

Causes of English-Speaking Anxiety among Secondary School Students and Classroom Intervention Strategies from the Perspective of Foreign Language Anxiety Theory

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Abstract

With the continuous advancement of compulsory education English curriculum reform in China, oral expression has become a core cultivation objective of middle school English teaching. However, a large number of teaching observations and empirical studies have found that foreign language speaking anxiety widely exists among adolescent EFL learners, which inhibits students' willingness to communicate, reduces their oral output fluency and restricts the improvement of comprehensive English competence. Based on Horwitz's classic Foreign Language Anxiety Theory, this study adopts the literature research method to sort out the typical manifestations, internal and external inducing factors of middle school students' oral English anxiety, and constructs targeted classroom intervention strategies from the dimensions of classroom atmosphere, oral task design, error correction mode and diversified evaluation. The research finds that middle school students' oral anxiety originates from the interaction of individual psychological characteristics and inappropriate classroom teaching behaviors. Low self-efficacy, fear of negative evaluation, single teacher-centered teaching and harsh public error correction are the major incentives for anxiety. To relieve oral anxiety, teachers should build an inclusive low-anxiety classroom environment, design differentiated graded oral tasks, adopt gentle delayed corrective feedback and implement process-oriented positive evaluation. This study enriches localized research on foreign language anxiety among Chinese secondary students and provides operable teaching suggestions for frontline middle school English teachers to reduce learners' speaking anxiety.

Keywords

Foreign Language Anxiety; Oral English Anxiety; Middle School Students; Classroom Intervention; EFL Oral Teaching.

1. Introduction

1.1. Research Background

The Compulsory Education Curriculum Framework (2022 edition) issued by the Ministry of Education of the People's Republic of China clearly highlights the importance of students' practical oral communication ability in English teaching, requiring teachers to break the single reading-and-writing oriented teaching mode and create more opportunities for students to output oral language (Ministry of Education of the People's Republic of China, 2022). Nevertheless, the phenomenon of student silence and oral avoidance in English classrooms is prevalent across junior and senior high schools. Many students keep silent when the teacher asks oral questions, refuse to participate in group dialogue activities and feel extremely nervous before oral presentations, which seriously fails to meet the curriculum objectives of oral competence cultivation.

This negative emotional state in oral class is defined as oral English anxiety, a subcategory of Foreign Language Anxiety proposed by Horwitz et al. (1986). In recent years, scholars at home and abroad have continuously verified that speaking anxiety has a significant negative correlation with learners' oral performance, classroom participation and learning motivation (Smith, 2025; Xu & Kou, 2015). Adolescents in the middle school stage are in a sensitive period of self-identity formation; they pay extra attention to peer and teachers' evaluation, making them more vulnerable to the pressure of oral expression and more likely to generate sustained language anxiety. Therefore, exploring the formation logic of middle school students' oral anxiety and feasible classroom relief strategies has strong theoretical and practical value.

1.2. Research Significance

1.2.1. Theoretical Significance

First of all, this study further localizes Horwitz's Foreign Language Anxiety Theory, combining the psychological development characteristics of Chinese middle school students and the actual situation of domestic English classroom to analyze the differentiated inducements of oral anxiety, which supplements the empirical research data of adolescent EFL learners in the East Asian context. Secondly, the study integrates cognitive psychology, positive psychology and self-determination theory to interpret the internal psychological mechanism of oral anxiety, expanding the multi-dimensional theoretical perspective of foreign language emotion research (Wang Zhouzhou, 2025; Zhang et al., 2020). Finally, this research sorts out the research gaps of existing domestic and foreign literature: most overseas studies focus on European and American students, while domestic empirical researches mostly stay in simple factor investigation and lack systematic, operable classroom intervention frameworks suitable for secondary school teaching (Li et al., 2024). This study makes up for this deficiency by constructing a complete set of anxiety relief teaching strategies.

1.2.2. Practical Significance

For frontline middle school English teachers, the research systematically summarizes visible anxiety behaviors and deep-seated inducing factors in oral class, helping teachers accurately identify anxious students in daily teaching. Meanwhile, the targeted intervention strategies proposed in this study cover classroom atmosphere construction, oral activity design, error feedback and evaluation reform, all of which can be directly applied to daily oral teaching. By reducing students' oral anxiety, teachers can effectively activate learners' willingness to communicate, improve the frequency and quality of classroom oral output, and better implement the oral training requirements of the 2022 compulsory education curriculum standard.

