

Supplementary Materials

General Academic Achievement

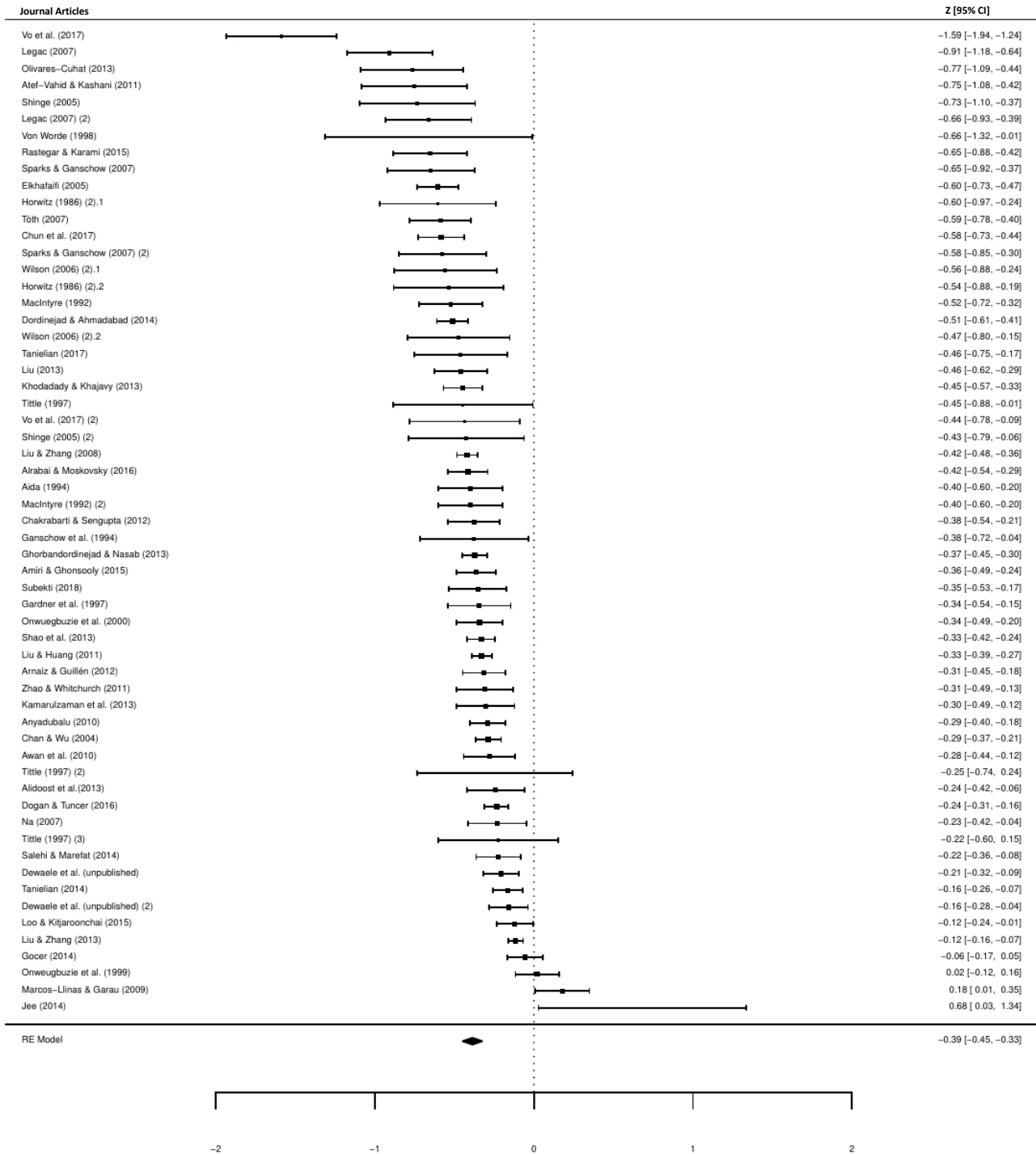


Figure 1. Fisher's Z transformed correlation coefficient forest plot of General Academic Achievement.

