

The Impact of Linguistic Challenges on Cross-Cultural Adjustment of International Students in a Thai University Studying Context

Chanakamol Kongyok

Social Studies Program, School of Education, Walailak University, Nakhon Si Thammarat, Thailand

Pongpan Compan*

Social Studies Program, School of Education, Walailak University, Nakhon Si Thammarat, Thailand

Thongchai Promjan

Social Studies Program, School of Education, Walailak University, Nakhon Si Thammarat, Thailand

I Wayan Numertayasa

Faculty of Educational Sciences, Markandeya Bali Institute of Technology and Education, Bangli, Indonesia

Abstract—This study examines the linguistic challenges encountered by international students in Thai higher education, with a particular focus on how these challenges impact their academic success and psychological well-being. A survey of 204 international students revealed that 72% experience significant anxiety during English interactions, which leads to social isolation and a diminished sense of belonging, as 68% struggle to connect with peers. The research identifies that language barriers hinder participation in extracurricular activities, contributing to feelings of alienation. Conversely, effective language support systems were found to enhance academic outcomes and reduce anxiety among students, with 78% reporting improved comprehension and 70% feeling more secure in communication. This study emphasizes the importance of comprehensive language support in facilitating the integration process, mitigating psychological distress, and fostering social connections, ultimately enhancing the overall experience of international students in Thailand. Recommendations for targeted interventions and support mechanisms are proposed to enhance linguistic competence and foster a more inclusive academic environment.

Index Terms—linguistic challenges, cross-cultural adjustment, international students, Thai university

I. INTRODUCTION

This paper focuses on the linguistic challenges faced by international students—an essential yet often neglected aspect of cross-cultural adaptation, particularly within Thai higher education contexts. The rising number of international students in Thailand, driven by comparatively affordable tuition and living costs, highlights the growing need to better understand their acculturation experiences (Chaiyasat, 2020). While student mobility research has traditionally emphasized East-to-West migration patterns, the increasing presence of American students in Thailand signals a shift that requires deeper examination of cultural adjustment processes in non-Western academic environments (Rybo-LoPresti & Rhein, 2021). This study investigates the academic difficulties international students encounter due to cultural differences, particularly those related to English language proficiency, which remains central to both academic engagement and social participation (Lugman, 2022; Andrade, 2009). Proficiency in the host language or in the lingua franca of instruction is widely recognized as a key determinant of academic success and smooth adaptation (Wilczewski & Alon, 2022). Yet, despite strong motivation and effort, many international students continue to face linguistic barriers that hinder their academic development and affect their overall well-being (Diaz & Iqbal, 2024). These barriers may include difficulties in understanding academic texts, participating in class discussions, or engaging socially—tasks that are critical for successful transition and integration into a new academic culture (Zakaria et al., 2024). As such, linguistic challenges can substantially influence international students' acculturation process and academic outcomes, reinforcing the need for a more comprehensive understanding of their experiences in diverse educational settings (Alshenqeeti, 2016). More specifically, this study explores how linguistic barriers contribute to psychological distress and restrict social integration among international students in Thai universities (Gatwiri, 2015). Beyond academic contexts, these challenges often extend into daily life, where unfamiliar cultural and linguistic norms can intensify stress and foster feelings of isolation (Wu et al., 2015; Gatwiri, 2015). Over time, these difficulties may impede successful adaptation, potentially undermining academic performance and overall well-being (Lai et al., 2023).

* Corresponding Author.

For example, feelings of homesickness, culture shock, and financial strain are often intensified by communication barriers, which in turn heighten acculturative stress and contribute to social exclusion among international students (Mutongoza & Olawale, 2023; Parray et al., 2020). Language and communication challenges are consistently identified as some of the most significant obstacles during international students' adjustment process—often outweighing academic concerns (Forbes-Mewett & Sawyer, 2016). Limited proficiency in the host language and difficulties communicating with local students can impede academic progress and negatively affect well-being (Wilczewski & Alon, 2022).

Difficulties in expressing ideas clearly due to linguistic barriers can lead to a range of academic and social challenges, ultimately affecting students' performance and interpersonal engagement (Ennin & Manariyo, 2023). These experiences may also erode self-confidence and amplify feelings of loneliness, particularly when students find it difficult to build meaningful relationships with domestic peers (Abdul-Rahaman et al., 2022). Such barriers are especially critical, as inadequate language proficiency has been linked to academic disengagement and reduced overall life satisfaction among international students (Oduwaye et al., 2023).

Low proficiency in English has been consistently linked to increased cultural stress, academic challenges, and negative emotional responses among international students, largely due to the language's central role in information processing and cognitive regulation (Gatwiri, 2015). As a result, students may experience heightened anxiety and social withdrawal, which can impede their integration into new academic and social settings (Lim & Vighnarajah, 2018). Language and cultural adjustment difficulties also contribute significantly to psychological distress, sometimes manifesting in obsessive-compulsive tendencies marked by persistent worry, rumination, and perfectionism (Khawaja & Dempsey, 2007).

The combined effects of linguistic and cultural barriers can influence many aspects of daily life, including housing, administrative processes, and academic responsibilities, progressively diminishing students' confidence—especially in cases where peer or institutional support is limited (Abdul-Rahaman et al., 2022). These interconnected challenges highlight the need for targeted support initiatives that address both linguistic competencies and the broader psychosocial dimensions of international student adjustment (Dombou et al., 2023).

This study aims to examine in depth the linguistic challenges experienced by international students in Thai higher education and to assess how these challenges influence both academic integration and psychological well-being. Specifically, it explores how language barriers may contribute to anxiety, isolation, and a diminished sense of belonging among international students (Lari et al., 2025; Qian & Yu, 2023). The study also seeks to identify effective strategies and institutional interventions that can help reduce these challenges and promote a more inclusive and supportive learning environment. A secondary goal is to evaluate whether strengthened language support mechanisms can improve academic performance while also enhancing mental health resilience and overall adjustment among international students (Elkhodr et al., 2024). The findings of this research are expected to inform targeted policy development and intervention design aimed at improving international student experiences in non-Western academic contexts. In doing so, this study contributes to ongoing discussions on how to better support international students' holistic development, well-being, and academic success (Hofhuis et al., 2023; Wilczewski & Alon, 2022).

Globally, the growing mobility of students pursuing higher education has positioned internationalization as a defining feature of the modern academic landscape, with millions of students seeking educational opportunities abroad each year (Razgulin et al., 2023). By 2020, more than 6.3 million international students were enrolled in universities worldwide, reflecting a substantial expansion of global higher education mobility since the late 1980s (Maharaj et al., 2024). This rapid growth highlights the need for universities to better address the unique challenges encountered by international students, particularly those affecting academic engagement and social integration (Abdul-Rahaman et al., 2022).

As this trend continues, host institutions carry increasing responsibility to cultivate environments that support international students' learning and well-being while facilitating navigation of cultural and linguistic differences (Ashton-Hay et al., 2016). Nevertheless, although international academic exchange offers numerous benefits, language barriers remain a persistent challenge that can hinder successful integration and limit opportunities for forming multicultural friendships and collaborative networks (Abdul-Rahaman et al., 2022).