1.3. Research Questions

Three core research questions are put forward in this study based on Foreign Language Anxiety Theory:

- (1) What typical behavioral and psychological manifestations of oral English anxiety do Chinese middle school students show in English classrooms?
- (2) What internal individual psychological factors and external classroom teaching factors jointly trigger middle school students' oral English anxiety?
- (3) What systematic, easy-to-implement classroom intervention strategies can teachers adopt to effectively alleviate secondary students' oral speaking anxiety?

1.4. Research Method

This research mainly adopts the literature research method. The author sorts out, classifies and analyzes nearly 20 domestic and foreign core literature published from 2017 to 2025, including SSCI foreign language journals, Chinese CSSCI core journals, psychological top journals and authoritative monographs on foreign language anxiety. The study covers the

theoretical connotation of foreign language anxiety, empirical investigation of adolescent oral anxiety, psychological mechanism of anxiety generation and existing classroom intervention experiments. On the basis of summarizing the research results of previous scholars, this study combines the reality of domestic middle school English teaching to form a complete analysis framework of oral anxiety causes and intervention paths.

1.5. Study Structure

This study is divided into five parts. Part 1 is the introduction, explaining the research background, significance, core research questions and research methods. Part 2 is the literature review, sorting out the core connotation of Foreign Language Anxiety Theory and reviewing relevant domestic and overseas research on oral speaking anxiety among middle school students. Part 3 analyzes the typical manifestations of students' oral anxiety and divides inducing factors into internal individual factors and external classroom factors. Part 4 puts forward multi-dimensional classroom intervention strategies to relieve oral anxiety corresponding to the inducing factors summarized in Part 3. Part 5 is the conclusion, summarizing the main research findings, proposing teaching enlightenment, analyzing the limitations of this research and pointing out directions for future follow-up research.

2. Literature Review

2.1. Core Theoretical Foundation

Horwitz et al. (1986) first formally put forward the concept of Foreign Language Classroom Anxiety, marking the independent research of language anxiety as a special emotional variable in second language acquisition. The scholars defined foreign language anxiety as a unique complex psychological emotional state generated by learners in the process of foreign language learning, and divided it into three interrelated core dimensions: communication apprehension, fear of negative evaluation and test anxiety.

Communication apprehension refers to the psychological tension when individuals predict that they cannot accurately express their thoughts in a foreign language. Oral expression is the most concentrated scene of communication apprehension, because learners need to complete real-time language output without sufficient preparation time (Horwitz, 2001). Fear of negative evaluation is the core psychological root of adolescent oral anxiety: learners worry that their wrong pronunciation, grammatical mistakes and stuttering expression will bring ridicule from classmates and criticism from teachers, resulting in strong inferiority and tension (Xu ChuYan et al., 2023). Test anxiety is mainly reflected in oral quizzes, oral presentation assessments and final oral examinations; high-stakes evaluation scenes will further amplify learners' original oral anxiety.

Subsequent scholars have supplemented and developed this classic theory from the perspective of cognitive psychology. Zhang et al. (2020) pointed out that anxiety will occupy a large amount of learners' cognitive resources, increase cognitive load, make students unable to extract vocabulary and sentence patterns stored in memory when speaking, resulting in blank mind and oral stagnation in class. From the perspective of positive psychology, Boudreau et al. (2018) proposed that foreign language anxiety and foreign language enjoyment are two opposite emotional states in oral communication; higher learning enjoyment can effectively offset the negative impact of anxiety on oral output.

2.2. Overseas Relevant Research on Adolescent Oral English Anxiety

In recent years, foreign scholars have carried out a large number of empirical studies on secondary school students' oral anxiety, mainly focusing on three research directions: the negative

impact of anxiety on oral performance, comparative research on anxiety in different learning environments and the effectiveness of various classroom intervention activities.

First of all, regarding the influence of anxiety on oral learning effect, Smith (2025) constructed a dynamic model covering high school EFL learners, and verified that the higher the level of oral anxiety, the lower the learners' oral fluency, accuracy and classroom active participation rate, and anxious students are more inclined to avoid all oral interaction tasks. Secondly, in terms of environmental comparative research, Cheng & Sun (2025) compared students' anxiety levels in offline real classrooms and synchronous online oral classrooms. The research results show that without the gaze pressure of teachers and classmates in online recording tasks, adolescents' fear of negative evaluation is significantly reduced, and oral anxiety is greatly relieved.