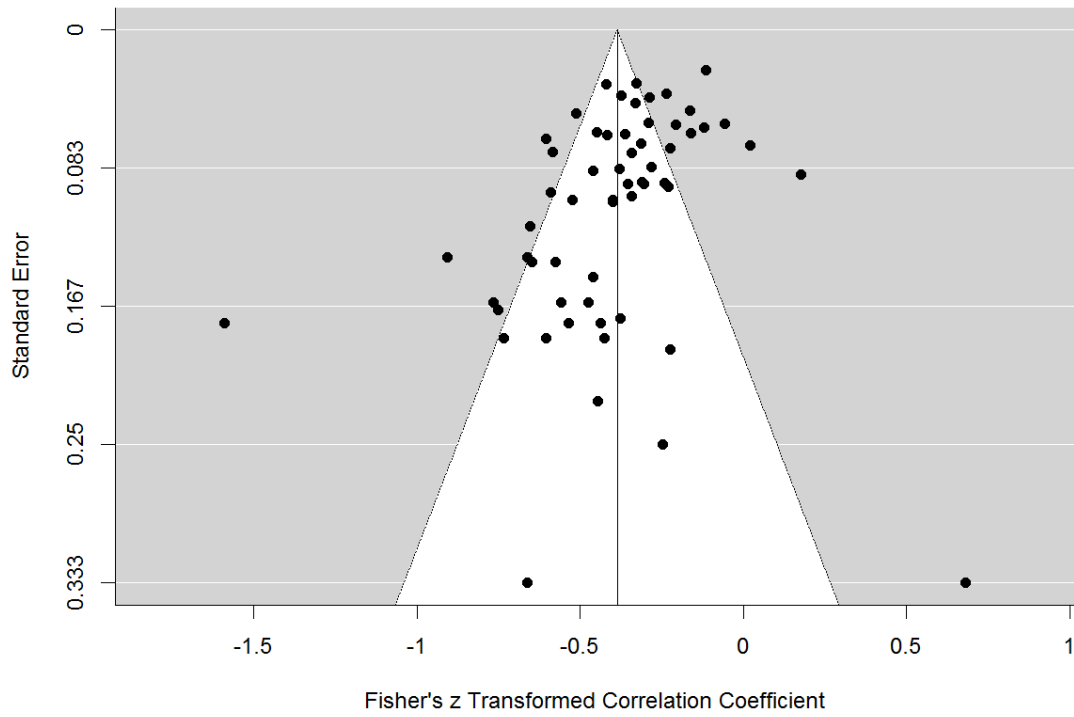


Figure 2. Funnel plot of General Academic Achievement.

Reading Academic Achievement

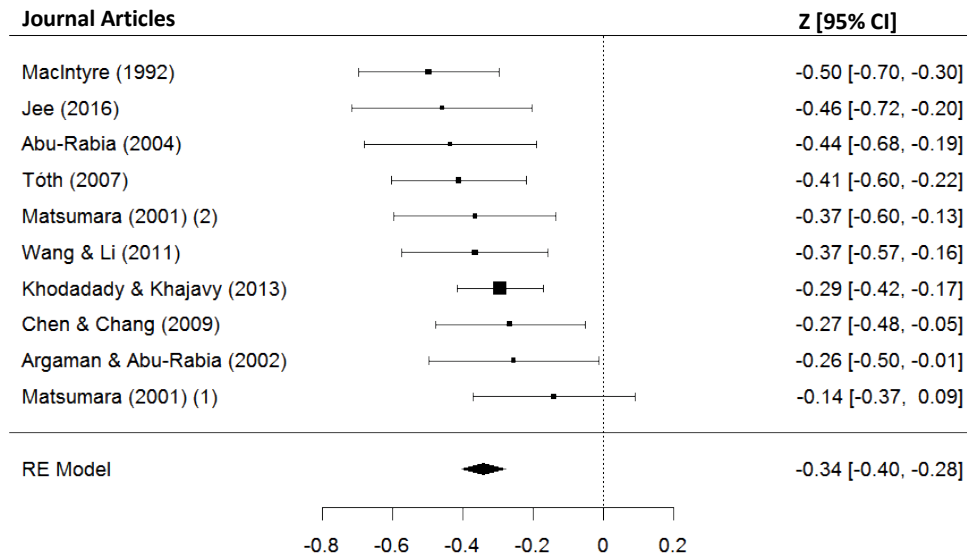


Figure 3. Fisher's Z transformed correlation coefficient forest plot of Reading Academic Achievement.