This research examines the influence of foreign language anxiety on the academic success of international students in Thai higher education and aims to identify strategies that enhance language proficiency while reducing communication barriers (Han et al., 2022). The study hypothesizes that higher levels of foreign language anxiety are negatively associated with academic performance and social integration among international students in Thailand, and that targeted interventions can lessen these effects. The paper begins with a review of existing literature on foreign language anxiety and its implications for academic achievement and social adjustment. This is followed by an analysis of empirical data collected from international students enrolled in Thai universities to evaluate the proposed hypothesis. Based on the findings, the paper proposes evidence-based recommendations for pedagogical practices and institutional support structures designed to reduce language-related anxiety and promote a more inclusive academic environment for international learners. Additionally, this study distinguishes foreign language anxiety from general anxiety, emphasizing its unique characteristics within the language learning context (Özdemir & Seçkin, 2025).

II. LITERATURE REVIEW

A. Cross-Cultural Adjustment: The U-Shaped Curve Model

Research on stress, coping strategies, and the psychological adjustment of international students gained considerable scholarly attention during the 1950s and 1960s (Chaiyasat, 2020). Within the framework of acculturation theory, the adaptation process experienced by individuals is commonly divided into four sequential stages: honeymoon, crisis or culture shock, recovery, and adjustment. Drawing upon this framework, Lysgaard (1955) introduced the well-known U-shaped curve model of cross-cultural adjustment. In this model, time is represented on the horizontal axis, whereas levels of happiness or satisfaction are positioned on the vertical axis. The process begins with a period of excitement and optimism as individuals encounter a new cultural environment, often referred to as the honeymoon stage. This initial enthusiasm is typically followed by a decline in emotional well-being during the crisis or culture shock stage, characterized by both psychological and physical difficulties. Over time, individuals gradually regain emotional stability during the recovery stage and ultimately achieve a higher degree of integration and adaptation within the host society during the adjustment or mastery stage. Despite its significant influence, Lysgaard's model has been criticized for its limited empirical support, particularly the absence of substantial qualitative evidence underpinning the framework.

Several years later, anthropologist Kalvero Oberg (1960) proposed a comparable model of cross-cultural adaptation that further developed the concept of culture shock through psychological and intercultural perspectives. This framework was later elaborated upon by Rhein (2018), who provided a more comprehensive interpretation and justification for each stage of the adaptation process. According to Rhein, the honeymoon stage is marked by enthusiasm, fascination, and feelings of excitement toward the host culture. In contrast, the disenchantment stage involves various psychological challenges, including anxiety, fear, anger, homesickness, and helplessness, accompanied by physical symptoms such as insomnia, overeating, excessive drinking, and weight gain (Chaiyasat, 2020).

The recovery stage emerges when individuals begin to feel more comfortable with the new cultural environment, including its language, values, and social practices. Eventually, during the mastery stage, individuals achieve greater cultural competence and become more fully integrated into the host community. Rhein's (2018) explanation of the four stages of cross-cultural adjustment aligns closely with the earlier conceptualizations proposed by Lysgaard (1955) and Oberg (1960). Collectively, these models conceptualize cross-cultural adaptation as a dynamic process represented through the U-shaped curve of adjustment, as illustrated in Figure 1.

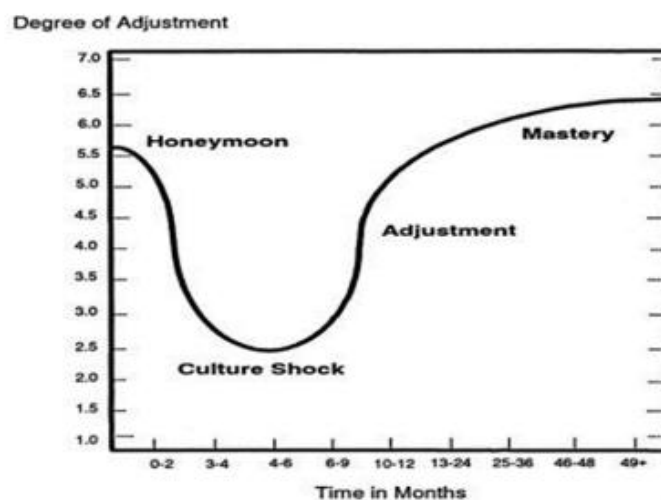


Figure 1. U-Shaped Curve of Cross-Cultural Adjustment as Described by Oberg (1960)

B. The Affect-Behavior-Cognition (ABC) Model

An alternative perspective on cross-cultural adaptation was introduced by Ward and Kennedy (2001) through the development of the ABC model, which was designed to explain the transitional experiences of individuals in intercultural settings. Compared with conventional interpretations of culture shock, this framework is considered to establish a stronger connection with issues related to psychological distress and mental health (Chaiyasat, 2020). Conceptually, the model was grounded in John W. Berry's theory of acculturation developed during the 1980s (Srisakda, 2018). Berry's framework explains acculturation as a process through which individuals negotiate the relationship between their cultural identity of origin and the culture of the host society. Within this model, four principal acculturation strategies are identified: integration, separation, assimilation, and marginalization (Berry, 2006; Berry et al., 2011). These strategies subsequently form a classification of four social groups, namely integrated, separated, assimilated, and marginalized individuals (Chaiyasat, 2020).

Building upon this theoretical foundation, Ward and Kennedy (2001) refined Berry's acculturation theory by incorporating three key dimensions derived from their Affect-Behavior-Cognition (ABC) framework. These dimensions

consist of stress and coping, cultural learning, and social identification. Within the ABC perspective, stress and coping are associated with the affective dimension, cultural learning is linked to behavioral adaptation, and social identification corresponds to the cognitive dimension of cross-cultural adjustment. Through the integration of these concepts, the ABC model offers a more comprehensive understanding of the psychological, behavioral, and cognitive processes involved in intercultural adaptation (Chaiyasat, 2020).

C. Anxiety

For instance, the theoretical underpinnings for understanding foreign language anxiety often draw from broader psychological theories of anxiety, while simultaneously acknowledging the unique linguistic and cultural components that distinguish FLA from general anxiety (Boltayevich et al., 2025). Specifically, this theoretical framework will integrate concepts such as Horwitz's Foreign Language Classroom Anxiety Scale to operationalize anxiety within a language learning context, alongside theories of identity formation and acculturation to understand the broader impact on international students (Paneerselvam & Yamat, 2021; Almashour, 2024). This holistic approach allows for a comprehensive examination of how linguistic insecurity, fear of negative evaluation, and communication apprehension manifest in foreign language learners (Özdemir & Seçkin, 2025). It also incorporates insights from studies that investigate the perceived causes of anxiety and its coping mechanisms among students, particularly in oral presentation contexts (Docena et al., 2023; Rafieyan, 2016). Furthermore, this section delves into self-determination theory, exploring how basic psychological needs and L2 motivation influence the learner's emotional experience and engagement in language learning (Alamer & Almulhim, 2021). Moreover, a detailed exploration of idiodynamic approaches can illuminate the real-time fluctuations of anxiety and enjoyment during language tasks, offering a granular understanding of affective states (Aubrey, 2022; Gregersen et al., 2014).

