistics, showing that emotional states interact dynamically with linguistic output. Consequently, understanding production is not limited to articulatory or cognitive mechanisms it also requires awareness of the psychological environment in which speech is generated.

c. Language (First and Second) Acquisition.

Language acquisition investigates how individuals particularly children or second-language learners develop linguistic competence through input, interaction, and cognitive maturation. For first language acquisition, scholars focus on how infants infer grammar from exposure, while in second language acquisition (SLA), attention shifts to how older learners internalize new systems under varying cognitive and emotional conditions.

Within this subfield, language anxiety is conceptualized as a major affective variable that influences acquisition outcomes. (Horwitz and Cope, 1986) introduced the construct of Foreign Language Anxiety (FLA) as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” (Rabahi and Makhoulf, 2025) state that anxiety can interfere with learners’ ability to process input, produce output, and engage in interactive tasks particularly in communicative environments.

Thus, language anxiety belongs to this acquisition-oriented subfield when it is examined as an emotional barrier that modulates how efficiently learners absorb, retain, and apply linguistic knowledge. In digital contexts, such as Free4Talk, this relationship may evolve technology can lower affective barriers by allowing learners to self-regulate participation and practice in low-pressure environments, reflecting the modern extension of SLA into digital affective psycholinguistics.

d. Neurolinguistics (Biological / Brain Basis of Language)

Neurolinguistics examines the biological and neural mechanisms underlying language. It seeks to identify how specific brain structures such as Broca’s and Wernicke’s areas support comprehension and production, and how neurological

damage or disorders (e.g., aphasia) affect linguistic abilities. (Olson, et al. 2025) explain that using neuroimaging and electrophysiological methods, researchers investigate how linguistic information is represented, processed, and lateralized in the brain.

Although neurolinguistics has traditionally focused on cognitive and neural aspects rather than affect, emerging studies show that anxiety can alter brain activation patterns related to language processing, particularly in second language tasks that trigger emotional stress. (Maryam Khawar, 2025) states that elevated anxiety levels may lead to hyperactivation in the amygdala or prefrontal regions associated with self-monitoring, diverting resources from linguistic processing. Hence, even in this biologically grounded subfield, the emotional dimension of language learning remains relevant.

e. Phonetics / Phonology, Morphology, Syntax, Semantics, Pragmatics.

These subfields represent the structural components of language, each studied from a psycholinguistic perspective to reveal how they are mentally represented and processed:

- **Phonetics/Phonology:** How individuals perceive, store, and reproduce speech sounds; how anxiety affects pronunciation accuracy and vocal tension.

- **Morphology:** How morphemes are accessed and combined in real time; whether stress or anxiety affects morphological accuracy during speech.
- **Syntax:** How speakers build and parse sentence structures; how anxiety may cause avoidance of complex grammatical constructions.
- **Semantics:** How meaning is integrated and retrieved; how affective states influence lexical choice and semantic coherence.
- **Pragmatics:** How speakers interpret meaning in context, including irony, politeness, or indirectness; how anxiety can reduce pragmatic appropriateness by limiting risk taking or creative expression.

(Marnani and Shophie, 2022) Each component functions as part of an integrated mental system, where language anxiety can selectively impair performance, particularly at the phonological and syntactic levels, due to self monitoring pressure and fear of making errors.

f. Affective or Emotional Psycholinguistics.

This subfield directly encompasses language anxiety as a central construct. Affective or emotional psycholinguistics investigates the interplay between emotion, motivation, self-efficacy, and linguistic behavior. It seeks to explain how psychological states especially anxiety shape the cognitive processing of language during comprehension,

production, and acquisition. (Horwitz et al., 1986). states that language anxiety, in particular, has been identified as a key emotional factor that interferes with second language performance and willingness to communicate.

This field integrates theories from cognitive psychology and affective neuroscience to examine how emotions modulate attention, working memory, and speech planning. For example, (Aubrey, (2022) explain that anxious learners may allocate excessive cognitive resources to error monitoring, leaving fewer resources available for message formulation. Conversely, positive emotions like enjoyment and motivation enhance fluency and retention.

