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The Effect of Anxiety and Self-confidence on Arabic Speaking Proficiency in the International Class Program (ICP)

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Abstract

This study aims to analyze the influence of anxiety and self-confidence on Arabic speaking proficiency among students in face-to-face learning in the International Class Program (ICP), and to examine the direct contributions of both psychological variables to speaking performance. Using a quantitative survey design, 148 second-semester ICP students at IAIN Sultan Amai Gorontalo participated in the study. Data were collected through questionnaires and an oral speaking assessment, and were analyzed using descriptive statistics and Structural Equation Modeling (SEM). The results show that the highest anxiety indicator was frustration during live dialogue/discussion (83.8%), followed by panic when speaking (72.3%) and increased heart rate when asked to speak (71.6%). The lowest self-confidence indicator was speaking confidence (35.3%), although tolerance for making mistakes was relatively high (65.0%). In terms of speaking performance, the highest mean scores were found in fluency (78.25) and vocabulary usage (77.10), while grammar mastery had the lowest mean score (73.80). Correlation analysis showed that anxiety was negatively associated with all speaking indicators

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(r = −0.52 to −0.58), whereas self-confidence was positively associated with all speaking indicators (r = 0.44 to 0.49). SEM analysis showed significant direct effects: anxiety had a negative effect on Arabic speaking proficiency (β = −0.55, p < 0.001), while self-confidence had a positive effect (β = 0.47, p < 0.001). However, the model did not test a moderation effect; therefore, self-confidence cannot be interpreted as a statistically confirmed moderator. Overall, the findings indicate that anxiety and self-confidence are important psychological predictors of Arabic speaking proficiency and should be considered in the design of face-to-face Arabic learning in international classroom settings.

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kecemasan dan kepercayaan diri terhadap kemampuan berbicara bahasa Arab mahasiswa dalam pembelajaran tatap muka pada Program Kelas Internasional (ICP), serta menguji kontribusi langsung kedua variabel psikologis tersebut terhadap performa berbicara. Penelitian ini menggunakan desain survei kuantitatif dengan melibatkan 148 mahasiswa semester dua ICP di IAIN Sultan Amai Gorontalo. Data dikumpulkan melalui kuesioner dan penilaian tes lisan, lalu dianalisis menggunakan statistik deskriptif dan Structural Equation Modeling (SEM). Hasil penelitian menunjukkan bahwa indikator kecemasan tertinggi adalah frustrasi saat dialog atau diskusi langsung (83,8%), diikuti oleh panik saat berbicara (72,3%) dan peningkatan detak jantung ketika diminta berbicara (71,6%). Indikator kepercayaan diri terendah terdapat pada kepercayaan diri dalam berbicara (35,3%), meskipun toleransi terhadap kesalahan tergolong cukup tinggi (65,0%). Dari segi performa berbicara, skor rata-rata tertinggi ditemukan pada kelancaran (78,25) dan penggunaan kosakata (77,10), sedangkan penguasaan tata bahasa memperoleh skor rata-rata terendah (73,80). Analisis korelasi menunjukkan bahwa kecemasan berhubungan negatif dengan seluruh indikator kemampuan berbicara (r = −0,52 sampai −0,58), sedangkan kepercayaan diri

berhubungan positif dengan seluruh indikator tersebut (r = 0,44 sampai 0,49). Analisis SEM menunjukkan adanya pengaruh langsung yang signifikan: kecemasan berpengaruh negatif terhadap kemampuan berbicara bahasa Arab (β = –0,55; p < 0,001), sedangkan kepercayaan diri berpengaruh positif (β = 0,47; p < 0,001). Namun, model ini tidak menguji efek moderasi; oleh karena itu, kepercayaan diri tidak dapat diinterpretasikan sebagai moderator yang terkonfirmasi secara statistik. Secara keseluruhan, temuan ini menunjukkan bahwa kecemasan dan kepercayaan diri merupakan prediktor psikologis penting bagi kemampuan berbicara bahasa Arab dan perlu dipertimbangkan dalam perancangan pembelajaran bahasa Arab tatap muka di kelas internasional.

الملخص

تهدف هذه الدراسة إلى تحليل تأثير القلق والثقة بالنفس في كفاءة التحدث باللغة العربية لدى الطلبة في التعلم الحضوري ضمن برنامج الفصل الدولي (ICP)، كما تسعى إلى الكشف عن الإسهام المباشر لكل من هذين المتغيرين النفسيين في أداء مهارة الكلام. اعتمدت الدراسة المنهج الكمي بأسلوب المسح، وشارك فيها ١٤٨ طالبا من طلاب الفصل الثاني في برنامج الفصل الدولي بجامعة سلطان أماي الإسلامية الحكومية غورونتالو. جمعت البيانات من خلال استبانة واختبار شفهي لقياس مهارة التحدث، ثم حللت باستخدام الإحصاء الوصفي ونمذجة المعادلات البنائية (SEM). أظهرت النتائج أن أعلى مؤشرات القلق تمثلت في الشعور بالإحباط أثناء الحوار أو المناقشة المباشرة (٨٣,٨٪)، تلاها الشعور بالذعر عند التحدث (٧٢,٣٪)، ثم تسارع ضربات القلب عند طلب الكلام (٧١,٦٪). وفي المقابل، كان أدنى مؤشر للثقة بالنفس هو الثقة أثناء التحدث (٣٥,٣٪)، رغم أن تقبل الوقوع في الخطأ كان مرتفعا نسبيا (٦٥,٠٪). أما من حيث الأداء الشفهي، فقد سجلت أعلى المتوسطات في الطلاقة (٧٨,٢٥) واستخدام المفردات (٧٧,١٠)، في حين كانت أدنى قيمة في إتقان القواعد (٧٣,٨٠). أظهرت نتائج الارتباط وجود علاقة سلبية بين القلق وجميع مؤشرات التحدث (r = −0.52 إلى −٠,٥٨)، مقابل علاقة إيجابية بين الثقة بالنفس وهذه المؤشرات (r = 0.44 إلى ٠,٤٩). كما بينت نتائج نمذجة المعادلات

البنائية وجود تأثير مباشـر دال؛ إذ كان للقلق أثر سـلبي في كفاءة التحدث بالعربية ($\beta = -0.55, p < 0.001$)، في حين كان للثقة بالنفس أثر إيجابي ($\beta = 0.47, p < 0.001$). ومع ذلك، لم يتضـمن النموذج اختبار أثر التعديل، لذلك لا يمكن تفسـير الثقة بالنفس بوصـفها متغيرا معدلا مثبتا إحصـائيا. وبوجه عام، تشـير هذه النتائج إلى أن القلق والثقة بالنفس يمثلان عاملين نفسـيين مهمين في التنبؤ بكفاءة التحدث باللغة العربية، الأمر الذي يسـتدعي مراعاتهما في تصـميم أنشـطة التعلم الحضـوري للغة العربية في البيئات الصفية ذات الطابع الدولي.