D. Language Acquisition

This theory examines how individuals acquire and develop proficiency in a second or foreign language, considering both cognitive and socio-affective factors. It encompasses various perspectives, from Krashen's input hypothesis to Vygotsky's sociocultural theory, each offering insights into the complex processes involved in mastering a new linguistic system. These theories are crucial for understanding how emotional factors, such as anxiety, can impede or facilitate the acquisition process (Haroud et al., 2025). Vygotsky's Zone of Proximal Development highlights the importance of social interaction and scaffolding in language learning, suggesting that anxiety can disrupt this crucial guided engagement, thereby hindering skill development (Yuan, 2025). Building on these frameworks, Horwitz et al. specifically identified communication apprehension, fear of negative evaluation, and test anxiety as distinct categories of foreign language anxiety that directly impede the development of linguistic skills across speaking, listening, reading, and writing domains (Özdemir & Seçkin, 2025). This perspective underscores the necessity of considering affective variables in pedagogical approaches, as heightened anxiety can significantly compromise a learner's ability to process linguistic input and produce output effectively (Sari, 2020). The "affective filter" hypothesis further posits that high anxiety levels can block comprehensible input, thereby limiting language acquisition (Jing-ping, 2021).

E. Acculturation

This theory illuminates how international students navigate the linguistic and cultural demands of a new academic setting, often experiencing a complex interplay of emotions that impact their language learning journey (Byrd & Abrams, 2022). Specifically, it examines how cultural stress, discrimination, and a sense of belonging or alienation can exacerbate or mitigate foreign language anxiety, affecting overall academic performance and well-being (Shao et al., 2020). The theoretical background thus integrates these three interconnected domains—*anxiety, language acquisition, and acculturation*—to provide a robust framework for investigating the multifaceted challenges encountered by international students in higher education. This interdisciplinary approach allows for a nuanced understanding of how these factors collectively shape the lived experiences and academic trajectories of this student demographic. Anxiety, characterized by feelings of tension and apprehension, is a common phenomenon among students that can significantly impact their learning processes (Lin, 2022). While a moderate degree of anxiety can enhance motivation and performance, excessive levels are detrimental to learning outcomes across various skills (Özdemir & Seçkin, 2025). In the context of language acquisition, anxiety is specifically associated with poorer proficiency and actively hinders the development and improvement of language skills (Kim et al., 2025). This type of anxiety, termed Foreign Language Anxiety, is a distinct construct encompassing negative emotional reactions and worries specific to learning or using a second language (Alsaloili & Tale, 2022). It is a prevalent issue among foreign language learners since the 1970s, manifesting as a complex of self-perceptions, beliefs, feelings, and behaviors tied to classroom language learning (Lin, 2022). This pervasive phenomenon can manifest as a fear of negative evaluation, communication apprehension, and test-taking anxiety, significantly impeding a student's ability to engage effectively with the target language (Ahmed, 2021). This form of anxiety can impact students across all intellectual and academic ability levels, manifesting as worry, fear, and apprehension (Wakuma, 2025). This distinct psychological phenomenon is often connected to an inability to freely communicate with native and non-native foreign language speakers, leading to adverse emotional responses such as apprehension, shame, and low self-esteem (Valieva et al., 2019). These emotional burdens can prevent learners from

engaging in communicative activities, thereby limiting opportunities for linguistic practice and development (Haroud et al., 2025).

III. METHODOLOGY

This section outlines the methodological framework of the study, detailing the procedures and materials used to address the research questions and ensure the reproducibility of the findings. It includes a description of the research design, participant selection, data collection instruments, and analytical procedures employed to meet the study's objectives (Shanmugam & Jeevarathinam, 2023). This study uses a mixed method. This method was used to answer the following research questions (1) Language Barriers Contribute to Feelings of Anxiety, Isolation, and Reduced Sense of Belonging Among International Students, and (2) Language Support Systems to Enhance Academic Outcomes and Strengthen the Mental Resilience of International Students, thereby Promoting a More Conducive Learning Environment. This method consists of two steps. First, it included collecting qualitative data through in-depth interviews to understand the subjective experiences of international students related to language barriers and their impact on their mental resilience. Second, it included quantitative data collection through a standardized survey to measure the level of anxiety, isolation, and sense of belonging (Nazir, 2024). This mixed-method approach enables data integration between rich qualitative data and measurable quantitative data to provide a comprehensive understanding of the phenomenon (Park et al., 2024). The mixed method enables the researcher to integrate qualitative and quantitative data, providing a richer and in-depth understanding compared to only using one (Hulaifah & Sibuea, 2023). This approach also increases the validity and reliability of the research findings by providing various perspectives that complement each other (Suharyanti et al., 2018, p. 284).

The subjects of this study were foreign students at Walailak University in 2024. The data on the research subjects are presented in the following table.

TABLE 1
SUBJECTS OF STUDY

No	Country	Number of people in the program			Total
		Bachelor's	Masters's	Doctor	
1	Cambodia	1	0	4	5
2	Kenya	0	1	2	3
3	Sierra Leone	0	0	1	1
4	Zambia	0	1	0	1
5	Somalia	0	1	0	1
6	Timor-Leste	0	1	0	1
7	Tanzania	0	0	1	1
8	Nepal	0	0	1	1
9	Nigeria	0	0	1	1
10	Bangladesh	0	0	2	2
11	Pakistan	0	1	4	5
12	Myanmar	16	2	2	20
13	Philippines	3	3	0	6
14	Bhutan	0	2	0	2
15	Uganda	0	0	1	1
16	Vietnam	2	1	4	7
17	Sri Lanka	0	0	1	1
18	Indonesia	3	0	1	4
19	Afghanistan	0	0	1	1
20	Egypt	0	0	1	1
21	Ethiopia	0	0	3	3
22	Russia	1	0	0	1
23	Bahrain	1	0	0	1
24	Zimbabwe	1	0	0	1
25	United States of America	1	0	0	1
26	India	2	0	0	2
27	Iran	0	0	1	1
28	China	18	37	74	129
	Total	49	50	105	204

The data were collected through interviews and surveys. The instruments used to collect the data were (1) an interview guide and (2) a survey. The data collected were analyzed qualitatively and quantitatively.

IV. RESULTS AND DISCUSSION

A. Language Barriers Contribute to Feelings of Anxiety, Isolation, and Reduced Sense of Belonging Among International Students

The findings of this study indicate that language barriers contribute to anxiety, isolation, and a sense of belonging in international students, which can be understood through the lenses of language anxiety, social isolation, sense of belonging, and coping strategies.

In terms of language anxiety, the survey results from 204 international students revealed that 72% of respondents reported significant anxiety when interacting in English, both inside and outside the classroom. This anxiety primarily manifests in public speaking contexts and during group discussions, where some students feel pressured due to their inability to express themselves effectively. Students with lower English proficiency tend to experience higher levels of anxiety, which affects their willingness to engage in social interactions.

Furthermore, the findings revealed a strong connection between language barriers and social isolation among international students. Approximately 68% of respondents reported experiencing difficulties when attempting to socialize with peers and local students, which subsequently contributed to feelings of alienation from the broader campus environment. Many participants indicated that they spent more time alone and felt less integrated into campus life. This sense of isolation was further reinforced by challenges in understanding everyday conversations and participating in extracurricular or informal activities beyond classroom settings. Such difficulties suggest that linguistic limitations not only hinder academic engagement but also impede the development of meaningful social relationships, which are essential for psychological well-being and successful cultural adaptation.

In relation to the sense of belonging, the findings indicate that 65% of respondents reported feeling only minimally connected to their university community. Language barriers were identified as a key factor contributing to this diminished affiliation, as many students expressed difficulty engaging in extracurricular activities and student organizations that primarily operate in English. When asked about participation in campus initiatives, a significant portion of students reported choosing not to participate due to fears of misunderstanding or being judged by their peers. Consequently, these factors collectively contribute to reduced involvement in university life and weaken students' overall sense of belonging within the campus environment.