In the field of intervention research, Miller (2024) took collaborative repeated oral dialogue tasks as the research object and proved that repeated group oral activities can reduce learners' unfamiliarity with oral content and lower the psychological threshold of expression anxiety. Ye & Hu (2025) carried out an experimental intervention study based on motivational regulation strategies, and found that targeted motivational guidance can enhance students' oral self-confidence and significantly inhibit the generation of speaking anxiety. In addition, Gkonou et al. (2017) systematically summarized global anxiety relief teaching methods in their monograph, including small-group interaction, delayed error correction and differentiated graded tasks, providing a theoretical basis for the construction of classroom intervention frameworks in this study.

Some early overseas studies also provided reference for factor analysis. Gopang et al. (2017) surveyed university EFL learners and found that inappropriate teacher error correction and single public questioning mode are important external incentives of oral anxiety, which is also applicable to analyze the classroom anxiety inducing factors of middle school students.

2.3. Domestic Relevant Research on Middle School Oral English Anxiety

Domestic scholars' research on oral anxiety of Chinese secondary students has increased sharply in the past five years, mainly published in CSSCI foreign language core journals and basic foreign education professional journals, with strong localized pertinence.

In terms of psychological mechanism research, Xu ChuYan et al. (2023) adopted fNIRS brain imaging technology to carry out empirical research, and confirmed that oral expression scenes requiring public evaluation will activate learners' anxiety-related brain areas, squeeze cognitive resources and damage the quality of verbal interaction. Chen & Xu (2019) further proved that learners with low foreign language proficiency have stronger oral anxiety, and anxiety will in turn hinder the improvement of oral proficiency, forming a vicious circle of "anxiety-avoid speaking-lower proficiency-higher anxiety". Li et al. (2024) reviewed ten years of domestic and foreign research on second language learning emotions, and pointed out that the current domestic research mostly focuses on investigating the current situation of oral anxiety of middle school students, while systematic research on targeted classroom intervention strategies is relatively scarce.

In empirical investigation targeting middle school groups, Wang Zhouzhou (2025) analyzed the inducements of junior high school students' oral anxiety based on self-determination theory, and believed that the loss of autonomy, sense of competence and sense of belonging in oral class is the core cause of sustained anxiety. Xu H. Y. (2023) verified through action research that task-based oral teaching can effectively reduce junior high school students' oral anxiety by enriching interactive forms and reducing single public answering links. From the perspective of overall foreign language anxiety research, Xu & Kou (2015) studied learners' self-regulation strategies of language anxiety, which provides ideas for guiding students to carry out internal psychological adjustment in intervention strategies.

2.4. Research Gaps Identified in Literature Review

Through sorting out domestic and foreign literature, three obvious research gaps are summarized: First, most overseas empirical research objects are European, American and Southeast Asian students, and the research conclusions cannot be completely copied to Chinese middle school students who are in an exam-oriented education environment and have strong sensitivity to peer evaluation. Second, most domestic studies only conduct questionnaire surveys to count the incidence and influencing factors of oral anxiety, but few studies integrate multiple psychological theories to build a complete, operable classroom intervention system suitable for domestic middle school oral teaching. Third, existing intervention research often only puts forward a single teaching strategy, lacking multi-dimensional matching design from classroom atmosphere, oral task, error correction mode and evaluation system at the same time. This study makes targeted research breakthroughs aiming at the above three research gaps.

3. Manifestations and Causes of Middle School Students' Oral English Anxiety

3.1. Typical Manifestations of Oral English Anxiety in Middle School English Classrooms

Combined with the classification framework of Horwitz's Foreign Language Anxiety Theory and domestic classroom observation research, the manifestations of middle school students' oral anxiety are divided into external behavioral manifestations and internal psychological manifestations.