Therefore, language anxiety is fundamentally positioned within Affective Psycholinguistics, as it represents the emotional component of language behavior that interacts dynamically with cognitive and social factors. In your thesis, the investigation of language anxiety in digital communication contexts directly contributes to this subfield by showing how technological affordances can either alleviate or intensify affective responses in learners.

g. Computational / Modeling Psycholinguistics.

Computational psycholinguistics develops models and simulations that replicate human language behavior, testing theories about cognitive architecture and processing efficiency. (Hale, et al. 2018) states that models use

algorithms and probabilistic systems to explain how humans parse sentences, predict upcoming words, or plan utterances.

While primarily cognitive, this domain increasingly explores emotion informed modeling, simulating how affective states like anxiety might influence processing speed or error rates. (Hood, 2017) exclaim that instance, models of “cognitive load interference” can emulate how anxiety consumes working memory resources, thereby predicting slower comprehension or speech production under stress.

h. Developmental Psycholinguistics.

Developmental psycholinguistics studies how linguistic ability evolves across the lifespan from early childhood through adulthood and how age related cognitive and emotional factors influence this trajectory. (Kail and Hickmann, 2021) It encompasses longitudinal perspectives on how attention, memory, and affect develop alongside language capacity.

Although this subfield often focuses on child development, **language anxiety** has developmental implications as well, particularly for adolescent or adult second-language learners. (Tefer Adugna, 2024) early exposure to stressful or judgmental learning environments can condition anxious responses that persist throughout later language experiences. Understanding these developmental roots of anxiety provides a foundation for designing

supportive interventions that reduce affective barriers and enhance communicative confidence across the lifespan.

3. The Position of Language Anxiety within the Subfields of Psycholinguistics.

Within the broad field of psycholinguistics, *language anxiety* occupies a unique and multifaceted position that bridges both affective and cognitive dimensions of language processing. Although it is most appropriately classified under the Affective or Emotional Psycholinguistics subfield, its impact extends across other domains, such as language comprehension, language production, language acquisition, and even neurolinguistics. This multidimensional influence underscores that language anxiety cannot be fully understood by emotional factors alone; rather, it must be interpreted through the lens of how emotion interacts with cognitive and linguistic mechanisms.

(Horwitz et al., 1986). from an affective perspective, language anxiety is conceptualized as an emotional response that arises when learners experience tension, apprehension, or fear during language use or learning. In this regard, it is a central construct within Affective Psycholinguistics, a subfield concerned with how emotions, motivation, attitudes, and psychological states influence linguistic performance. The foundational works of Krashen (1982) further

emphasized the *Affective Filter Hypothesis*, proposing that emotional variables such as anxiety can hinder language acquisition by blocking input processing and reducing learner engagement. Thus, language anxiety is not only an emotional state but a psycholinguistic variable that directly affects how learners process, produce, and internalize linguistic information.

However, despite its emotional origin, language anxiety exerts substantial effects on language comprehension, production, and acquisition processes. In comprehension, anxious learners tend to allocate greater cognitive resources to self-monitoring and error anticipation rather than to parsing and lexical processing. (MacIntyre and Gardner, 1994) demonstrated that heightened language anxiety leads to slower lexical access, disrupted syntactic parsing, and increased susceptibility to comprehension breakdowns. This indicates that the emotional burden of anxiety interacts with the cognitive mechanisms responsible for understanding linguistic input. Consequently, language comprehension is not a purely cognitive process but one influenced by emotional regulation and working memory capacity.

Similarly, in language production, anxiety manifests through speech hesitation, pauses, and reduced fluency, reflecting interference in both planning and articulation stages (Horwitz et al., 1986). Learners with high anxiety often

display avoidance behaviors, limiting their verbal participation to reduce the risk of negative evaluation. From a psycholinguistic standpoint, such behaviors suggest that emotional states disrupt *speech formulation* and *lexical retrieval*, both essential components of the production process. Therefore, while language production involves cognitive planning and syntactic organization, affective variables such as anxiety shape the fluency and spontaneity of speech.