Additionally, regarding coping strategies, the findings indicate that despite experiencing language-related challenges, some students actively developed mechanisms to manage their anxiety and social isolation. Approximately 54% of respondents reported the use of technology—such as language-learning applications, translation tools, and social media platforms—to enhance their language proficiency and build new social networks. This suggests that, while linguistic and cultural barriers persist, students demonstrate resilience and agency in adapting to an unfamiliar academic and cultural environment.

Overall, the findings illustrate that language barriers at Walailak University significantly affect international students' emotional well-being and engagement, particularly contributing to elevated anxiety, feelings of isolation, and a diminished sense of belonging. These outcomes highlight the need for institutional and pedagogical interventions aimed at fostering an inclusive and supportive learning environment. Strengthening communication support systems, developing structured language assistance programs, and enhancing opportunities for intercultural interaction may reduce anxiety, facilitate smoother adjustment, and ultimately improve the academic and social experience of international students studying in Thailand.

B. Language Support Systems to Enhance Academic Outcomes and Strengthen the Mental Resilience of International Students, Thereby Promoting a More Conducive Learning Environment

The findings further reveal a positive correlation between structured language support systems and improved academic performance among international students. Approximately 78% of respondents who participated in language support initiatives—such as tutoring, mentoring, and skill-building workshops—reported that these programs significantly enhanced their understanding of course content. Many respondents specifically noted measurable improvements in their English language proficiency, particularly in reading and writing, which subsequently contributed to higher academic achievement. Moreover, the availability of English tutors and intensive language training played a crucial role in increasing students' confidence and enabling more active participation in classroom discussions and academic activities. These outcomes suggest that well-implemented institutional support mechanisms can mitigate language-related challenges and foster a more equitable learning environment for international students.

Furthermore, in relation to mental resilience, the study found that effective language support systems also contribute positively to the psychological well-being of international students. Approximately 70% of respondents reported that access to language support programs helped reduce anxiety and stress associated with academic communication. These initiatives provided a greater sense of confidence and security when engaging in coursework, which is essential for maintaining emotional stability. Several students also indicated that having opportunities to participate in discussion groups and speaking practice sessions made them feel more comfortable in classroom settings. These supportive environments not only alleviated feelings of alienation but also strengthened students' social networks, thereby enhancing their overall sense of community and belonging on campus.

In terms of the overall learning environment, the implementation of enhanced language support systems contributed significantly to creating a more conducive and supportive academic atmosphere. Approximately 75% of respondents reported feeling more motivated to engage in coursework and participate in academic discussions when such support was available. Moreover, language support initiatives improved interpersonal interactions between international and local students. Peer mentoring programs, in particular, played an important role in strengthening social relationships and fostering meaningful engagement within the campus community. As a result, these interventions helped cultivate a more inclusive and collaborative educational setting, benefiting not only international students but the broader student population as well.

Additionally, the findings indicate that participation in extracurricular activities, when paired with language support, plays a significant role in strengthening students' self-confidence and resilience in facing both academic and non-academic challenges. Approximately 65% of respondents reported that involvement in campus activities—facilitated by language support—helped reduce stress levels and increased their motivation to learn. Access to various programs, such as speaking workshops, cultural events, and social engagement activities, enabled international students to feel more integrated and empowered within the university environment.

Overall, the study demonstrates that the enhanced language support system at Walailak University not only improves academic outcomes but also contributes to greater psychological resilience among international students. By fostering a more supportive and inclusive learning environment, language support initiatives help students feel more confident, connected, and capable of succeeding in both academic and social domains. These findings highlight the importance of developing comprehensive language support strategies as a key component in promoting international student success within a globalized university context.

The findings of this study emphasize the pivotal role of English language proficiency in reducing cultural stress, academic difficulties, and negative emotional responses among international students, reinforcing its centrality for effective communication and learning (Gatwiri, 2015). These results align with prior research demonstrating that language difficulties are among the most critical challenges shaping international students' psychological well-being and overall adjustment to university life (Gatwiri, 2015; Forbes-Mewett & Sawyer, 2016). Notably, communication barriers were reported as more stressful than academic workload, further highlighting their significant impact on students' adaptation and daily functioning (Forbes-Mewett & Sawyer, 2016). The present study confirms that insufficient English proficiency hinders academic participation, limits social interaction, and disrupts intercultural learning, leading to increased anxiety, isolation, and reduced belonging among international students (Andrade, 2009; Abdul-Rahaman et al., 2022). These findings reinforce the need for targeted language support systems to facilitate smoother academic transitions and enhance students' overall higher education experiences (Gatwiri, 2015; Zhao & Shang, 2022; Martirosyan et al., 2015). Language barriers also contribute to negative academic attitudes, difficulties adapting to instructional styles, and decreased learning motivation, which may trigger psychological distress (Qian & Yu, 2023). Proficiency in the host language—particularly English—is therefore essential for acculturation, mental health stability, and academic success (Shen, 2023; Alshenqeeti, 2016). Host national connectedness, strengthened through language competence, has been shown to mediate the relationship between personal resources and adaptive student outcomes, improving psychological adjustment and well-being (Bethel et al., 2020). This reinforces the value of comprehensive language support programs that enhance social integration, reduce acculturative stress, and improve academic performance (Bethel et al., 2020; Parray et al., 2020). Two dominant research trajectories emerge from existing literature: the direct impact of second-language proficiency and the influence of host-country interaction on student adaptation (Wilczewski & Alon, 2022). Without a shared language, meaningful relationships between international and domestic students are difficult to establish, limiting opportunities for academic collaboration and intercultural exchange (Abdul-Rahaman et al., 2022). Strengthening linguistic competence is therefore vital for preventing isolation, homesickness, and related socio-emotional challenges (Lim & Vighnarajah, 2018; Wilczewski & Alon, 2022). As global higher education continues expanding, language, financial barriers, and social isolation remain dominant determinants of international students' well-being (Elkhodr et al., 2024). Accordingly, universities must prioritize structured language support programs—formal and informal—that foster meaningful communication, build support networks, and enhance academic engagement (Bethel et al., 2020). These interventions should form part of a broader institutional strategy aimed at strengthening acculturation and mitigating psychological risks associated with cultural transition (Gómez et al., 2014; Razgulin et al., 2023; Gebregergis & Csukonyi, 2025). Strong communication skills further enable international students to navigate unfamiliar environments, engage in intercultural dialogue, and build diverse support networks—key processes in reducing acculturative stress and fostering psychological resilience (Bozdağ, 2020; Wilczewski & Alon, 2022). Thus, language programs must be positioned not merely as academic aids, but as essential components of holistic support systems that ensure equitable access to learning and campus life (Dombou et al., 2023; Miranda & Lin, 2012). Such initiatives can reduce personal, social, and cultural loneliness while improving belonging and connection to the academic community (Girmay & Singh, 2019). In this context, effective language development shifts from a supplementary service to a foundational institutional priority necessary for student integration, well-being, and success (Arthur, 2017; Hofhuis et al., 2023). Strengthening language support can alleviate psychosocial pressures, enhance mental health outcomes, and facilitate smoother academic and social adjustment (Shen, 2023). This becomes increasingly urgent given rising mental health challenges among international students linked to sociocultural adjustment difficulties and limited support networks (Razgulin et al., 2023; Dingle et al., 2024). Evidence

further suggests that culturally responsive programming and strong support systems are among the most effective approaches in improving student resilience (Lari et al., 2025). Therefore, higher education institutions must adopt holistic support frameworks integrating academic, linguistic, and psychosocial assistance tailored to the unique needs of international learners (Martirosyan et al., 2019).