3.1.1. External Avoidance Behaviors

First of all, passive avoidance of teachers' oral questioning: anxious students will lower their heads, avoid eye contact with teachers, shrink their bodies and pretend to sort out textbooks when the teacher is ready to ask students to speak, trying to reduce the probability of being named. If they are called to answer questions, they will pause frequently, stutter repeatedly, use simple single words instead of complete sentences, or directly reply "I don't know" to refuse to express. Secondly, refuse to participate in interactive oral activities: in pair work and group dialogue sessions, anxious students often keep silent, rely on group partners to complete all oral output, and refuse to take part in class role-play and oral presentation activities voluntarily. When the teacher requires compulsory group display, they will deliberately reduce the number of speaking words in the dialogue. Thirdly, evade all oral assessment links: students with severe oral anxiety will find various excuses to skip oral quizzes and class speech tasks, and feel physically uncomfortable such as rapid heartbeat and dry mouth before oral examinations.

3.1.2. Internal Negative Psychological States

Psychologically, students with oral anxiety are dominated by fear of negative evaluation all the time. They will repeatedly worry about their pronunciation mistakes, grammatical errors and unnatural intonation being laughed at by classmates. Long-term oral anxiety will reduce learners' oral self-efficacy: students will form a fixed negative cognition that "I am not good at speaking English", and automatically deny their oral learning ability before each oral activity (Wang Z. Z., 2025). In addition, anxious students are prone to generate inferiority and learning burnout; they gradually lose interest in English learning because of the psychological pressure brought by oral expression.

3.2. Internal Individual Psychological Causes of Oral Anxiety

Internal individual factors are the inherent foundation for the formation of oral anxiety, mainly including four dimensions: oral self-efficacy, fear of negative evaluation, psychological resilience and cognitive load.

First, insufficient oral self-efficacy. According to Bandura's social cognitive theory, self-efficacy determines learners' willingness to take risks in oral expression. Students with weak oral foundation have few successful oral experience accumulation, low self-recognition of their oral ability, and will predict that they will make mistakes before speaking, thus generating tension and anxiety (Yang & Liang, 2023). Second, strong fear of negative evaluation. Middle school adolescents are in a sensitive stage of self-esteem development; they attach great importance to peer group recognition. Once they make mistakes in public oral expression, they will think that their image is damaged, and the fear of being ridiculed will form lasting oral anxiety (Xu C. Y. et al., 2023). Third, low psychological resilience. Students with poor psychological adjustment ability cannot relieve the negative emotions brought by oral failure in time. A single bad oral experience will form a persistent negative psychological hint, which makes them more afraid of speaking English in subsequent classes (Lin et al., 2025). Fourth, excessive cognitive load in real-time oral output. As Zhang et al. (2020) pointed out, oral expression requires simultaneous processing of vocabulary, grammar, pronunciation and logic. Anxiety occupies a large amount of cognitive resources of the brain, leading to the failure of normal extraction of language knowledge, and the experience of "blank mind when speaking" will further aggravate anxiety.

3.3. External Classroom and Teaching Causes of Oral Anxiety

Unreasonable classroom teaching behavior is the direct inducement that activates students' internal anxious psychology, which can be divided into four aspects: single classroom teaching mode, improper error correction mode, high-pressure oral evaluation mechanism and indifferent classroom emotional atmosphere.

3.3.1. Single teacher-centered oral teaching mode

Many middle school English classrooms still adopt the teacher-centered questioning mode: the teacher stands on the platform and randomly names individual students to answer oral questions facing the whole class. This public independent expression mode magnifies learners' sense of exposure and pressure. The lack of small-group dialogue, pair communication and offline independent recording tasks leads to students having no low-pressure buffer space for oral practice, and all oral output must bear the gaze of the whole class (Cheng & Sun, 2025).

3.3.2. Harsh public error correction method

Improper corrective feedback is one of the most important inducements of oral anxiety. Some teachers interrupt students immediately when they make pronunciation or grammatical mistakes in the process of speaking, point out all errors publicly and repeatedly emphasize the students' mistakes in front of the whole class. This way of error correction will strengthen students' fear of making mistakes, make them overly cautious in subsequent oral expression, and dare not take the initiative to output complex sentences for fear of being corrected publicly (Zarrinabadi et al., 2021).

3.3.3. Single high-stakes oral evaluation system

At present, most middle schools take unified written examinations as the main evaluation standard, and oral assessment mostly adopts one-time in-class random questioning scoring. The single summative evaluation ignores students' oral progress in the learning process. Students regard oral scoring as a high-pressure test, and test anxiety derived from Foreign Language Anxiety Theory is stimulated in oral evaluation scenarios, which further aggravates their oral tension (Horwitz et al., 1986).