In the domain of second language acquisition, language anxiety has been repeatedly identified as one of the most influential affective factors determining success or failure in learning. (Krashen, 1982) told that theoretical model positions anxiety as a psychological filter that can either facilitate or inhibit input processing. When anxiety levels are moderate, they may enhance alertness and motivation; when excessive, they obstruct acquisition by diverting attention away from meaningful input. This dynamic relationship between cognition and emotion exemplifies how *affective psycholinguistics* and *developmental psycholinguistics* intersect, particularly in the context of language learning across different age groups and proficiency levels.

From a neurolinguistic perspective, recent research has begun to uncover the neural correlates of language anxiety. (Durdevic, (2022) states that using neuroimaging

techniques reveal that anxious language learners show heightened activation in the limbic system particularly the amygdala responsible for fear and emotional regulation. This biological evidence supports the psycholinguistic notion that language anxiety is not merely a psychological construct but also a neurocognitive phenomenon. Emotional arousal influences the neural circuits that control linguistic attention and executive processing, thereby linking the emotional and neurological foundations of language.

Taken together, these perspectives demonstrate that *language anxiety*, while rooted in affective processes, exerts far-reaching influences across multiple subfields of psycholinguistics. It shapes how language is comprehended, produced, acquired, and processed neurologically. Hence, it should be conceptualized as a *transversal psycholinguistic construct* originating in affective emotional mechanisms but interacting dynamically with cognitive, linguistic, and neural systems. This interdisciplinary characterization allows researchers to approach *language anxiety* not merely as a barrier to communication, but as a window into understanding the interplay between emotion, cognition, and language.

In summary, language anxiety most accurately belongs to the domain of Affective or Emotional Psycholinguistics, yet its influence permeates the entire psycholinguistic framework. It is simultaneously an emotional

variable, a cognitive constraint, and a neural phenomenon that shapes the way individuals perceive, process, and produce language. Recognizing this multifaceted nature enhances our theoretical understanding of psycholinguistic mechanisms and provides a stronger empirical foundation for investigating emotional factors in digital and real-world language learning contexts.

B. The Basic Concept of Language Anxiety.

1. Definition of Language anxiety

Language anxiety is a critical factor influencing learners' ability to acquire and use a second or foreign language effectively. It is a specific type of anxiety that occurs in the context of language learning and use. (Horwitz et al., 1986) define language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. (Rahmi, et al. 2025) explain this anxiety often manifests as apprehension about speaking, fear of making mistakes, or concern over negative evaluation.

(Horwitz et al., 1986). states that language anxiety is multifaceted and has been categorized into three main types: communication apprehension, test anxiety, and fear of negative evaluation. Communication apprehension involves difficulty in expressing oneself verbally, while test anxiety

refers to the fear of performing poorly in evaluative settings. Fear of negative evaluation pertains to concerns about how others perceive one's language performance. (Andestina, 2024) states that each type of anxiety can significantly hinder learners' participation and achievement in language learning. According to (Revola, 2016) states that the cause of speech anxiety is the first step in managing it effectively. Many anxiety generating factors affect nearly all of us based on The Module As A Guide For Teaching-Learning Public Speech, including:

1. Poor preparation
2. Inappropriate self-expectations.
3. Fear of evaluation
4. Excessive self-focusing.
5. Fear of the audience.
6. Not understanding our body's reaction

From a psycholinguistic perspective, (Wang, 2025) states that language anxiety impacts cognitive processing by diverting attention from task-relevant to task-irrelevant stimuli, thus reducing working memory capacity. (Nusfiana, 2020) states this impairment can lead to reduced fluency, lower accuracy, and hesitancy in speech production. (England, et al. 2019) states that studies have consistently shown that learners with high anxiety tend to perform poorly in speaking activities, often avoiding participation altogether.