Keywords: anxiety; Arabic speaking proficiency; face-to-face learning; international class program; self-confidence

Introduction

Arabic as a foreign language occupies a pivotal position in International Class Programs (ICPs), serving as a bridge for academic, cross-cultural, and professional communication at the global level. The increasing internationalization of education and the strategic importance of Arabic in global affairs have led to a surge in research and innovation in Arabic language pedagogy, technology integration, and curriculum design.[1] Within this context, Arabic language learning in ICPs should be understood not merely as a curricular requirement but as a communicative process shaped by linguistic and psychological factors that influence students' speaking performance in internationally oriented classrooms. Rather than presenting a general report of prior studies, this research focuses on examining key determinants of Arabic-speaking proficiency within the ICP environment and their implications for global communication competence.[2]

[1] Naoual Nassiri et al., "Enriching Arabic Educational Data with AraBERT and Similarity Assessment," in *Progress in Intelligent Computing and Secure Communication Systems*, ed. Chakib El Mokhi et al., vol. 1555, Lecture Notes in Networks and Systems (Cham: Springer, 2025), 294–302, https://doi.org/10.1007/978-3-031-99997-0_26.

[2] Eva Farhah et al., "Redefining Arabic in the Global Era: A Critical Examination of Silsilat Al-Lisan Textbooks," *International Journal of*

The International Class Program (ICP) is an instructional framework designed in accordance with international standards and is characterized by five core indicators: (1) the use of an international language as the medium of instruction;[3] (2) a curriculum aligned with global standards;[4] (3) teaching staff comprising internationally qualified native speakers;[5] (4) curriculum content and learning outcomes that reflect global benchmarks;[6] and (5) an academic environment that actively promotes immersive language use.[7] These characteristics position ICPs as a relevant context for investigating how psychological variables interact with instructional environments to shape foreign language speaking outcomes.

In an international classroom environment that emphasizes direct interaction with native speakers, being a core competency of 21st century learning facilitates active participation in direct communication, discussion and

Society, Culture and Language 12, no. 2 (2024): 121–37, https://doi.org/10.22034/ijscl.2024.2023429.3397.

[3] Muhammad Anwar et al., "The Analysis of Basic Chemistry Mastery of Students of Prospective Chemistry Teacher of State University Makassar (Study on Chemical Bonding)," *Journal of Physics: Conference Series* 1028, no. 1 (2018): 012043, https://doi.org/10.1088/1742-6596/1028/1/012043.

[4] Pere Ponsa et al., "Professional Skills in International Multidisciplinary Teams," *International Journal of Engineering Education* 31, no. 4 (2015): 998–1006.

[5] Chi Hong Nguyen and Nhi Xuan Nguyen, "Rethinking (Non)Nativeness Among English-Speaking Teachers in Vietnam," *REFLections* 30, no. 2 (2023): 574–89, https://doi.org/10.61508/refl.v30i2.267528.

[6] Luis Fernando Morales Martínez et al., "Case Study: Design of a Training Strategy to Improve Learning Outcomes Through the Development of Integrative Projects," in *Communications in Computer and Information Science*, ed. Néstor Darío Duque-Méndez et al., vol. 2209 (Cham: Springer, 2024), 179–92, https://doi.org/10.1007/978-3-031-75236-0_14.

[7] Kevin Schoepp, "The State of Course Learning Outcomes at Leading Universities," *Studies in Higher Education* 44, no. 4 (2019): 615–27, https://doi.org/10.1080/03075079.2017.1392500.

presentation.[8] Therefore, the development of oral skills in Arabic is the main focus in the evaluation of learning at ICP.

However, the complexity of Arabic grammar and pronunciation, exacerbated by the absence of written vowels in its script, which leads to phonetic ambiguity and morphological unpredictability,[9] significantly contributes to speech anxiety among learners, often resulting in confusion and frustration that hinder effective language acquisition.[10] This anxiety is further intensified by the fear of making mistakes, particularly in instructional settings where Arabic is not consistently used as the medium of communication and where learners receive limited encouragement to speak.[11] Cultural and social factors also play a critical role, as difficulties in navigating colloquial Arabic (ʿāmmiyya) during interactions with native speakers can undermine confidence and impede communicative competence.[12]

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[8]Wanyu Amy Ou and Michelle Mingyue Gu, "Competence beyond Language: Translanguaging and Spatial Repertoire in Teacher-Student Interaction in a Music Classroom in an International Chinese University," *International Journal of Bilingual Education and Bilingualism* 25, no. 8 (2022): 2741–58, https://doi.org/10.1080/13670050.2021.1949261; Alla Sokolova et al., "Sociocultural Aspects of International Students' Speech Behavior: Mixed Method in Language Teaching," ed. A. Zheltenkov and A. Mottaeva, *E3S Web of Conferences* 284 (2021): 08008, https://doi.org/10.1051/e3sconf/202128408008; Mohammed Abdulgalil Abugohar et al., "Scaffolding Oral Fluency Mediating the Target Language in ELT to Tertiary-Level Students: A Follow-up Scheme," *International Journal of Instruction* 13, no. 4 (2020): 331–46, https://doi.org/10.29333/iji.2020.13421a.

[9] Martin Luther Chan, "Learning to Read in Hebrew and Arabic: Challenges and Pedagogical Approaches," *Education Sciences* 14, no. 7 (2024): 765, https://doi.org/10.3390/educsci14070765.

[10] Daneih Ismail and Peter Hastings, "Identifying Foreign Language Anxiety When Using an E-Learning System," in *Multi Conference on Computer Science and Information Systems, MCCSIS 2019* (IADIS Press, 2019), 131–40, https://doi.org/10.33965/ihci2019_201906L017.

[11] Sajjad Esmaili and Danesh Mohammadi Rakati, "Phenomenology of Challenges in Creating Arabic Speaking Learning Environment from Students' Perspective," *Language Related Research* 13, no. 1 (2022): 261–98, https://doi.org/10.52547/LRR.13.1.9.