3.3.4. Lack of inclusive and tolerant classroom atmosphere

If the English classroom lacks an emotional atmosphere tolerant of language errors, students will regard mistakes as shameful things. When some students make oral mistakes, other classmates will laugh, and the teacher fails to guide the class to form a correct view of language

errors. In this emotional environment, learners will regard oral expression as a risky behavior that may bring negative evaluation, and gradually form oral avoidance and anxiety (Li et al., 2024).

4. Classroom Intervention Strategies to Alleviate Middle School Students' Oral English Anxiety

Corresponding to the internal and external inducing factors of oral anxiety summarized in Part 3, this Part constructs four dimensions of targeted classroom intervention strategies, covering classroom atmosphere construction, differentiated oral task design, optimized error correction feedback and diversified evaluation reform, to jointly build a low-anxiety oral teaching environment for middle school students.

4.1. Build an Inclusive Low-anxiety Classroom Emotional Atmosphere

The foundation of relieving oral anxiety is to transform the classroom's emotional orientation and establish a classroom culture that tolerates oral errors. First of all, teachers should take the initiative to convey the educational concept that "errors are an essential part of oral learning" at the beginning of the semester, and clarify that all oral mistakes in class are valuable learning materials instead of objects of ridicule. When students make mistakes, teachers should stop classmates' mocking behavior in time and guide the whole class to view peers' oral errors with an inclusive attitude. Secondly, teachers need to improve their own psychological literacy of foreign language teaching, learn the basic connotation of Foreign Language Anxiety Theory, observe students' anxious behaviors in daily oral class in real time, and carry out simple psychological comfort for students who are obviously nervous before oral tasks, such as encouraging eye contact and affirmative verbal hints. Finally, set up long-term relaxed interactive links in daily teaching, such as three-minute free talk before class with ungraded requirements, to let students get used to oral expression in a pressure-free environment and gradually reduce their psychological sensitivity to public speaking (Miller, 2024).

4.2. Design Differentiated Low-pressure Graded Oral Tasks

A single public answering task brings huge pressure to anxious students, so teachers need to design layered oral tasks with gradually increased expression difficulty and reduced public exposure pressure. The first layer: private independent oral tasks without audience pressure. Teachers assign after-class oral recording tasks, requiring students to record dialogues or monologues with mobile phones and submit audio files online. Students can modify and record repeatedly without facing the gaze of teachers and classmates, which greatly reduces the fear of negative evaluation (Cheng & Sun, 2025). The second layer: paired and small-group collaborative oral tasks. Arrange fixed pair dialogue and four-person group role-play as the main in-class oral activities. Students only need to communicate with 1-3 partners in a small scope, and the pressure of public expression is dispersed. Teachers can walk around the classroom to guide each group separately instead of letting each group display in front of the whole class compulsorily. The third layer: optional public display tasks. For class oral presentation activities, set voluntary registration rules instead of random naming. Students with low anxiety can take the initiative to sign up for display, while anxious students can continue to practice in group tasks and postpone public expression until their self-confidence improves. In addition, teachers can set repetitive oral dialogue tasks: repeated practice of the same dialogue content in groups can reduce learners' unfamiliarity with oral language materials, lower the cognitive difficulty of output and relieve the tension caused by unfamiliar expression content (Miller, 2024).

4.3. Adopt Gentle and Student-oriented Oral Error Correction Modes

Abandon the traditional real-time public interruption correction method, and match three gentle feedback modes according to different oral activity scenes to avoid hitting students'

self-esteem and stimulating anxiety. First, delayed error correction for in-class dialogue activities. Teachers record the typical common errors of the whole class during group communication, and uniformly explain and correct them after the group dialogue link ends, without interrupting individual students' expression process and pointing out personal mistakes in public. Second, private one-on-one corrective feedback. For individual students' persistent oral errors, communicate with students alone after class, point out the problems in pronunciation and grammar in a suggestive way, and give targeted practice suggestions. Private error correction avoids exposing students' weaknesses to the whole class and protects their self-esteem. Third, guide students to realize and correct errors independently. Teachers use suggestive guiding questions to let students find their own oral mistakes in the process of expression, such as asking "Do you think this verb tense matches the subject?" Guiding autonomous correction can cultivate students' sense of oral control and will not bring the sense of being negated by teachers.