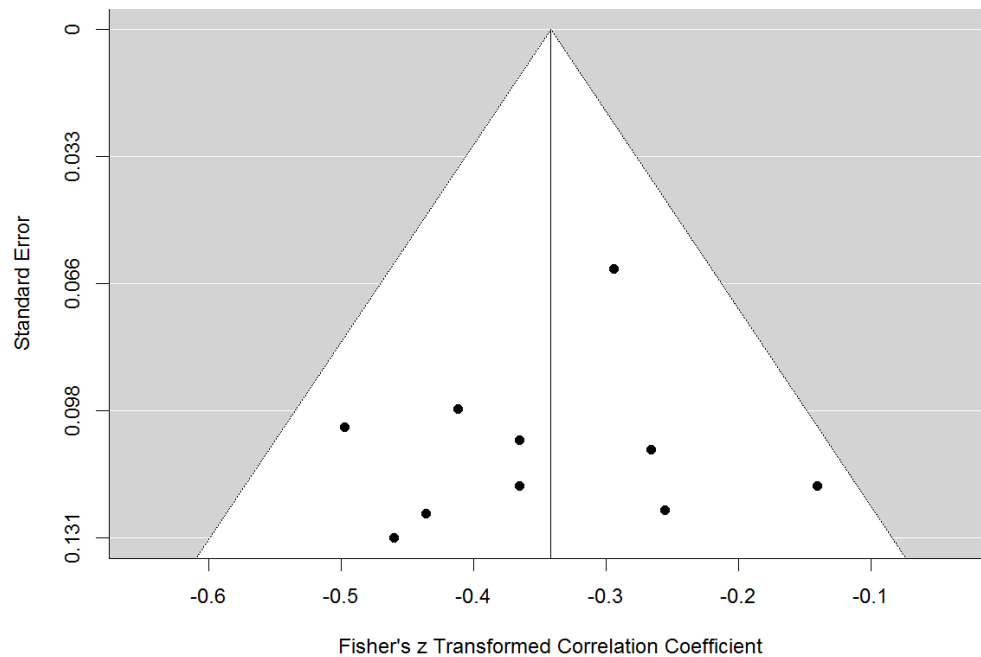


Figure 4. Funnel plot of Reading Academic Achievement.

Writing Academic Achievement

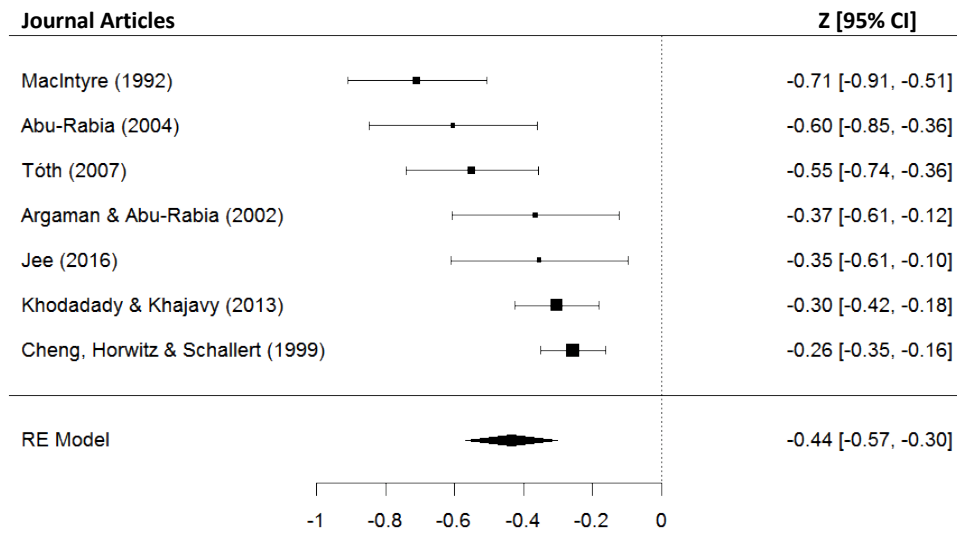


Figure 5. Fisher's Z transformed correlation coefficient forest plot of Writing Academic Achievement.