[12] Maram Abusaleh et al., "Second Language Learners' Experiences Communicating in Arabic with Native Speakers during a Study Abroad

To address these interconnected challenges, targeted pedagogical interventions are essential, including the integration of cultural components into the curriculum, the use of technology and multimedia resources, improved feedback mechanisms, and the creation of supportive, immersive learning environments that promote active Arabic use and accommodate learner diversity.[13] Foreign language anxiety encompasses fear, embarrassment, and worry in communicative situations, significantly affecting language learning and usage. Various factors contribute to this anxiety, and targeted interventions can help mitigate its impact.[14]

In the face-to-face context, this anxiety manifests itself through physiological reactions (such as heart palpitations), panic when speaking, and avoidance of participation, which directly inhibits fluency, grammatical accuracy, and vocabulary use.[15] On the other hand, self-confidence, that is, an individual's confidence in his or her ability to communicate effectively in Arabic, has the potential to be a psychological buffer that encourages perseverance, motivation, and active engagement even in anxious circumstances.[16]

Program," *Study Abroad Research in Second Language Acquisition and International Education* 10, no. 2 (2025): 203–24, https://doi.org/10.1075/sar.21032.abu.

[13] Sultan Almelhes, "Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges," *Education Sciences* 14, no. 10 (2024): 1116, https://doi.org/10.3390/educsci14101116.

[14] Rashad Faleh Alhasan et al., "Investigating English Speaking Anxiety Among Undergraduate Students at Zarqa University," in *AI in Business: Opportunities and Limitations*, ed. R. Khamis and A. Buallay, vol. 516, Studies in Systems, Decision and Control (Cham: Springer, 2024), 359–68, https://doi.org/10.1007/978-3-031-49544-1_33.

[15] Leon O H Kroczek et al., "Interpersonal Distance During Real-Time Social Interaction: Insights From Subjective Experience, Behavior, and Physiology," *Frontiers in Psychiatry* 11 (2020): 561, https://doi.org/10.3389/fpsyt.2020.00561.

[16] Jonathan G Shalom et al., "Social Anxiety and Physiological Arousal during Computer Mediated vs. Face to Face Communication," *Computers in Human Behavior* 44 (2015): 202–8, https://doi.org/10.1016/j.chb.2014.11.056.

Based on these questions, this study formulates three research hypotheses: H1: Anxiety negatively predicts Arabic speaking proficiency; H2: Self-confidence positively predicts Arabic speaking proficiency; and H3: Anxiety is negatively associated with self-confidence in face-to-face Arabic learning. These hypotheses are empirically examined through Structural Equation Modelling (SEM), with H1 and H2 tested through structural paths and H3 examined through the relationship between the two psychological constructs.

Previous studies have proven that anxiety negatively impacts speaking achievement in learning a foreign language,[17] while self-confidence is positively correlated with motivation and learning achievement.[18],[19] Research by Mei et al. also shows that in the context of Arabic, anxiety inhibits performance, while self-confidence plays a protective role.[20] However, most previous studies focused on online learning or English language contexts, so understanding of the psychological dynamics of face-to-face Arabic learning in international classrooms remains limited. More importantly, few studies have empirically examined the simultaneous roles of anxiety and self-confidence in Arabic speaking proficiency within face-to-face international classrooms.[21]

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[17] Anggara Jatu Kusumawat and Fella Sufa Fauzia, "Students' Anxiety in Indonesian EFL Public Speaking Class," in *Proceedings of the 2019 5th International Conference on Education and Training Technologies* (New York, NY, USA: ACM, 2019), 39–43, https://doi.org/10.1145/3337682.3337703.

[18] Febrianto et al., "The Relationship between Confidence and Mathematics Learning Achievement of Junior High School Students," *Journal of Physics: Conference Series* 2279, no. 1 (2022): 012009, https://doi.org/10.1088/1742-6596/2279/1/012009.

[19] Dalia E Meisha and Raghad A. Al-dabbagh, "Self-confidence as a Predictor of Senior Dental Student Academic Success," *Journal of Dental Education* 85, no. 9 (2021): 1497–1503, https://doi.org/10.1002/jdd.12617.

[20] Suo Yan Mei et al., "Effect of Anxiety and Self-Efficacy on Class Performance in Arabic Language Online Class," *World Journal of English Language* 13, no. 5 (2023): 269–76, https://doi.org/10.5430/wjel.v13n5p269.

[21] Gökhan Demirdöken and Sinan Okur, "Psychometric Properties of Speaking Anxiety Scale and an Interdisciplinary Investigation with Serial

In this study, self-confidence is operationally defined as students' perceived assurance in their ability to communicate orally in Arabic during face-to-face classroom interaction, reflected in their willingness to participate in speaking activities, tolerance toward linguistic errors, and perceived communicative control when expressing ideas in Arabic.[22]

This construct is distinguished from self-efficacy: self-efficacy refers to task-specific judgments about one's capability to perform particular linguistic tasks, whereas self-confidence represents a broader affective disposition involving emotional readiness, communicative comfort, and general belief in one's speaking ability within social learning environments.

In this context, self-confidence not only affects effort and resilience in facing challenges, but also functions as a positive psychological resource that supports students' speaking performance under demanding learning conditions.

The anxiety construct examined in this study is adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) and focuses on dimensions most relevant to face-to-face Arabic communication, namely: (1) physiological reactions (e.g., nervous tension and increased heart rate during speaking), (2) communication apprehension characterized by fear or panic when speaking Arabic, and (3) avoidance tendencies reflected in reluctance to participate in oral interaction. The adaptation of the scale is theoretically justified to align measurement with the communicative characteristics of ICP classrooms, where real-time interaction and oral performance dominate learning activities, thereby ensuring contextual validity while maintaining the conceptual foundation of foreign language anxiety measurement. This approach allows for a holistic

Mediation Analysis," *Innovation in Language Learning and Teaching* 17, no. 3 (2023): 706–22, https://doi.org/10.1080/17501229.2022.2123920.

[22] Ewa Piechurska-Kuciel, "Self-Efficacy in L2: A Research Proposal," in *Correspondences and Contrasts in Foreign Language Pedagogy and Translation Studies*, ed. Katarzyna Piątkowska and Ewa Kościałkowska-Okońska, vol. 18, Second Language Learning and Teaching (Heidelberg: Springer, 2013), 31–42, https://doi.org/10.1007/978-3-319-00161-6_3.

analysis of the interaction between inhibiting factors (anxiety) and self-confidence factors in Arabic-speaking proficiency.

To answer the research question, this study uses a quantitative approach with a survey design. The research sample consisted of 148 2nd-semester students who were taking Arabic language courses in the International Class Program (ICP) at the State Islamic Institute (IAIN) Sultan Amai Gorontalo, Indonesia. The selection of participants was carried out through purposive sampling, with the criterion that they actively participated in face-to-face learning and had no previous online learning experience, to ensure homogeneity of the learning context.