2. Types of Language Anxiety.

According to (Horwitz et al., 1986). explain that language anxiety can be understood as a specific form of anxiety that learners experience in language learning situations. They identified three main types of language anxiety, each rooted in different aspects of the learning process.

a. **Communication Apprehension.**

which refers to the fear or nervousness learners feel when they have to communicate in the target language. This anxiety often stems from a lack of confidence in their speaking abilities or fear of being misunderstood, making even simple interactions feel overwhelming.

b. **Test Anxiety.**

which is specific to situations where learners are being evaluated. Many language learners feel intense pressure during exams, oral presentations, or any form of assessment. The fear of making mistakes and being judged harshly amplifies this anxiety, affecting their performance.

c. **Fear of Negative Evaluation.**

which is closely tied to both communication apprehension and test anxiety. This type of anxiety arises from a deep concern about how others be it teachers, classmates, or native speakers perceive their language

skills. Learners often worry about being criticized or seen as inadequate, which can hinder their willingness to participate in class or practice speaking.

3. Factors Contributing to Language Anxiety.

Language anxiety is a complex and multifaceted phenomenon that affects many language learners, both in traditional classroom settings and in digital language learning environments. Researchers have identified a variety of factors that contribute to its development and manifestation, which can be broadly categorized into individual factors, target language factors, and environmental factors.

a. Individual Factor.

1. Self-confidence and self-efficacy.

A learner's belief in their ability to succeed in language tasks plays a significant role in their anxiety levels. (Afriani, 2024) have shown that learners with higher self-confidence tend to experience lower anxiety, while those with low self-efficacy may feel overwhelmed by the challenges of language learning. This connection highlights the importance of fostering self-belief among learners to mitigate anxiety.

2. Motivation and grit.

Motivation is critical in language learning; learners who are intrinsically motivated are likely to persist despite challenges. (Sun, 2023) says grit as perseverance and passion for long-term goals, can help learners overcome anxiety related to language use. High motivation can serve as a buffer against anxiety, encouraging learners to engage more actively in speaking opportunities.

3. Personality traits.

Certain personality traits, such as introversion and perfectionism, can exacerbate language anxiety. (Mustamir, 2024) states that introverted learners may feel more anxious about speaking in front of others, while perfectionists may fear making mistakes. Understanding these traits can help educators tailor their approaches to meet the needs of different learners.

4. Prior language learning experiences.

Previous experiences with language learning can shape current attitudes and anxieties. (Putwain, et al. 2023) state that negative experiences, such as harsh criticism or failure in past attempts, can lead to heightened anxiety in new learning situations. Positive reinforcement

from prior successful experiences can also enhance confidence and reduce anxiety.

b. Target Language Factors.

1. Language Distance and Linguistic Differences

(Kianinezhad, 2024) The degree of difference between a learner's native language and the target language can impact anxiety levels. Greater linguistic differences may lead to increased difficulty in learning and communication, resulting in higher anxiety.

2. Writing System and Orthographic Complexity.

(Garcia, 2025) states that languages with complex writing systems or orthographic rules may cause additional stress for learners, particularly if they are not familiar with such systems. This complexity can create barriers that heighten feelings of inadequacy and anxiety.

3. Perceived Difficulty and Importance of the Target Language.

Learners' perceptions of how difficult a language is to learn can significantly affect their anxiety levels. (Ashikin, et al. 2022) states that if learners perceive the target language as highly important for their personal or professional goals, this pressure can increase anxiety. The perceived

stakes associated with mastering the language often amplify feelings of apprehension.

C. The Basic Concept of Free4talk

1. Definition of Free4Talk

Free4Talk is an educational platform that offers diverse digital language learning opportunities to users from various backgrounds and proficiency levels. The platform integrates a range of digital tools and technologies to facilitate interactive and collaborative language learning experiences. Free4Talk is an innovative online language exchange platform that connects users from around the world, enabling them to practice languages through real time conversations. Designed to enhance language skills, particularly in English, Free4Talk allows users to engage in voice and video calls, as well as text chats, with native speakers and fellow learners. The platform is completely free, providing an accessible environment for individuals to improve their fluency, pronunciation, and cultural understanding without any financial barriers.

2. Features of Free4Talk.

a. User-Friendly Interface.

Designed for ease of use, the platform allows users to navigate effortlessly through its features, making it accessible to all age groups.

b. Real-Time Communication.

Users can engage in voice or video calls, join public chat rooms, or find language partners based on shared interests. This real time interaction is essential for developing fluency and confidence in speaking.

c. Safety and Privacy Measures.