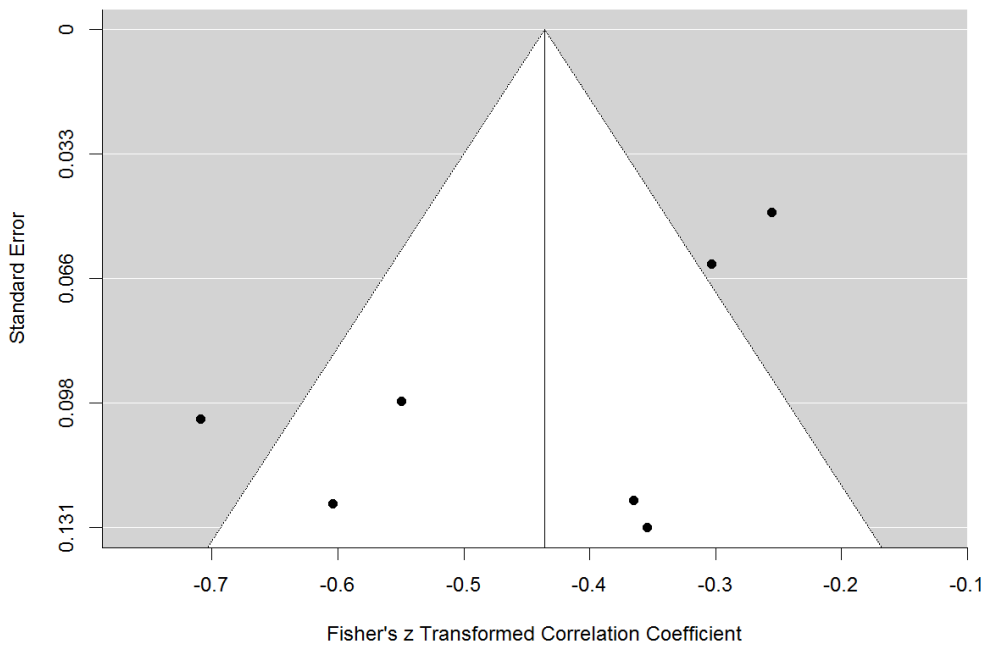


Figure 6. Funnel plot of Writing Academic Achievement.

Listening Academic Achievement

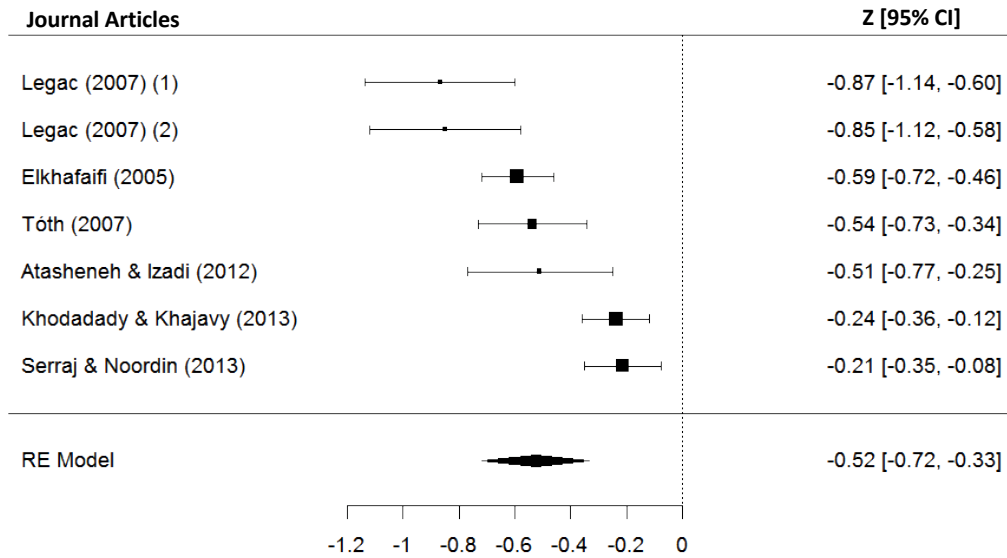


Figure 7. Fisher's Z transformed correlation coefficient forest plot of Writing Academic Achievement.