Data collection is carried out at the end of the semester through a structured questionnaire administered directly in the classroom. The research instrument includes three main components: (1) the Face-to-Face Learning Anxiety Scale (an adaptation of the Foreign Language Classroom Anxiety Scale), which consists of 14 items to measure anxiety in a live Arabic-speaking situation, whose measurement properties were evaluated through Confirmatory Factor Analysis (CFA). All items demonstrated acceptable standardized factor loadings (≥ 0.60), with satisfactory internal consistency reliability (Cronbach's alpha ≥ 0.70 and McDonald's omega ≥ 0.70). Construct reliability was confirmed through Composite Reliability (CR ≥ 0.70), while convergent validity met the Average Variance Extracted criterion (AVE ≥ 0.50). Discriminant validity was established using both the Fornell–Larcker criterion and the Heterotrait–Monotrait ratio (HTMT < 0.85), indicating adequate construct distinctiveness; (2) the Self-Confidence Scale, which consists of 10 items based on modifications of the E. Piechurska-Kuciel (2013) self-confidence scale and is specifically designed to measure students' confidence in using spoken Arabic; and (3) Speaking Achievement Assessment, which is measured through an end-of-semester oral test with four indicators: fluency (ability to speak without excessive pauses), pronunciation accuracy (articulation, intonation, and phonetic accuracy), vocabulary use (breadth and contextual accuracy), and grammatical mastery (grammatical sentence structure), assessed using an

analytic rubric based on a five-point scale (1 = very poor to 5 = excellent) for each indicator.

The oral examination was conducted individually in a face-to-face format and evaluated independently by two trained raters with professional backgrounds in Arabic language teaching. Prior to scoring, raters participated in a calibration and scoring alignment session to ensure shared understanding of rubric criteria. Inter-rater reliability was calculated using the Intraclass Correlation Coefficient (ICC), yielding satisfactory agreement (ICC > 0.75), which indicates strong consistency and supports the use of speaking scores for Structural Equation Modeling (SEM) analysis.

Data were analyzed using descriptive statistics to describe the profiles of anxiety, self-confidence, and speaking proficiency, as well as Structural Equation Modeling (SEM) with AMOS software version 26 to test hypotheses simultaneously, covering the direct influence of anxiety and self-confidence on Arabic speaking proficiency.

Result

The following section presents the findings of this study in three sequential parts. First, the descriptive profiles of student anxiety and self-confidence are reported based on questionnaire responses. Second, Arabic speaking proficiency is described across four indicators and examined in relation to both psychological variables through bivariate correlation analysis. Third, the results of Structural Equation Modeling (SEM) are presented to examine the simultaneous direct effects of anxiety and self-confidence on Arabic speaking proficiency at the latent-variable level. Together, these analyses provide a comprehensive picture of how anxiety and self-confidence relate to students' oral performance in face-to-face Arabic learning at the International Class Program (ICP).

Student Anxiety Level

This section presents the level of student anxiety in face-to-face Arabic learning based on questionnaire responses. The analysis focuses on students' affective reactions during

speaking activities, including feelings of embarrassment, nervousness, confusion, and frustration. These indicators are used to capture the extent to which anxiety manifests in classroom interactions and potentially influences students' oral performance. By examining these dimensions, the study seeks to provide an initial descriptive understanding of students' psychological conditions as a foundation for further analysis.

To provide a detailed overview of students' anxiety levels across the measured indicators, the descriptive statistics are presented in Table 1.

Table 1
Student Anxiety in Face-to-Face Learning at ICP

Anxiety Statement	SD (%)	Dis (%)	NS (%)	A (%)	SA (%)	Total
Embarrassed to answer questions	16.2	18.9	19.6	33.8	11.5	45.3%
Heart rate increased when asked	4.7	6.8	16.9	50.0	21.6	71.6%
Panic when talking	3.4	12.2	12.2	45.9	26.4	72.3%
Forgetting when conveying ideas	6.1	18.9	21.6	45.3	8.1	53.4%
Confused in responding to Questions	6.8	23.0	16.9	45.3	8.1	53.4%
Frustration during live dialogue/discussion	4.1	6.8	5.4	28.4	55.4	83.8%

Note: SD (Strongly Disagree), Dis (Disagree), NS (Not Sure), A (Agree) SA (Strongly Agree)

The results of the descriptive analysis in Table 1 show that anxiety of speaking Arabic in face-to-face learning in ICP is relatively high, with variations in intensity based on the type of anxiety manifestation. The highest indicator of anxiety was frustration during dialogue or face-to-face discussion (83.8% of students said they agreed or strongly agreed), which reflects the emotional distress of the demands of real-time verbal interaction in an international classroom.

Two other indicators that also stood out were panic when asked (72.3%) and increased heart rate when asked (71.6%), which represented the physiological and emotional dimensions of speech anxiety. Meanwhile, more than half of

respondents reported forgetting when conveying ideas (53.4%) and being confused in responding to questions (53.4%), suggesting that anxiety also interferes with cognitive processes such as information processing and language production. Even in the relatively milder aspect, i.e., embarrassment of answering questions, almost half of students (45.3%) still experience psychological discomfort.

These findings were reinforced by Structural Equation Modelling (SEM) analysis, which showed that anxiety had a significant negative effect on Arabic-speaking performance, especially in fluency and grammar aspects. This means that the higher the anxiety level of students, the more their ability to communicate verbally decreases, both in terms of fluency in expression and the accuracy of language structure. This confirms that anxiety is not just a subjective feeling, but a real obstacle that interferes with verbal competence in the context of face-to-face Arabic learning at ICP.

Student Self-confidence Level

This section examines students' self-confidence in face-to-face Arabic learning based on questionnaire data. The analysis highlights key aspects of self-confidence, including students' ability to speak confidently, express ideas, respond to questions, and manage concerns about making mistakes. These indicators reflect the extent to which students perceive themselves as capable and comfortable in participating in Arabic speaking activities. Understanding these dimensions is essential for capturing students' positive psychological dispositions that may support their oral performance.

To present a comprehensive overview of students' self-confidence across the measured indicators, the descriptive statistics are provided in Table 2.

Table 2

Descriptive Statistics of Student Self-confidence in ICP

Self-Confidence Statement	SD (%)	Dis (%)	NS (%)	Ag (%)	SA (%)	Total (%)
Speak confidently	2.0	17.6	45.3	23.0	12.2	35.3%
Self-conscious	5.4	23.0	36.5	31.1	4.1	35.2%

No worries about making mistakes	1.4	21.6	12.2	38.5	26.4	65.0%
Feel at ease	2.0	16.2	29.7	36.5	15.5	52.0%
Confidently unveiling ideas	0.7	10.8	33.8	32.4	22.3	54.7%
Confidently responding to Questions	3.4	12.2	41.2	27.0	16.2	43.2%

Note: SD (Strongly Disagree), Dis (Disagree), NS (Not Sure), Ag (Agree) SA (Strongly Agree)

The data in Table 2 reveals the self-confidence profile of students in the context of face-to-face Arabic learning at ICP, which is contradictory but informative. The lowest indicator was found in "speaking confidence" (35.2%), which is consistent with the findings of high speaking anxiety in Table 1, confirming that direct verbal production is a major challenge for students. Similarly, the statement "feeling more self-conscious" was supported by only 35.2% of respondents, indicating that many students feel uncomfortable or overly attentive to the judgments of others when communicating in Arabic.