The platform implements various safety protocols to ensure a secure environment for its users, addressing concerns about online interactions.

3. Impact on Language Learning through Free4Talk.

a. Improvement in Speaking Abilities.

1. Real-Time Interaction.

Free4Talk facilitates immediate communication with native speakers and fellow learners, allowing users to practice speaking in a dynamic setting. This real-time interaction is crucial for developing conversational skills and adapting to different speaking styles.

2. Feedback Mechanism.

Users benefit from receiving instant feedback during conversations, which helps them identify areas for improvement. This feedback loop mimics traditional language instruction while

providing the added advantage of informal practice.

3. Exposure to Authentic Language Use.

Engaging with diverse speakers exposes learners to various accents, dialects, and colloquial expressions, enriching their understanding of the language and enhancing their ability to communicate effectively in real-world situations.

b. Motivating Environment.

1. Community Support.

The platform cultivates a sense of belonging among users, where they can share experiences, challenges, and successes related to language learning. This supportive community encourages learners to persist in their efforts.

2. Peer Interaction.

By connecting with peers who share similar language goals, users are motivated to engage more frequently. The opportunity to meet new people and make friends from different cultural backgrounds enhances the overall learning experience.

3. Autonomy and Choice.

Free4Talk allows users to choose their conversation partners and topics, fostering a sense

of ownership over their learning process. This autonomy is linked to increased motivation, as learners are more likely to engage in discussions that interest them.

D. Some Related Previous Study.

- First study that relevant with the reseach which has done by (Margaretta, et al. 2024) with the title : “Digital Literacy Skills and Foreign Language Anxiety of Gen Z in Malang” This study investigated the correlation between Digital Literacy Skills (DLS) and Foreign Language Anxiety (FLA) among Generation Z learners in Malang, Indonesia. It found that while Gen Z exhibited high levels of DLS, they still experienced moderate FLA. The study suggested a weak negative correlation between DLS and FLA, indicating that higher digital literacy does not necessarily alleviate anxiety in foreign language learning. The authors recommended combining traditional face-to-face learning with digital technologies to help reduce anxiety levels among learners. A study on Generation Z learners indicated that despite having high digital literacy skills, they experienced moderate levels of foreign language anxiety. The correlation between digital literacy and anxiety was weak, suggesting that proficiency in digital tools does not necessarily mitigate language anxiety. The researchers recommended integrating face-to-face interactions with digital learning to help reduce anxiety levels.

Both (Margaretta et al. 2024) and the present study focus on foreign language anxiety within the context of digital or technology-mediated language learning. Each study employs a quantitative correlational design to examine the relationship between psychological factors and learners' experiences in learning a foreign language. In addition, both studies involve Indonesian learners as research participants and utilize questionnaire-based instruments to collect data. These similarities indicate a shared concern in understanding how affective factors influence language learning in digital environments.

Despite these similarities, several distinctions can be identified between the two studies. (Margaretta et al. 2024) specifically investigate the relationship between Digital Literacy Skills (DLS) and Foreign Language Anxiety (FLA) among Generation Z learners in a general educational context, whereas the present study examines the correlation between Language Anxiety and Communication Experience among users of the Free4Talk online speaking platform. Furthermore, Margaretta et al. focus on learners' technological competence, while the present study emphasizes learners' communicative experiences in real-time digital interaction. In terms of research setting, the previous study highlights a blended learning implication combining face-to-face and digital learning, whereas the present study concentrates on a fully online,

informal communication environment, thereby offering a different perspective on anxiety in digital language use.

- Second Research which has done by (Véliz-campos, et al. 2023) with the title : “Foreign Language Anxiety in Online and In-person Learning Environments: A Case from Chile”. This study assessed anxiety levels among Chilean undergraduate students and explored correlations between FLA and various factors influencing language learning in both online and traditional settings. The results highlighted differences in anxiety experiences based on the learning environment, with online platforms often exacerbating feelings of anxiety. An investigation into the experiences of students in both online and offline settings found that learners generally felt more anxious at the beginning of courses but experienced a decrease in anxiety over time. However, specific contexts, such as being prompted to answer questions during online classes, still triggered significant anxiety.