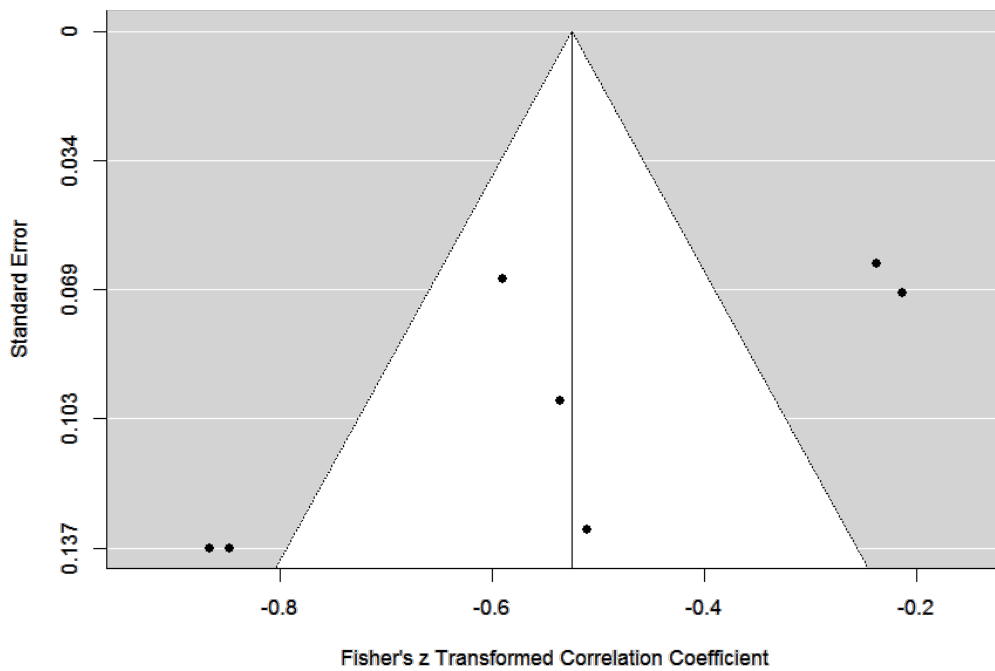


Figure 8. Funnel plot of Listening Academic Achievement.

Speaking Academic Achievement

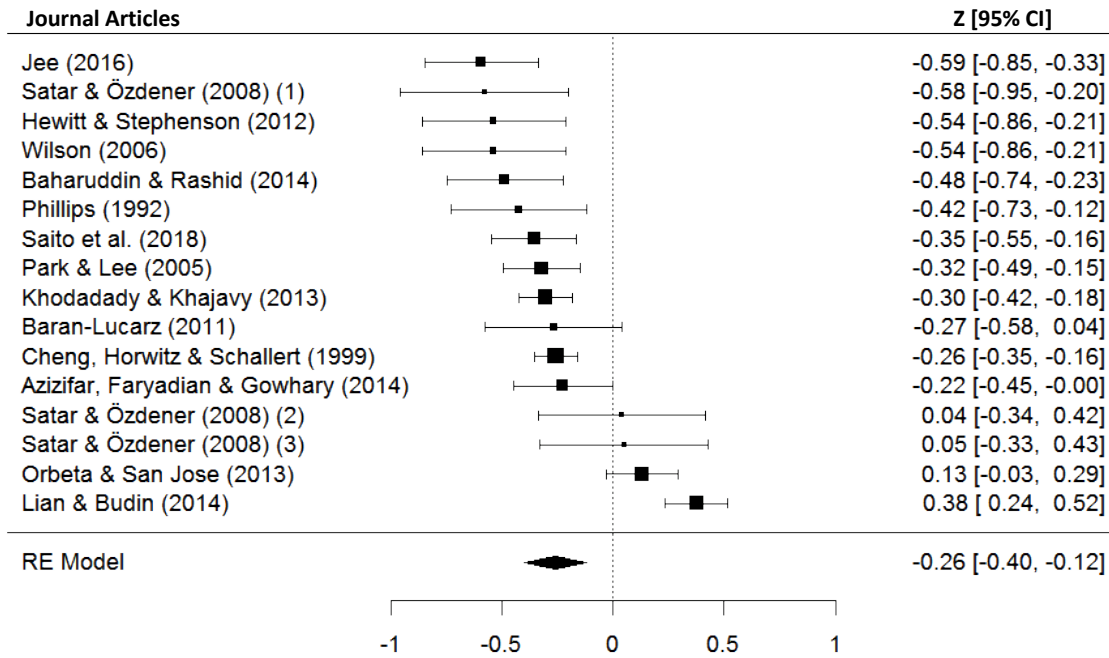


Figure 9. Fisher's Z transformed correlation coefficient forest plot of Writing Academic Achievement.