On the other hand, the highest indicator appears in "not afraid to make mistakes" (65.0%), which reflects a positive attitude towards linguistic errors, an important foundation in language learning that encourages the courage to communicate. In addition, more than half of college students expressed confidence in "uncovering ideas" (54.7%) and "feeling comfortable" when interacting (52.0%), although this proportion is still far from dominant. Meanwhile, "confidence in responding to questions" was at a medium level (43.2%), suggesting that reactive situations (such as answering) still raise doubts for most students.

These descriptive findings were reinforced by Structural Equation Modeling (SEM) analysis, which showed that confidence had a significant positive effect on speaking achievement, with the highest path coefficient in terms of vocabulary use ($\beta = 0.49$; $p < 0.01$), followed by fluency ($\beta = 0.46$; $p < 0.01$) and grammar ($\beta = 0.44$; $p < 0.01$).

More importantly, the findings show that self-confidence operates as a significant positive predictor of speaking performance, independent from anxiety's negative effect.

This means that while anxiety cannot be completely eliminated, increased self-confidence, particularly in the confidence to speak and express ideas, can be an effective strategy for improving verbal competence in a face-to-face international classroom environment.

Arabic Proficiency Level: Its Relationship to Anxiety and Self-confidence

The level of students' Arabic speaking proficiency is examined in relation to their anxiety and self-confidence. The analysis focuses on four key indicators, fluency, pronunciation accuracy, vocabulary usage, and grammar mastery, to capture students' overall oral performance. These indicators provide a measurable representation of students' speaking ability and serve as a basis for understanding how psychological factors may be associated with variations in performance.

To summarize students' Arabic speaking proficiency across these indicators, the descriptive statistics are presented in Table 3.

Table 3
Descriptive Statistics of Arabic Speaking Proficiency Indicators

Arabic Speaking Proficiency Indicator	Mean	SD
Fluency (Smoothness)	78.25	9.34
Pronunciation Accuracy	75.60	10.12
Vocabulary Usage	77.10	8.95
Grammar Mastery	73.80	11.45

The descriptive statistics presented in Table 3 indicate that students' Arabic speaking proficiency in face-to-face learning at ICP falls within a relatively good category. The highest mean scores were observed in fluency (78.25) and vocabulary usage (77.10), while grammar mastery recorded the lowest mean score (73.80). This suggests that grammatical structure remains the primary challenge in students' oral production despite relatively adequate fluency and lexical range.

To further examine the relationships between psychological variables and speaking performance, the

bivariate correlations among anxiety, self-confidence, and Arabic speaking proficiency indicators are presented in Table 4.

Table 4
Bivariate Correlations between Anxiety, Self-confidence, and Arabic Speaking Proficiency Indicators

Path	Estimate (r)	Significance
Anxiety → Fluency	-0.58	$p < 0.01$
Anxiety → Grammar Mastery	-0.56	$p < 0.01$
Anxiety → Pronunciation Accuracy	-0.54	$p < 0.01$
Anxiety → Vocabulary Usage	-0.52	$p < 0.01$
Self-confidence → Vocabulary Usage	0.49	$p < 0.01$
Self-confidence → Fluency	0.47	$p < 0.01$
Self-confidence → Grammar Mastery	0.45	$p < 0.01$
Self-confidence → Pronunciation Accuracy	0.44	$p < 0.01$
Anxiety ↔ Self-confidence	-0.38	$p < 0.001$

Table 4 presents the bivariate correlations between the two psychological variables and the four indicators of Arabic speaking proficiency. The results show that anxiety was negatively associated with all indicators of speaking proficiency, namely fluency ($r = –0.58$), grammar mastery ($r = –0.56$), pronunciation accuracy ($r = –0.54$), and vocabulary usage ($r = –0.52$), all significant at $p < 0.01$. In contrast, self-confidence was positively associated with vocabulary usage ($r = 0.49$), fluency ($r = 0.47$), grammar mastery ($r = 0.45$), and pronunciation accuracy ($r = 0.44$), also significant at $p < 0.01$. In addition, anxiety was negatively correlated with self-confidence ($r = –0.38$, $p < 0.001$). These results indicate that anxiety and self-confidence are both meaningfully related to Arabic speaking performance, but in opposite directions.

To make these correlation patterns easier to interpret, Figures 1 and 2 present the visual relationships between the psychological variables and Arabic speaking proficiency indicators.

Figure 1
Correlations between Anxiety and Arabic Speaking Proficiency Indicators

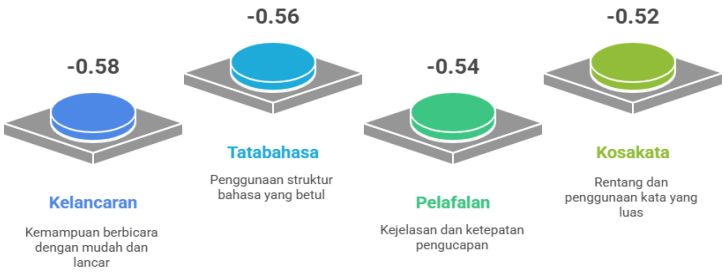


Figure 1 shows that anxiety is negatively correlated with all indicators of Arabic speaking proficiency. The strongest negative correlations were found for fluency (r = –0.58) and grammar mastery (r = –0.56), followed by pronunciation accuracy (r = –0.54) and vocabulary usage (r = –0.52). These results indicate that higher anxiety is consistently associated with lower speaking performance across all measured aspects.

Figure 2
Correlations between Self-confidence and Arabic Speaking Proficiency Indicators

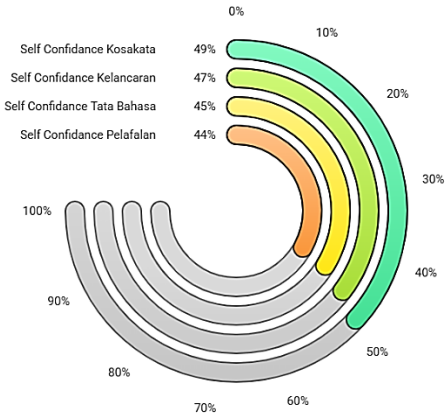


Figure 2 shows that self-confidence is positively correlated with all indicators of Arabic speaking proficiency. The strongest positive correlation was found for vocabulary usage

(r = 0.49), followed by fluency (r = 0.47), grammar mastery (r = 0.45), and pronunciation accuracy (r = 0.44). These findings indicate that higher self-confidence is associated with better speaking performance in face-to-face Arabic learning at ICP.