V. CONCLUSION

The findings revealed that a majority of participants (72%) reported experiencing anxiety when communicating in English, particularly in situations involving public speaking or group interactions. This increased anxiety contributed to avoidance behavior and reduced social participation, ultimately reinforcing feelings of isolation, with 68% of respondents reporting difficulty forming social relationships with peers. This suggests that language barriers contribute to feelings of anxiety, isolation, and a reduced sense of belonging among international university students in Thailand. Further findings of the study were that approximately 78% of international university students in Thailand who accessed language support services reported improved comprehension of academic material, while 70% noted significant decreases in anxiety and stress levels. These findings suggest that targeted language support systems not only improve academic performance but also provide psychological reassurance, allowing students to feel more confident in their communication skills.

Furthermore, the first conclusion of this study states that language barriers cause feelings of anxiety, isolation, and a reduced sense of belonging among international students at universities in Thailand. Based on this conclusion, it is recommended that universities in Thailand develop programs to overcome language barriers for international students in Thailand. These programs can include foreign language courses within the university and Thai language courses at the university. The second conclusion of this study is that a targeted language support system not only improves academic performance but also provides psychological peace. Therefore, it is recommended that universities in Thailand increase the number of extracurricular activities and peer mentors for international students at Thai universities.

REFERENCES

- [1] Abdul-Rahaman, N., Arkorful, V. E., & Okereke, T. (2022). Academic integration in higher education: A review of effective institutional strategies and personal factors. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.856967>
- [2] Ahmed, M. A. (2021). Cross-Cultural Adjustment and Second Language Acquisition. *International Journal of Language and Literary Studies*, 3(2), 290. <https://doi.org/10.36892/ijlls.v3i2.646>
- [3] Alamer, A., & Almulhim, F. (2021). The Interrelation Between Language Anxiety and Self-Determined Motivation; A Mixed Methods Approach. *Frontiers in Education*, 6. <https://doi.org/10.3389/feduc.2021.618655>
- [4] Ali, B. J., & Anwar, G. (2021). Anxiety and Foreign Language Learning: Analysis of students' anxiety towards foreign language learning. *International Journal of English Literature and Social Sciences*, 6(3), 234. <https://doi.org/10.22161/ijels.63.32>
- [5] Alkhaldi, A. A., Alhasan, R. F., Huwari, I. F., & Abushaaban, H. (2023). Strategies for Reducing Oral Communication Apprehension in English: A Qualitative Study of Jordanian Undergraduates. *Theory and Practice in Language Studies*, 13(7), 1638-1644. <https://doi.org/10.17507/tpls.1307.05>
- [6] Almashour, M. (2024). Bridging worlds with words: translanguaging and its impact on identity formation among Jordanian graduate students in Ontario. *Frontiers in Education*, 9. <https://doi.org/10.3389/feduc.2024.1464741>
- [7] Al-Mukdad, S. (2021). The Cause of Speaking Anxiety of Pre-intermediate EFL Learners and Its Effects on Their Oral Performance. *Theory and Practice in Language Studies*, 11(5), 580-585. <https://doi.org/10.17507/tpls.1105.18>
- [8] Alsaffar, M. J. (2021). Virtual Reality Software as Preparation Tools for Oral Presentations: Perceptions From the Classroom. *Theory and Practice in Language Studies*, 11(10), 1146-1160. <https://doi.org/10.17507/tpls.1110.02>
- [9] Alsalooli, R. A., & Tale', M. A. A. (2022). Saudi EFL Learners' FLA: Levels, Causes, Gender, and Impact on Academic Performance. *Journal of Language Teaching and Research*, 13(1), 145-155. <https://doi.org/10.17507/jltr.1301.17>
- [10] Alshenqeeti, H. (2016). Second Language Competence and Student Acculturation: The Case of International Students. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.2843926>
- [11] Andrade, M. S. (2009). The Effects of English Language Proficiency on Adjustment to University Life. *International Multilingual Research Journal*, 3(1), 16. <https://doi.org/10.1080/19313150802668249>
- [12] Anzanni, S., & Dewi, D. N. (2023). The Correlation between Vocational Students' Speaking Anxiety and Speaking Performances in Learning English. *IDEAS Journal on English Language Teaching and Learning Linguistics and Literature*, 10(2), 1849-1862. <https://doi.org/10.24256/ideas.v10i2.3148>
- [13] Ariani, Y., Eliza, E., & Dewi, M. P. (2020). Speaking anxiety level of EFL students at tenth grade of senior high school 2 lubuk sikaping. *ELP (Journal of English Language Pedagogy)*, 5(2), 45-50. <https://doi.org/10.36665/elp.v5i2.308>
- [14] Ashton-Hay, S. A. (2016). International student transitioning experiences: Student voice. *Journal of Academic Language and Learning*, 10(1), A1-A19. Retrieved from <https://journal.aall.org.au/index.php/jall/article/view/379>
- [15] Aubrey, S. (2022). The relationship between anxiety, enjoyment, and breakdown fluency during second language speaking tasks: An idiodynamic investigation. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.968946>
- [16] Azhar, S. B. H. J., Aziz, A. A. A., Juned, A. M., Razali, N. A., Mohamad, N. A., & Zaini, N. (2022). Virtual Professional Communication Project Presentation: Examining Students' Speaking Anxiety in a Malaysian Public University. *International Academic Symposium of Social Science 2022*, 104. <https://doi.org/10.3390/proceedings2022082104>
- [17] Balgos, A. R. (2020). 'I play, therefore I can': Using Drama Activities to Reduce the English speaking Anxiety of College Students. *Modern Journal of Studies in English Language Teaching and Literature*, 2(2), 31-41. <https://doi.org/10.56498/22202099>