Both (Véliz-Campos et al. 2023) and the present study examine foreign language anxiety as a crucial affective factor in technology-mediated language learning contexts. Each study adopts a quantitative approach to explore the relationship between language anxiety and learners’ experiences during language learning activities. Moreover, both studies highlight how online learning environments can influence learners’ emotional responses, particularly anxiety, when engaging in foreign language communication.

Despite sharing a similar focus on foreign language anxiety, the two studies differ in several key aspects. (Véliz-Campos et al. 2023) investigate anxiety levels among Chilean undergraduate students by comparing online and in-person classroom settings, whereas the present study focuses on users of the Free4Talk platform, an informal online speaking environment outside formal academic classrooms. Additionally, the previous study emphasizes environmental factors, such as course format and classroom interaction patterns, that contribute to anxiety, while the present study centers on the relationship between language anxiety and communication experience during real-time online interaction. Furthermore, Véliz-Campos et al. explore changes in anxiety over time within structured courses, whereas the present study examines anxiety as it relates to learners' accumulated communication experiences in a digital speaking platform.

- Third Research which has done by (Seidikenova & Malshy , 2020) With the Title : Language anxiety in online education. The purpose of this research was to investigate the relationship between foreign language anxiety, shyness, language learning strategies, speaking scores and academic achievement of university preparatory students learning German. In addition, it was aimed to determine how the independent variables predict the speaking scores and academic achievement. The results indicated that independent variables were positive

predictors of students' academic achievement. Finally, suggestions were made for German teachers to reduce the effects of shyness and anxiety in the process of foreign language learning.

Both (Seidikenova and Malshy, 2020) and the present study examine foreign language anxiety within an online or technology-supported learning context. Each study adopts a quantitative approach to explore the relationship between affective factors and learners' performance or experience in foreign language learning. In addition, both studies recognize language anxiety as a significant factor influencing learners' engagement and outcomes in speaking activities, particularly in online learning environments.

Despite these similarities, the focus and scope of the two studies differ. (Seidikenova and Malshy, 2020) investigate the relationship between foreign language anxiety, shyness, language learning strategies, speaking scores, and academic achievement among university preparatory students learning German in a formal educational setting. In contrast, the present study focuses on the relationship between language anxiety and communication experience among users of the Free4Talk platform, emphasizing informal and spontaneous online communication rather than academic performance. Furthermore, the previous study examines multiple predictive variables related to achievement, whereas

the present study concentrates specifically on how language anxiety relates to learners' communication experience in a digital speaking platform. Additionally, Seidikenova and Malshy propose pedagogical recommendations for classroom teachers, while the present study aims to contribute to understanding anxiety in online interactive speaking contexts beyond formal classrooms.

- Fourth Research which has done by (S. D. L. Tobing, et al. 2025) With the Title : EFL students' perception toward Free4talk in enhancing speaking ability. This research investigates how EFL students utilize Free4Talk to improve their English-speaking abilities. A significant number of EFL learners face challenges related to anxiety and self-doubt, which can impede successful communication. Free4Talk offers a flexible and nurturing atmosphere where students can engage with both native and non-native speakers. Adopting a phenomenological approach, this research gathered data through semi-structured interviews to explore students' experiences. The results show that students view Free4Talk favorably, noting enhanced self-confidence and better speaking skills. They value the supportive environment and constructive feedback, which promotes ongoing practice. Although there are obstacles like technical difficulties, students suggest implementing a more organized approach to fully harness Free4Talk's advantages. In summary, this

research emphasizes Free4Talk's effectiveness in enhancing the speaking skills of EFL students and highlights the vital role of positive perceptions of educational technology in influencing learning outcomes.

Both (Tobing et al. 2025) and the present study focus on the use of the Free4Talk platform in the context of English as a Foreign Language learning. Each study highlights the importance of learners' experiences when engaging in online speaking activities and acknowledges the role of affective factors, such as anxiety and self-confidence, in influencing communication performance. Moreover, both studies emphasize Free4Talk as a digital environment that facilitates interaction with both native and non-native speakers, providing opportunities for authentic communication practice.