Although the bivariate correlations are useful for describing the direction and strength of the relationships, they do not yet explain the simultaneous direct effects of anxiety and self-confidence on Arabic speaking proficiency. Therefore, a Structural Equation Model (SEM) was estimated to examine these relationships at the latent-variable level.

Structural Equation Model (SEM)

The Structural Equation Model (SEM) was used to analyze the simultaneous direct relationships among the latent variables in this study. The model specification includes: (1) Anxiety measured by 8 indicators (panic when talking, increased heart rate, frustration during dialogue, confusion in responding, forgetting ideas, embarrassment, feeling scared, and feeling frustrated); (2) Self-confidence measured by 6 indicators (speak confidently, self-conscious, no worries about mistakes, feel at ease, confidently unveiling ideas, and confidently responding to questions); and (3) Arabic Speaking Skills measured by 4 indicators (fluency, pronunciation accuracy, vocabulary use, and grammar mastery).

To provide a comprehensive representation of the structural relationships among the latent variables, the SEM model of the direct effects of anxiety and self-confidence on Arabic speaking proficiency is presented in Figure 3.

Figure 3
Structural Equation Model of the Direct Effects of Anxiety and Self-confidence on Arabic Speaking Proficiency

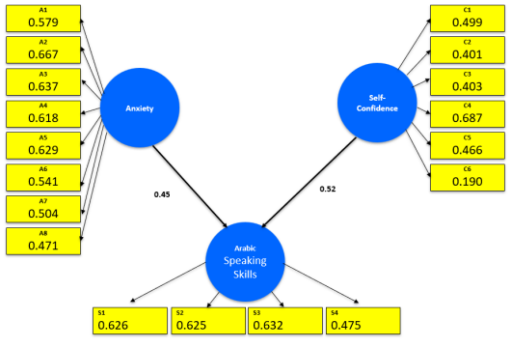


Figure 3 presents the structural model illustrating the direct effects of anxiety and self-confidence on Arabic speaking proficiency in face-to-face learning in the International Class Program (ICP). Importantly, the model only tests direct effects and does not include an interaction term; therefore, it should not be interpreted as testing a moderation effect.

The results of the SEM analysis show the following fit statistics: χ^2 = 270.261; χ^2/df = 2.456; p-value = 0.001; GFI = 0.768; CFI = 0.691; TLI = 0.653; NFI = 0.580; and RMSEA = 0.100. Although the χ^2/df ratio is below 3.0, the overall model fit is not satisfactory because the incremental fit indices remain well below the commonly accepted threshold of 0.90 and the RMSEA value exceeds the recommended maximum threshold of 0.08. Therefore, the model should be interpreted as providing a preliminary and exploratory structural explanation rather than a well-fitting confirmatory model.

Despite the limitations in overall model fit, the structural model revealed significant direct effects of both psychological variables on Arabic speaking proficiency. Anxiety demonstrated a significant negative direct effect, whereas self-confidence showed a significant positive direct effect. This indicates that higher anxiety predicts lower Arabic speaking

proficiency, while higher self-confidence predicts better Arabic speaking proficiency in face-to-face Arabic learning at ICP.

To present the magnitude and direction of the direct effects among the latent variables, the structural model estimates are summarized in Table 5.

Table 5
Structural Model (Relationships between Latent Variables)

Speaking Skills Arabic	Anxiety	–0.55	0.098	–5.632	***
Speaking Skills Arabic	Self-Confidence	00.47	0.092	5.087	***

Table 5 presents the standardized regression weights from the structural model. The results show that anxiety had a significant negative direct effect on Arabic speaking proficiency ($\beta = -0.55$, $p < 0.001$), while self-confidence demonstrated a significant positive direct effect ($\beta = 0.47$, $p < 0.001$). The model also explained 52% of the variance in Arabic speaking proficiency ($R^2 = 0.52$), indicating that anxiety and self-confidence together account for more than half of the variance in students' speaking performance.

It is important to distinguish these SEM path coefficients from the bivariate correlations reported earlier in Table 4. While the correlations represent simple pairwise associations, the SEM coefficients represent direct effects after accounting for the other variables in the model. Thus, the SEM results provide a more integrated explanation of the unique contribution of each psychological construct.

To further specify how each observed indicator contributes to its respective latent construct, the measurement model loadings are presented in Table 6.

Table 6
Measurement Model
(Loading Indicator Factors → Latent Variables)

Dependent Variable	Independent Variable	Estimate	S.E.	C.R.	P
Panic when talking	Anxiety	0.579	0.166	5.361	***
Heart rate increased when asked	Anxiety	0.667	0.167	5.859	***
Frustration during live dialogue/discussion	Anxiety	0.637	0.145	6.254	***
Confused in responding to questions	Anxiety	0.618	0.134	6.118	***
Forgetting when conveying ideas	Anxiety	0.629	0.170	5.655	***
Embarrassed to answer questions	Anxiety	0.541	,	,	,
Feeling scared	Anxiety	0.504	0.133	5.208	***
Feeling frustrated	Anxiety	0.471	0.126	4.926	***
Speak confidently	Self-Confidence	0.499	,	,	,
No worries about making mistakes	Self-Confidence	0.401	0.285	3.330	***
Feel at ease	Self-Confidence	0.403	0.255	3.342	***
Confidently unveiling ideas	Self-Confidence	0.687	0.331	4.217	***
Confidently re-sponding to Ques-tions	Self-Confidence	0.466	0.269	3.666	***
Self-conscious	Self-Confidence	0.190	0.211	1.817	0.069
Smoothness (without excessive pause)	Arabic Speaking Skills	0.626	0.184	5.638	***
Pronunciation accuracy (articulation & intonation)	Arabic Speaking Skills	0.625	0.187	5.632	***
Vocabulary use	Arabic Speaking Skills	0.632	0.178	5.672	***
Grammar mastery	Arabic Speaking Skills	0.475	0.151	4.657	***

Note: Indicators without values S.E., C.R., and P are reference indicators (load = 1.0) in the SEM identification model.
Estimate = Koefisien regresi
S.E. = Standard error
C.R. = Critical ratio (nilai t)
P = Nilai signifikansi (*** = $p < 0.001$)

Table 6 shows that most indicators loaded significantly on their respective latent constructs. Anxiety indicators ranged

from 0.471 to 0.667, self-confidence indicators ranged from 0.190 to 0.687, and Arabic speaking proficiency indicators ranged from 0.475 to 0.632. However, one measurement issue should be noted: the indicator "Self-conscious" showed a very low and non-significant loading ($\lambda = 0.190$, $p = 0.069$). This suggests that the item did not adequately represent the self-confidence construct in the present sample and should therefore be interpreted cautiously and considered for revision or removal in future model refinement.