- [18] Boltayevich, E. B., Abdullayeva, I., Raupova, L., Kholikov, A., & Mirkasimova, M. (2025). Speaking exams with less anxiety in Intelligent Computer-Assisted Language Assessment (ICALA): mirroring EFL learners' foreign language anxiety, shyness, autonomy, and enjoyment. *Language Testing in Asia*, 15(1). <https://doi.org/10.1186/s40468-024-00340-x>
- [19] Byrd, D. R., & Abrams, Z. I. (2022). Applying Positive Psychology to the L2 Classroom: Acknowledging and Fostering Emotions in L2 Writing. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.925130>
- [20] Chaiyasat, C. (2020). Overseas students in Thailand: A qualitative study of cross-cultural adjustment of French exchange students in a Thai university context. *Journal of Human Behavior in the Social Environment*, 30(8), 1060-1081. <https://doi.org/10.1080/10911359.2020.1792386>
- [21] Chen, J., Lai, P. P. Y., Chan, A., Man, V., & Chan, C. (2022). AI-Assisted Enhancement of Student Presentation Skills: Challenges and Opportunities. *Sustainability*, 15(1), 196. <https://doi.org/10.3390/su15010196>
- [22] Chew, S. Y., & Chen, Y. (2021). Speaking Performance and Anxiety Levels of Chinese EFL Learners in Face-to-Face and Synchronous Voice-based Chat. *Journal of Language and Education*, 7(3), 43. <https://doi.org/10.17323/jle.2021.11878>
- [23] Cuamag, W. B. S., Abiza, J.-R. B., Antipuesto, A. B., Bual, H. J., Castuer, R. B., Lagrama, E. Jr. S., Lansangan, W. D., Lazaro, A. M. D., Perez, J. P. O., Recto, S. A., Tingson, J. P. P., Clamares, K. J. M., & Pelandas, A. M. O. (2024). Public Speaking Anxiety among Senior High School Students: A Basis for Enhancement Program. *International Journal of Research and Innovation in Social Science*, 2037. <https://doi.org/10.47772/ijriss.2024.804231>
- [24] Daud, D., Hwa, C. P., Ahmad, H., How, H. E., Jincheng, Z., & Saidalvi, A. (2022). Exploring The Causes of Fear of Foreign Language Learning. *International Journal of Academic Research in Business and Social Sciences*, 12(10). <https://doi.org/10.6007/ijarbss.v12-i10/15163>
- [25] Desta, M. A. (2019). An Investigation into English Foreign Language Learning Anxiety and English Language Performance Test Result: Ethiopian University Students in Focus. *International Journal of Research in English Education*, 4(4), 83. <https://doi.org/10.29252/ijree.4.4.83>
- [26] Diaz, K. R. V., & Iqbal, J. (2024). Challenges Faced by International Students in Understanding British Accents and Their Mitigation Strategies—A Mixed Methods Study. *Education Sciences*, 14(7), 784. <https://doi.org/10.3390/educsci14070784>
- [27] Ding, D., & Yusof, A. M. (2025). Investigating the role of AI-powered conversation bots in enhancing L2 speaking skills and reducing speaking anxiety: a mixed methods study. *Humanities and Social Sciences Communications*, 12(1). <https://doi.org/10.1057/s41599-025-05550-z>
- [28] Docena, V. T., Buenaventura, K. H., Lobingco, W., Manlimos, S., Nacionales, J., & Claridad, N. (2023). Investigating oral presentation anxiety of freshmen English major students in a Philippine higher educational institution. *Journal of Language and Pragmatics Studies*, 2(3), 173-189. <https://doi.org/10.58881/jlps.v2i3.27>
- [29] Dombou, C., Omonaiye, O., Fraser, S., Cénat, J. M., Fournier, K., & Yaya, S. (2023). Barriers and facilitators associated with the use of mental health services among immigrant students in high-income countries: A systematic scoping review. *PLoS ONE*, 18(6). <https://doi.org/10.1371/journal.pone.0287162>
- [30] Elkhodr, M., Gide, E., & Pandey, N. (2024). Enhancing mental health support for international students: A digital framework for holistic well-being in higher education. *STEM Education*, 4(4), 466-488. <https://doi.org/10.3934/steme.2024025>
- [31] Ennin, F. C., & Manariyo, E. (2023). Language as Communication Barrier for Foreign Students: Evidence from Gujarat State Universities. *European Journal of Education and Pedagogy*, 4(6), 71-77. <https://doi.org/10.24018/ejedu.2023.4.6.697>
- [32] Forbes-Mewett, H., & Sawyer, A.-M. (2016). International Students and Mental Health. *Journal of International Students*, 6(3), 661-677. <https://doi.org/10.32674/jis.v6i3.348>
- [33] Gatwiri, G. (2015). The influence of language difficulties on the wellbeing of international students: An interpretive phenomenological analysis. *Inquiries Journal*, 7(5).
- [34] Giantari, K., Kurniawan, E., & Suherdi, D. (2023). Factors Affecting Students' Reluctance to speak English in Classroom Interactions. *Tell-us journal*, 9(2), 285-300. <https://doi.org/10.22202/tus.2023.v9i2.6712>
- [35] Gregersen, T., MacIntyre, P. D., & Meza, M. D. (2014). The Motion of Emotion: Idiodynamic Case Studies of Learners' Foreign Language Anxiety. *Modern Language Journal*, 98(2), 574-588. <https://doi.org/10.1111/modl.12084>
- [36] Grieve, R., Woodley, J., Hunt, S. E., & McKay, A. B. (2021). Student fears of oral presentations and public speaking in higher education: a qualitative survey. *Journal of Further and Higher Education*, 45(9), 1281-1293. <https://doi.org/10.1080/0309877x.2021.1948509>
- [37] Habiburrahim, H., Risdaneva, R., Putri, G. H. S., Dahliana, S., & Muluk, S. (2020). The Effects of Anxiety Toward Acehnese Students' English Speaking Ability. *The Qualitative Report*. <https://doi.org/10.46743/2160-3715/2020.3639>
- [38] Han, S., Li, Y., & Haider, S. A. (2022). Impact of Foreign Language Classroom Anxiety on Higher Education Students Academic Success: Mediating Role of Emotional Intelligence and Moderating Influence of Classroom Environment. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.945062>
- [39] Hao, X., & Hua, C. (2024). The effect of co-regulation on English public speaking self-efficacy in collaborative oral presentations. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1423607>
- [40] Haroud, S., Ouchaouka, L., & Saqri, N. (2025). Investigating the causes of language anxiety among future primary school teachers in foreign language classes. *Frontiers in Education*, 10. <https://doi.org/10.3389/educ.2025.1510765>
- [41] Hofhuis, J., Egmond, M. van, Lutz, F. E., Reventlow, K. von, & Rohmann, A. (2023). The effect of social network sites on international students' acculturation, adaptation, and wellbeing. *Frontiers in Communication*, 8. <https://doi.org/10.3389/fcomm.2023.1186527>
- [42] Huda, N. U., Bibi, M., Sajjad, M., Mukhtar, S., & Mukhtar, R. (2024). Stage Fright to Scholarly Flight: The Impact of Public Speaking Anxiety and Fear of Negative Evaluation on Academic Performance in University Students. *Journal of Health and Rehabilitation Research*, 4(3), 1-7. <https://doi.org/10.61919/jhrr.v4i3.1331>
- [43] Jing-ping, S. (2021). A Review of the Effectiveness of Foreign Language Enjoyment and Foreign Language Classroom Anxiety on Learners' Engagement and Attainment. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.749284>
- [44] Kallet, R. H. (2004). How to write the methods section of a research paper. *Respiratory care*, 49(10), 1229-1232.