Despite these similarities, the two studies differ in research focus and methodology. (Tobing et al. 2025) employ a qualitative phenomenological approach using semi-structured interviews to explore students' perceptions of Free4Talk in enhancing speaking ability. In contrast, the present study adopts a quantitative correlational design to examine the relationship between language anxiety and communication experience among Free4Talk users. Furthermore, the previous study primarily investigates learners' positive perceptions, self-confidence, and perceived improvement in speaking skills, whereas the present study specifically analyzes language anxiety as a variable and its

statistical relationship with communication experience. Additionally, Tobing et al. concentrate on perceived outcomes and platform effectiveness, while the present study seeks to provide empirical evidence through correlation analysis to explain how anxiety relates to communication experience in the Free4Talk environment.

- Fifth Research which has done by (Valdez-mangad, 2022) with the Title : Language Anxiety among the Online Learners: A Sample from the Kalinga State University Laboratory High School. This study utilized the mixed methods design to examine the levels of language anxiety among the online learners and to solicit their thoughts on online learning platform. It focused on the experiences of the Junior High of Kalinga State University Laboratory High School who experienced online learning rather than modular learning. The 33-item Foreign Language Anxiety Scale (FLCAS) adapted from (Park, 2014) was utilized as a questionnaire administered online through a google form. Results revealed that the most prevalent language anxiety experienced by the respondents is fear of negative evaluation. Both males and females have a very high level of language anxiety. Moreover, it was found out that there is a significant relationship between sex, year level and the language anxiety among the respondents. The students also shared that they become independent learners because of online learning. They also highlighted that teachers' feedback in their outputs can guide and help them to

be on the right track. These suggest a need to improve the learning environment and the pedagogical approaches being employed by teachers in the online context.

Both (Valdez-Mangad, 2022) and the present study focus on language anxiety within online learning or digital communication contexts. Each study highlights language anxiety as a significant affective factor that influences learners' participation and engagement in using a foreign language. In addition, both studies employ questionnaire-based instruments to measure levels of language anxiety and recognize the importance of learners' experiences in online environments.

Despite these similarities, the two studies differ in several important aspects. (Valdez-Mangad, 2022) adopts a mixed methods design to examine the levels and sources of language anxiety among junior high school students engaged in formal online learning, whereas the present study applies a quantitative correlational approach focusing on Free4Talk users in an informal online speaking platform. Furthermore, the previous study primarily investigates demographic variables such as sex and year level in relation to language anxiety, while the present study examines the relationship between language anxiety and communication experience. In terms of context, (Valdez-Mangad, 2022) emphasizes structured online classroom learning and teacher feedback, whereas the present study concentrates on peer-to-peer communication in a real-time digital speaking environment. Additionally, the

participants in the previous study are secondary school learners, while the present study involves users of an online speaking platform, reflecting differences in learner maturity and learning objectives.

- Sixth Research which has done by (Shams & Khosha, 2024) with the Title : A Study on Foreign Language Learning Anxiety Among English Major Students in Online Environments. This study employed a mixed-methods approach, combining surveys and interviews to gather data on English major students' experiences with foreign language learning anxiety in an online environment. Participants were selected from various English programs, and data collection involved self-report measures and in-depth interviews to capture both quantitative and qualitative insights. The primary objective of this study was to investigate the prevalence and impact of foreign language learning anxiety on English major students in an online setting. By examining the factors contributing to anxiety and its effects on language learning outcomes, the study aimed to provide valuable insights for educators and policymakers to enhance online language learning experiences for students. Findings: The study revealed that while online English learning can reduce overall anxiety levels and improve listening and reading skills, it also leads to increased anxiety in communication tasks. Factors such as technology-related challenges, lack of face-to-face interaction, and performance pressure contribute to students'

anxiety levels. Understanding these dynamics is essential for developing targeted interventions and support mechanisms to help students navigate and overcome language learning anxiety in online environments.

Both (Shams and Khosha, 2024) and the present study investigate foreign language anxiety within online learning or digital communication environments. Each study emphasizes the impact of anxiety on learners' ability to engage in language-related activities, particularly communication tasks conducted online. Moreover, both studies recognize that technological factors and the absence of face-to-face interaction can influence learners' emotional responses when using a foreign language in online settings.