Overall, the SEM results support three main findings. First, anxiety was negatively correlated with self-confidence ($r = -0.38$, $p < 0.001$). Second, anxiety had a significant negative direct effect on Arabic speaking proficiency ($\beta = -0.55$, $p < 0.001$). Third, self-confidence had a significant positive direct effect on Arabic speaking proficiency ($\beta = 0.47$, $p < 0.001$). However, because the present model did not test an interaction term or multi-group structure, self-confidence cannot be interpreted as a statistically confirmed moderator of the relationship between anxiety and Arabic speaking proficiency.

Discussion

The following discussion interprets the findings by examining the roles of anxiety and self-confidence in shaping students' Arabic speaking proficiency within face-to-face learning at the International Class Program (ICP). It focuses on how each psychological factor contributes to oral performance, both independently and in relation to one another, as indicated by the correlation and structural analyses. In addition, the discussion highlights the pedagogical implications of these findings, particularly in relation to classroom practices and instructional design aimed at supporting students' communicative development in Arabic.

Effect of Anxiety on Arabic Speaking Skills

The findings of this study show that anxiety has a significant negative relationship with Arabic speaking

proficiency in face-to-face learning at ICP. This pattern appears consistently in both the correlation and structural analyses: anxiety was negatively correlated with fluency ($r = -0.58$), grammar mastery ($r = -0.56$), pronunciation accuracy ($r = -0.54$), and vocabulary usage ($r = -0.52$), and it also demonstrated a significant negative direct effect on Arabic speaking proficiency at the latent-variable level ($\beta = -0.55$, $p < 0.001$). These findings indicate that anxiety is not merely an emotional reaction but an important psychological barrier that weakens students' oral performance across multiple aspects of speaking.[23]

This result is consistent with the view that foreign language anxiety interferes with learners' willingness to speak, reduces communicative confidence, and limits performance in oral tasks. In the present study, this tendency is also reflected in the descriptive findings: 83.8% of students reported frustration during live dialogue or discussion, and 72.3% reported panic when speaking. In face-to-face ICP classrooms, where students are expected to respond directly to lecturers and peers, such emotional and physiological pressure may make students less able to access vocabulary, maintain fluency, and produce grammatically accurate speech in real time.[24]

These findings also extend previous research by showing that anxiety remains a serious issue in Arabic-speaking classrooms, not only in English or online learning contexts. In

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[23] Saidah Ismail et al., "Foreign Language Classroom Anxiety Scale (FLCAS) Working Title: What Causes Foreign Language Anxiety?," *International Journal of Academic Research in Business and Social Sciences* 12, no. 8 (2022): 1292–1304, https://doi.org/10.6007/IJARBSS/v12-i8/14534.

[24] Muhamad Nasir et al., "The Power Of Spoken Language: Understanding Communication Apprehension And English Language Anxiety Among Kias Degree Students," *International Journal of Humanities, Philosophy and Language* 6, no. 23 (2023): 1–12, https://doi.org/10.35631/IJHPL.623001; Ainaa Mardhiah Zaharuddin et al., "The Correlation between Foreign Language Anxiety and Willingness To Communicate Among Students of Arabic As A Foreign Language," *International Journal of Academic Research in Business and Social Sciences* 13, no. 4 (2023): 694–712, https://doi.org/10.6007/IJARBSS/v13-i4/16643.

practical terms, the findings suggest that students who experience higher communication apprehension are more likely to hesitate, lose fluency, and struggle with grammatical control during oral interaction. Therefore, the first objective of this study is supported: anxiety significantly undermines Arabic speaking proficiency in the face-to-face International Class Program context.[25]

The Influence of Self-Confidence on Arabic Speaking Skills

Self-confidence was shown to have a significant positive relationship with Arabic speaking proficiency. At the bivariate level, self-confidence was positively associated with vocabulary usage ($r = 0.49$), fluency ($r = 0.47$), grammar mastery ($r = 0.45$), and pronunciation accuracy ($r = 0.44$). At the structural level, self-confidence also demonstrated a significant positive direct effect on Arabic speaking proficiency ($\beta = 0.47$, $p < 0.001$). These results indicate that students with higher self-confidence tend to perform better across the main dimensions of Arabic speaking.[26]

Although only 35.3% of students reported that they felt confident when speaking, those with stronger self-confidence appeared more prepared to express ideas, respond orally, and continue speaking despite the possibility of making mistakes. This interpretation is also consistent with the descriptive finding that 65.0% of students reported that they were not worried about making mistakes. In this sense, self-confidence seems to function as a positive psychological resource that

[25] Moumita Akter, "Foreign Language Anxiety: A Study on Spanish Learners," *International Journal of Language and Literary Studies* 6, no. 2 (2024): 38–56, https://doi.org/10.36892/ijlls.v6i2.1608; Salah Mahmoud Othman, "Foreign Language Anxiety and Its Effects on Learner Proficiency," *International Journal of Multidisciplinary Research and Growth Evaluation* 6, no. 4 (2025): 64–70, https://doi.org/10.54660/.IJMRGE.2025.6.4.64-70.

[26] Herri Mulyono and Regitha Saskia, "Affective Variables Contributing to Indonesian EFL Students' Willingness to Communicate within Face-to-Face and Digital Environments," ed. Abbas Pourhosein Gilakjani, *Cogent Education* 8, no. 1 (2021), https://doi.org/10.1080/2331186X.2021.1911282.

supports students' willingness to participate and take communicative risks in face-to-face Arabic interaction.[27]

These findings are in line with previous studies showing that self-confidence is closely related to willingness to communicate and active engagement in foreign language learning. In the present study, self-confidence was especially relevant for vocabulary use and fluency, suggesting that students who trust their communicative ability are more willing to retrieve words, sustain speech, and focus on conveying meaning rather than avoiding participation. Therefore, the second objective of this study is supported: self-confidence significantly strengthens Arabic speaking proficiency in the ICP setting.[28]

Self-confidence and Anxiety as Independent Predictors of Speaking Proficiency

The SEM results in this study do not support a moderation claim, because the model only tested direct effects and did not include an interaction term or multi-group analysis. Therefore, self-confidence cannot be interpreted as a statistically confirmed moderator of the relationship between anxiety and Arabic speaking proficiency. Instead, the findings show that anxiety and self-confidence operate as two separate but related psychological predictors of speaking performance.[29]

More specifically, the results reveal three important patterns: first, anxiety was negatively correlated with self-

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[27] Muhammad Yudhi Pranata and Abdul Halim, "Integrating Photovoice in Building Students' Confidence in Facing Public Speaking Anxiety," *Al Lughawiyaat: Journal of English Language Teaching* 1, no. 1 (2020): 20–25, https://doi.org/10.31332/alg.v1i1.1759.