- [45] Kaplan-Rakowski, R., & Gruber, A. (2023). The impact of high-immersion virtual reality on foreign language anxiety. *Smart Learning Environments*, 10(1). <https://doi.org/10.1186/s40561-023-00263-9>
- [46] Khawaja, N. G., & Dempsey, J. (2007). Psychological Distress in International University Students: An Australian Study. *Australian Journal of Guidance and Counselling*, 17(1). <https://doi.org/10.1375/ajgc.17.1.13>
- [47] Kho, M. G.-W., & Ting, S. (2023). Public Speaking Training Plan for Mitigating Oral Communication Apprehension. *Qeios*, 5(8). <https://doi.org/10.32388/2p2776.2>
- [48] Kim, C., Aichler, L., Bridgett, T., Nicolarakis, O., Lacy, S. H., Sortino, R., Kushalnagar, P., & Pizzie, R. (2025). Language Anxiety: Understanding past research and new directions with d/Deaf, DeafBlind, and Hard of Hearing communities. *Frontiers in Psychology*, 16. <https://doi.org/10.3389/fpsyg.2025.1558714>
- [49] Lai, H., Dian-jian, W., & Ou, X. (2023). Cross-cultural adaptation of Chinese students in the United States: Acculturation strategies, sociocultural, psychological, and academic adaptation. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.924561>
- [50] Lari, S. M., Zumot, M. S., & Fredericks, S. (2025). Navigating mental health challenges in international university students: adapting to life transitions. *Frontiers in Psychiatry*, 16. <https://doi.org/10.3389/fpsyg.2025.1574953>
- [51] Lee, H. (2020). Supporting Instructors to Provide Emotional and Instructional Scaffolding for English Language Learners through Biosensor-based Feedback. In *Proceedings of the 2020 International Conference on Multimodal Interaction (ICMI '20)* (733–737). Association for Computing Machinery, New York, NY, USA. <https://doi.org/10.1145/3382507.3421159>
- [52] Lee, H., Mandalapu, V., Kleinsmith, A., & Gong, J. (2020). Distinguishing Anxiety Subtypes of English Language Learners Towards Augmented Emotional Clarity. *Artificial Intelligence in Education*, 12164, 157-161. https://doi.org/10.1007/978-3-030-52240-7_29
- [53] Leyaley, R. V. G. (2023). Students' Passiveness in Speaking English: The Culprit behind the Silence in the Classroom. *Open Journal of Social Sciences*, 11(8). <https://doi.org/10.4236/jss.2023.118007>
- [54] Li, Y. (2022). Foreign Language Listening Anxiety and Listening Performance: Results of A Mixed-Method Study. *International Journal of Languages Literature and Linguistics*, 8(1). <https://doi.org/10.18178/ijll.2022.8.1.313>
- [55] Lim, S. Y. J., & Vighnarajah, V. (2018). Influence of Student Isolation on Students' University Learning Experiences: Perspectives of Academic, Social and Psychological Development. *SHS Web of Conferences*, 53. <https://doi.org/10.1051/shsconf/20185305005>
- [56] Lin, Q. (2022). Anxiety and self-efficacy in Chinese international students' L3 French learning with L2 English and L3 French. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.998536>
- [57] Lugman, E. (2022). Cultural adjustment problems in academic life experienced by Indonesian postgraduate students in London. *ELTIN JOURNAL Journal of English Language Teaching in Indonesia*, 10(1), 1-10. <https://doi.org/10.22460/eltin.v10i1.p.1-10>
- [58] MacIntyre, P. D., & Gardner, R. C. (1994). The Subtle Effects of Language Anxiety on Cognitive Processing in the Second Language. *Language Learning*, 44(2), 283-305. <https://doi.org/10.1111/j.1467-1770.1994.tb01103.x>
- [59] Maharaj, R., Ndwiwa, D. W., & Chutiyami, M. (2024). Mental health and wellbeing of international students in Australia: a systematic review. *Journal of Mental Health*, 1. <https://doi.org/10.1080/09638237.2024.2390393>
- [60] Maher, K., & King, J. (2022). 'The Silence Kills Me.': 'Silence' as a Trigger of Speaking-Related Anxiety in the English-Medium Classroom. *English Teaching & Learning*, 46(3), 213-234. <https://doi.org/10.1007/s42321-022-00119-4>
- [61] Maher, K., & King, J. (2023). Language anxiety and learner silence in the classroom from a cognitive-behavioral perspective. *Annual Review of Applied Linguistics*, 43, 105-111. <https://doi.org/10.1017/s0267190523000077>
- [62] Mahmoud, S. (2024). Understanding the Impact of Anxiety on Students' Language Proficiency. *العالمية الليبية المجلة*, 71. <https://doi.org/10.37376/glj.vi71.5857>
- [63] Mardiani, R., & Apriyani, A. (2021). Strategies in overcoming speaking anxiety in a virtual classroom presentation: a descriptive qualitative study at one vocational school. *JELA (Journal of English Language Teaching Literature and Applied Linguistics)*, 3(2), 58-73. <https://doi.org/10.37742/jela.v3i2.58>
- [64] Milan, M. C. (2019). English Speaking Anxiety: Sources, Coping Mechanisms, and Teacher Management. *Pupil International Journal of Teaching Education and Learning*, 3(2). <https://doi.org/10.20319/pijtel.2019.52.0128>
- [65] Mutongoza, B. H., & Olawale, B. E. (2023). The Unnoticed Few: Exploring the Challenges Confronting International Students and Staff at a Rural University in South Africa. *Journal of Culture and Values in Education*, 6(2). <https://doi.org/10.46303/jcve.2023.11>
- [66] Naser, N. A. M., & Isa, I. A. M. (2021). Public Speaking Anxiety in Oral Presentation Class among Undergraduates. *International Journal of Academic Research in Business and Social Sciences*, 11(10). <https://doi.org/10.6007/ijarbss/v11-i10/11456>
- [67] Oduwaye, O., Kiraz, A., & Sorakin, Y. (2023). A Trend Analysis of the Challenges of International Students Over 21 Years. *SAGE Open*, 13(4). <https://doi.org/10.1177/21582440231210387>
- [68] Özdemir, O., & Seçkin, H. (2025). Exploring foreign language anxiety in higher education: Multifaceted insights into causes, impacts, and coping strategies. *Social Sciences & Humanities Open*, 11, 101364. <https://doi.org/10.1016/j.ssaho.2025.101364>
- [69] Pan, J., & Lou, L. (2023). Research on the Phenomenon of "Foreign Language Anxiety" Based on Individual Differences of Learners. *Creative Education*, 14(9), 1759-1772. <https://doi.org/10.4236/ce.2023.149113>
- [70] Paneerselvam, A., & Yamat, H. (2021). Validity and Reliability Testing of the Adapted Foreign Language Classroom Anxiety Scale (FLCAS). *International Journal of Academic Research in Business and Social Sciences*, 11(4). <https://doi.org/10.6007/ijarbss/v11-i4/9027>
- [71] Park, S., Carlisle, D., Cheng, Z., Gillies, M., & Pan, X. (2025). Reducing foreign language anxiety through repeated exposure to a customizable VR public speaking application. *Frontiers in Virtual Reality*, 6. <https://doi.org/10.3389/frvir.2025.1519409>
- [72] Parray, A. A., Sohely, S., Mallick, S., Zahura, F. T., Mistry, B., Sharkar, P., Nahar, J., Sumi, K. F., Islam, A., & Khan, M. S. (2020). Acculturation and adaptation issues among International students: Experiences from the largest Public University of Bangladesh. *Research Square*. <https://doi.org/10.21203/rs.3.rs-51527/v1>