Despite these similarities, the two studies differ in research focus and methodological approach. (Shams and Khosha, 2024) employ a mixed-methods design to examine the prevalence, sources, and impacts of foreign language learning anxiety among English major students in formal online academic programs. In contrast, the present study adopts a quantitative correlational design focusing on the relationship between language anxiety and communication experience among users of the Free4Talk platform. Furthermore, the previous study explores anxiety in relation to language learning outcomes such as listening, reading, and overall academic performance, whereas the present study specifically concentrates on communication experience in real-time online

speaking interactions. Additionally, Shams and Khosha highlight pedagogical implications for educators and policymakers, while the present study seeks to contribute empirical evidence regarding anxiety in an informal online speaking platform.

- Seventh Research which has done by (X. Wang & Zhang, 2021) with the Title : Psychological Anxiety of College Students' Foreign Language Learning in Online Course. This paper analyzes the general situation and professional skills of the students' psychological anxiety under the network environment by using the method of investigation and data analysis. It conceives six methods to reduce the students' psychological anxiety according to the reason analysis and summarizes the more effective ways with data mining of another questionnaire. It points out that teachers can advocate the mode of group learning and peer cooperation, strengthen the timeliness and diversity of tests, increase the richness of extracurricular activities, and increase teachers' and students' quality of online teaching and learning to reduce the anxiety of students' foreign language learning in an online teaching environment.

Both (Wang and Zhang, 2021) and the present study focus on foreign language anxiety in online learning environments. Each study acknowledges psychological anxiety as a key factor affecting students' ability to engage effectively in foreign language learning activities. Moreover,

both studies employ survey-based data collection to analyze learners' anxiety and emphasize the importance of understanding anxiety in digitally mediated language learning contexts.

Despite these similarities, the two studies differ in scope and emphasis. (Wang and Zhang, 2021) examine psychological anxiety among college students in formal online foreign language courses and propose instructional strategies, such as group learning, peer cooperation, and enhanced assessment practices, to reduce anxiety. In contrast, the present study investigates the relationship between language anxiety and communication experience among users of the Free4Talk platform, an informal online speaking environment. Furthermore, the previous study primarily focuses on pedagogical interventions and teaching strategies within online courses, whereas the present study concentrates on learners' communication experiences during real-time online interaction. Additionally, Wang and Zhang aim to improve online teaching quality from an instructional perspective, while the present study seeks to contribute empirical evidence regarding anxiety in a learner-centered online speaking platform

Based on the review of previous studies, it is evident that foreign language anxiety has been widely investigated in various online and digital learning contexts. Prior research has explored the relationship between language anxiety and

factors such as digital literacy skills, learning environments, academic achievement, learner perceptions, and instructional strategies in both formal online and blended classrooms. Several studies have also examined anxiety among different learner groups, including junior high school students, university students, and English majors, using quantitative, qualitative, and mixed-methods approaches. Additionally, some studies have highlighted the role of online platforms in influencing learners' confidence, performance, and emotional responses during language learning.

However, despite the growing body of research on foreign language anxiety in online settings, limited attention has been given to the relationship between language anxiety and communication experience in informal online speaking platforms. Most previous studies focus on structured academic environments, learning outcomes, pedagogical interventions, or learners' perceptions, rather than examining how anxiety is associated with learners' actual communication experiences during real-time online interaction. Moreover, research specifically addressing users of the Free4Talk platform remains scarce, particularly from a quantitative correlational perspective. Therefore, this study seeks to fill this gap by investigating the relationship between language anxiety and communication experience among Free4Talk users, thereby

contributing to a deeper understanding of anxiety in informal digital speaking contexts.

E. Hypothesis.

In relation to the study, the researcher formulates the following hypotheses:

1. The Null Hypothesis (H^0)

There is no significant relationship between language anxiety and users' communication experiences in the educational Free4Talk platform.

2. The Alternative Hypothesis (H^1)

There is significant relationship between language anxiety and users' communication experiences in educational Free4Talk Platform.