[28] Moh. Tohiri Habib and Fadhel Mubarak, "Empowering Arabic Speaking Skills through Master of Ceremony (MC) Training: A Humanistic Approach," *El-Jaudah : Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 1 (2025): 18–30, https://doi.org/10.56874/ej.v6i1.2235; Nur Hanifansyah, "Reviving the Arabic Language Instinct: A Psycholinguistic and AI Synergy," *Al-Wazan: Journal of Arabic Education* 3, no. 1 (2025): 32–47, https://doi.org/10.58223/al-wazan.v3i1.338.

[29] Kenneth A. Bollen and Pamela Paxton, "Interactions of Latent Variables in Structural Equation Models," *Structural Equation Modeling: A Multidisciplinary Journal* 5, no. 3 (1998): 267–93, https://doi.org/10.1080/10705519809540105.

confidence ($r = -0.38$, $p < 0.001$); second, anxiety had a significant negative direct effect on Arabic speaking proficiency ($\beta = -0.55$, $p < 0.001$); and third, self-confidence had a significant positive direct effect on Arabic speaking proficiency ($\beta = 0.47$, $p < 0.001$). This means that students with higher anxiety tend to report lower self-confidence, while students with stronger self-confidence tend to show better speaking performance. However, these findings should be interpreted as evidence of separate direct relationships rather than evidence of a buffering or moderating effect.[30]

This revised interpretation is important for theoretical and methodological clarity. Substantively, the findings still suggest that anxiety and self-confidence jointly shape students' speaking outcomes in opposite directions. Methodologically, however, future research needs to test moderation explicitly through an interaction-based SEM approach or multi-group analysis before concluding that self-confidence weakens the negative effect of anxiety. Thus, the contribution of the present study lies in demonstrating the simultaneous importance of both constructs in face-to-face Arabic learning, while avoiding claims that go beyond the statistical model actually tested.[31]

Pedagogical Implications for Arabic Language Learning in ICP

Based on the findings of this correlational study, several pedagogical implications may be suggested, although they should not be treated as formal intervention claims or causal recommendations. Because this study was not designed as an experimental or intervention study, the implications below

[30] Gordon W. Cheung et al., "Testing Moderation in Business and Psychological Studies with Latent Moderated Structural Equations," *Journal of Business and Psychology* 36, no. 6 (2021): 1009–33, https://doi.org/10.1007/s10869-020-09717-0; Mulyono and Saskia, "Affective Variables Contributing to Indonesian EFL Students' Willingness to Communicate within Face-to-Face and Digital Environments."

[31] Zaharuddin et al., "The Correlation between Foreign Language Anxiety and Willingness To Communicate Among Students of Arabic As A Foreign Language."

should be understood as instructional considerations derived from observed statistical relationships.[32]

First, the findings suggest that Arabic speaking instruction in ICP may benefit from anxiety-sensitive classroom practices. Since anxiety was shown to hinder speaking performance, lecturers may consider using communicative scaffolding activities such as guided role-play, structured pair interaction, gradual oral participation, and supportive feedback routines to reduce unnecessary pressure during speaking tasks. Such strategies may help students participate more comfortably in face-to-face communication without fear of immediate negative judgment.[33]

Second, the positive role of self-confidence indicates that speaking instruction should also create opportunities for students to experience successful communication. Practices such as microteaching, peer-supported speaking tasks, reflective self-evaluation, and staged oral assignments may help students build a stronger sense of communicative capability. These activities are especially relevant in ICP classrooms, where students are expected to speak in real time and respond actively in academically demanding interactions.[34]

Third, the results suggest that curriculum design should balance linguistic targets and psychological readiness. In addition to pronunciation, vocabulary, and grammar training, Arabic speaking courses may need to provide a classroom climate that encourages participation, tolerates mistakes as part of learning, and gradually strengthens students' confidence to speak. By integrating linguistic development with psychological support, ICP may create a more inclusive and supportive environment for developing Arabic

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[32] Ana Theriana, "Understanding the Strategies Employed by EFL Learners to Overcome Speaking Anxiety in the Classroom," *NextGen Education Review Journal* 1, no. 2 (2023): 33–44, https://doi.org/10.58660/nextgen.v1i2.38.

[33] Othman, "Foreign Language Anxiety and Its Effects on Learner Proficiency."

[34] Habib and Fadhel Mubarak, "Empowering Arabic Speaking Skills through Master of Ceremony (MC) Training: A Humanistic Approach."

communicative competence in international classroom settings.[35]

Conclusion

This study concludes that psychological dynamics, especially anxiety and self-confidence, are important predictors of students' Arabic speaking proficiency in the context of face-to-face learning in the International Class Program (ICP). Empirically, the most prominent form of anxiety was frustration during direct dialogue or discussion (83.8%), while panic when speaking was reported by 72.3% of students. These conditions were associated with lower speaking performance, especially in fluency and grammar mastery, which recorded the lowest mean score (73.80). On the other hand, self-confidence functioned as a positive direct predictor of Arabic speaking proficiency. Although the level of confidence in speaking was still relatively low (35.3%), students who showed tolerance for mistakes (65.0%) demonstrated important adaptive potential. Higher self-confidence was associated with better speaking performance, especially in vocabulary usage ($r = 0.49$), while anxiety showed a significant negative direct effect ($\beta = -0.55$, $p < 0.001$) and self-confidence showed a significant positive direct effect ($\beta = 0.47$, $p < 0.001$). However, because this study did not test an interaction term or multi-group model, self-confidence cannot be interpreted as a statistically confirmed moderator of the relationship between anxiety and Arabic speaking proficiency.

Thus, these findings confirm that the success of Arabic language learning in the international classroom depends not only on pedagogical aspects but also on students' psychological conditions. Because the present study is correlational in nature, the implications should be understood as instructional considerations rather than causal recommendations. For this reason, ICP educators and managers may consider integrating anxiety-sensitive speaking activities, such as guided role-play,

[35] Dalvinder Kaur and Azlina Abdul Aziz, "The Use of Language Game in Enhancing Students' Speaking Skills," *International Journal of Academic Research in Business and Social Sciences* 10, no. 12 (2020): 687–706, https://doi.org/10.6007/IJARBSS/v10-i12/8369.

structured interaction, and supportive feedback, together with self-confidence-building practices, such as authentic speaking tasks, reflective activities, and gradual oral participation, into the design of face-to-face instruction. These efforts may help create a learning environment that is more supportive, interactive, and better able to prepare students to become competent and confident Arabic communicators in international settings.

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