- [73] Qian, J., & Yu, J. (2023). Effects of Chinese Language Learning Anxiety on the Mental Health of International Students in China: The Chain Mediating Effect of Campus Adaptation and Academic Resilience. *Psychology Research and Behavior Management*, 16, 2201-2211. <https://doi.org/10.2147/prbm.s414837>
- [74] Rafieyan, V. (2016). Discovering Factors of Foreign Language Speaking Anxiety and Coping Strategies. *Journal for the Study of English Linguistics*, 4(1), 111. <https://doi.org/10.5296/jsel.v4i1.9668>
- [75] Rajitha, K., & Alamelu, C. (2023). The Effectiveness of Activity Based Four-Dimensional Integrated Strategy for Alleviating Speaking Anxiety. *Theory and Practice in Language Studies*, 13(8), 1861-1870. <https://doi.org/10.17507/tpls.1308.01>
- [76] Razgulin, J., Argustaitė-Zailskienė, G., & Šmigelskas, K. (2023). The role of social support and sociocultural adjustment for international students' mental health. *Scientific Reports*, 13(1). <https://doi.org/10.1038/s41598-022-27123-9>
- [77] Rybo-LoPresti, B., & Rhein, D. (2021). A Qualitative Analysis of Academic and Cultural Adjustment: American Students in Thailand, What Can Be Done for Them? *SAGE Open*, 11(1). <https://doi.org/10.1177/21582440211003594>
- [78] Santos, J. C. dos, Souza, V. V. de, & Vélez-Ruiz, M. C. (2020). Assessment of the emotions that block Ecuadorian students from speaking English in class: Case Los Ríos Province. *MASKANA*, 11(1), 5-14. <https://doi.org/10.18537/mskn.11.01.01>
- [79] Santos, H. J. R., & Kunso, F. M. (2021). "I Speak Not": Accounts of English Language Learners With Glossophobia. *Modern Journal of Studies in English Language Teaching and Literature*, 3(2), 15-28. <https://doi.org/10.56498/322021136>
- [80] Sari, L. I. (2020, January 1). Second/Foreign Language Learning from the Socio-Psychological Perspective and the Implications in Language Classroom. *Proceedings of the International Conference on Science and Education and Technology (ISET 2019)*. <https://doi.org/10.2991/assehr.k.200620.080>
- [81] Shanmugam, K., & Jeevarathinam, S. N. (2023). Unraveling the Influence of Anxiety on Language Learning: Examining its Implications for Student Behavior and Academic Performance. *Journal of Humanities and Education Development*, 5(3), 106-111. <https://doi.org/10.22161/jhed.5.3.14>
- [82] Shao, K., Nicholson, L., Kutuk, G., & Lei, F. (2020). Emotions and Instructed Language Learning: Proposing a Second Language Emotions and Positive Psychology Model. *Frontiers in Psychology*, 11. <https://doi.org/10.3389/fpsyg.2020.02142>
- [83] Song, Z. (2024). Foreign Language Anxiety: A Review on Definition, Causes, Effects and Implication to Foreign Language Teaching. *Journal of Education Humanities and Social Sciences*, 26, 795-799. <https://doi.org/10.54097/4838f411>
- [84] Tabuena, A. C., Hilario, Y. M. C., & Buenafior, M. P. (2021). Overview and Exemplar Components of the Research Methodology on the Research Writing Process for Senior High School Students. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3802722>
- [85] Toyama, M., & Yamazaki, Y. (2021). Classroom Interventions and Foreign Language Anxiety: A Systematic Review With Narrative Approach. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.614184>
- [86] Tsiriokakis, I. K., Vassilaki, E., Spantidakis, I., & Stavrou, N. A. (2017). The Examination of the Effects of Writing Strategy-Based Procedural Facilitative Environments on Students' English Foreign Language Writing Anxiety Levels. *Frontiers in Psychology*, 7. <https://doi.org/10.3389/fpsyg.2016.02074>
- [87] Valieva, F., Sagimbayeva, J., Kurmanayeva, D., & Tazhitova, G. (2019). The Socio-Linguistic Adaptation of Migrants: The Case of Oralman Students' Studying in Kazakhstan. *Education Sciences*, 9(3), 164. <https://doi.org/10.3390/educsci9030164>
- [88] Wakuma, O. K. (2025). An investigation into anxiety levels and English learning outcomes of high school students with a particular focus on grade nine. *Discover Education*, 4(1). <https://doi.org/10.1007/s44217-025-00436-3>
- [89] Wilczewski, M., & Alon, I. (2022). Language and communication in international students' adaptation: a bibliometric and content analysis review. *Higher Education*, 85(6), 1235-1256. <https://doi.org/10.1007/s10734-022-00888-8>
- [90] Wu, H., Garza, E., & Guzmán, N. A. (2015). International Student's Challenge and Adjustment to College. *Education Research International*, 2015(20), 1-9. <https://doi.org/10.1155/2015/202753>
- [91] Yuan, H. (2025). Artificial intelligence in language learning: biometric feedback and adaptive reading for improved comprehension and reduced anxiety. *Humanities and Social Sciences Communications*, 12(1). <https://doi.org/10.1057/s41599-025-04878-w>
- [92] Zakaria, M. K., Saputra, R. H., Embong, A. M., Khadim, K. A., Wahab, N. A. Ab., Hailan, S., Kadir, F. K. A., Munawarah, J., Abdul-Kadir, N. A., Nasir, N. Y. M., & Kadir, K. A. (2024). Similar but Not Same: Language Barriers and the Facet of Life Faced by the Indonesians as International Students in Malaysia. *International Journal of Sustainable Development and Planning*, 19(4), 1347-1359. <https://doi.org/10.18280/ijstdp.190412>
- [93] Zhang, S., & Khalid, A. (2024). *Usage of Virtual Reality in Combating Social Anxiety Disorders in Non-native English Speakers: A Survey*. ArXiv. <https://doi.org/10.48550/ARXIV.2409.13085>
- [94] Zheng, Y., & Cheng, L. (2018). How does anxiety influence language performance? From the perspectives of foreign language classroom anxiety and cognitive test anxiety. *Language Testing in Asia*, 8(1). <https://doi.org/10.1186/s40468-018-0065-4>



Chanakamol Kongyok is a lecturer in the Social Studies Program at the School of Education, Walailak University. In 2008, she earned her Bachelor's Degree in English from Ramkhamhaeng University. In 2011, she obtained her Master's Degree in Human and Social Development from Prince of Songkla University. In 2018, she obtained her diploma in the Indonesian language at Gadjah Mada University. In 2021, she completed her Doctor of Philosophy in Asian Studies from Walailak University, and she also completed her diploma in the teaching profession at Nakhon Si Thammarat Rajabhat University. Her expertise is sociology, education, cultural studies, and human and social development. She can be contacted via email at chanakamol.ko@gmail.com, and her ORCID iD is 0000-0002-6889-742X.



Pongpan Compan is a lecturer in the Social Studies Program at the School of Education, Walailak University, Thailand. In 2002, he earned her Bachelor's Degree in Economics (2nd Class Honors) from Sripatum University. In 2004, he obtained his Master's Degree in Educational Economics from Srinakharinwirot University. In 2015, he also completed his Doctor of Education in Development Studies-Educational Economics from Chulalongkorn University. His expertise is educational policy, educational economics, and educational program evaluation. He can be contacted via email at pongpan.jom@gmail.com, and his ORCID iD is 0000-0003-1563-4906.



Thongchai Promjan is a lecturer in the Social Studies Program at the School of Education, Walailak University, Thailand. In 2009, he obtained his Bachelor's degree in Social Studies from Silpakorn University. In 2020, he earned his Master's degree in Education from Thammasat University. His expertise is learning sciences and educational innovation. He can be contacted via email at thongchai.pr@wu.ac.th, and his ORCID iD is 0000-0002-5337-4984.



I Wayan Numertayasa is a lecturer at the Faculty of Educational Sciences at the Markandeya Bali Institute of Technology and Education. He completed his Bachelor's degree in the Indonesian Language and Literature Education Program in 2011 at Ganesha University of Education. In 2013, he earned his Master's degree from Ganesha University of Education. He is expected to complete his Doctoral program in 2024 in the Indonesian Language Education Program at Malang State University. Dr. I Wayan Numertayasa focuses his research on language studies in social media. He can be contacted via email at numertayasawayan@markandeyabali.ac.id, and his ORCID iD is 0000-0003-4293-279X.