4.4. Establish Diversified Process-oriented Oral Evaluation System

Single summative oral scoring intensifies test anxiety; teachers need to reform the evaluation system and combine process evaluation with summative evaluation to weaken the pressure of one-time oral assessment. On the one hand, enrich the content of process evaluation, including participation frequency of group oral activities, completion quality of after-class recording tasks, progress of oral pronunciation and positive oral learning attitude. Teachers record students' daily oral performance in the usual score, and give more weight to progress rather than absolute oral proficiency. On the other hand, optimize the way of evaluation feedback: focus on praising students' learning efforts rather than innate oral talent. For anxious students, teachers should give timely affirmative feedback on every small progress in oral expression, continuously improve their oral self-efficacy and reduce their negative self-cognition of oral ability (Ye & Hu, 2025). In terms of summative evaluation, appropriately increase the proportion of group cooperative oral assessment, and reduce the proportion of individual independent oral examination, so that students can share the expression pressure with group members in the assessment process.

5. Conclusion

5.1. Main Research Findings

Based on Horwitz's Foreign Language Anxiety Theory, this study adopts the literature research method to discuss the manifestations, internal and external causes of middle school students' oral English anxiety and corresponding classroom intervention strategies, and draws three core research conclusions.

First, middle school students' oral English anxiety has obvious external avoidance behaviors and internal negative psychological manifestations. Behaviorally, students avoid oral questioning, refuse group interaction and evade oral assessment; psychologically, they are trapped in fear of negative evaluation, low oral self-efficacy and sustained inferiority, which jointly inhibit their willingness to communicate in English class.

Second, the formation of oral anxiety is the result of the joint action of internal individual psychological factors and external classroom teaching factors. Internally, insufficient oral self-efficacy, strong fear of negative evaluation, low psychological resilience and excessive cognitive load are the inherent psychological roots of anxiety. Externally, single teacher-centered oral teaching, harsh public error correction, high-pressure single oral evaluation and an error-intolerant classroom atmosphere are direct teaching inducements that activate anxious emotions.

Third, teachers can relieve middle school students' oral anxiety through four coordinated classroom intervention paths: building an inclusive error-tolerant classroom atmosphere, designing graded low-pressure oral tasks, adopting delayed and private gentle error correction

modes and establishing a diversified process-oriented oral evaluation system. The four strategies start from improving the external teaching environment and reducing learners' internal psychological pressure, forming a complete operable anxiety relief teaching framework suitable for domestic middle school oral English classrooms.

5.2. Teaching Implications for Middle School English Teachers

This study brings three clear teaching enlightenment to frontline secondary English teachers. First, teachers should change their single oral teaching concept of "focusing on oral accuracy and ignoring learners' emotional experience". Oral teaching should not only take the improvement of language proficiency as the goal, but also pay attention to students' emotional changes in the expression process, and take reducing oral anxiety as an important implicit teaching objective. Second, teachers need to master the basic knowledge of foreign language teaching psychology, identify anxious students through their classroom behavioral manifestations, and match differentiated oral practice tasks and evaluation standards according to students' different anxiety levels, avoiding unified public expression requirements for all students. Third, the relief of oral anxiety requires long-term systematic teaching reform rather than temporary single activities. Teachers need to integrate atmosphere construction, task design, error correction and evaluation reform into daily oral teaching, and continuously accumulate students' successful oral experience to fundamentally improve their oral self-confidence.

5.3. Study Limitations and Future Research Directions

There are two limitations in this study. First of all, this research only adopts the literature research method for theoretical analysis and strategic construction, without carrying out questionnaire surveys, classroom observation or teaching intervention experiments on middle school students, and lacks first-hand empirical data of local secondary students to verify the effectiveness of the proposed intervention strategies. Secondly, this study does not distinguish the difference of oral anxiety between junior high school and senior high school students, and the intervention strategies proposed are universal without differentiated design for students of different age stages.

On the basis of this study, future scholars can carry out follow-up research from two directions. First, select junior high and senior high school students of different regions as research objects, distribute oral anxiety questionnaires, collect empirical data to compare the anxiety level differences between different age groups, and test the actual effect of the intervention framework proposed in this study through semester-long teaching action research. Second, combine artificial intelligence oral practice tools to explore the intervention effect of AI one-on-one oral dialogue on adolescent oral anxiety, and enrich the digital teaching strategies to relieve language anxiety.

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