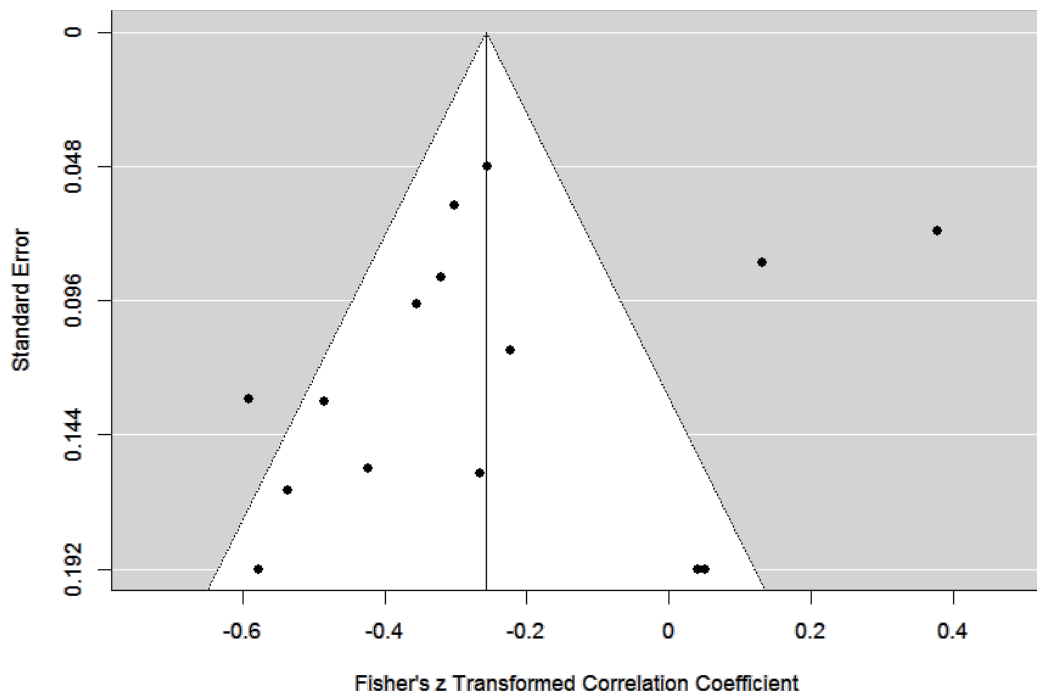


Figure 10. Funnel plot of Listening Academic Achievement.

List of Articles Used in Meta-Analysis

- Abu-Rabia, S. (2004). Teachers' Role, Learners' Gender Differences, and FL Anxiety Among Seventh-Grade Students Studying English as a FL. *Educational Psychology*, 24(5), 711–721. <https://doi.org/10.1080/0144341042000263006>
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's Construct of Foreign Language Anxiety: The Case of Students of Japanese. *The Modern Language Journal*, 78(2), 155–168. <https://doi.org/10.1111/j.1540-4781.1994.tb02026.x>
- Alidoost, Y., Mirchenari, N. A. N., & Mehr, S. H. (2013). The Effects of Anxiety on Iranian EFL Learners' Performance on Final Achievement Test in English Classes of High Schools. *International Journal of Language Learning and Applied Linguistics World*, 4(3), 284–292.
- Arabai, F., & Moskovsky, C. (2016). The Relationship between Learners' Affective Variables and Second Language Achievement. *Arab World English Journal*, 7(2), 77–103.
- Amiri, M., & Ghonsooly, B. (2015). The Relationship between English Learning Anxiety and the Students' Achievement on Examinations. *Journal of Language Teaching and Research*, 6(4), 855–865. <https://doi.org/10.17507/jltr.0604.20>
- Anyadubalu, C. C. (2010). Self-Efficacy, Anxiety, and Performance in the English Language among Middle-School Students in English Language Program in Satri Si Suriyothai School, Bangkok. *International Journal of Educational and Pedagogical Sciences*, 4(3), 6.
- Argaman, O., & Abu-Rabia, S. (2002). The Influence of Language Anxiety on English Reading and Writing Tasks Among Native Hebrew Speakers. *Language, Culture and Curriculum*, 15(2), 143–160. <https://doi.org/10.1080/07908310208666640>
- Arnaiz, P., & Guillén, F. (2012). Foreign Language Anxiety in a Spanish University Setting: Interpersonal Differences. *Revista de Psicodidáctica*, 17(1), 5–26.
- Atasheneh, N., & Izadi, A. (2012). The Role of Teachers in Reducing/Increasing Listening Comprehension Test Anxiety: A Case of Iranian EFL Learners. *English Language Teaching*, 5(3), 178–187.
- Atef-Vahid, S., & Kashani, A. F. (2011). The Effect of English Learning Anxiety on Iranian High-School Students' English Language Achievement. *Broad Research in Artificial Intelligence and Neuroscience*, 2(3), 29–44.
- Awan, R.-N., Azher, M., Anwar, M. N., & Naz, A. (2010). An Investigation Of Foreign Language Classroom Anxiety And Its Relationship With Students Achievement. *Journal of College Teaching & Learning*, 7(11), 33–40. <https://doi.org/10.19030/tlc.v7i11.249>

- Azizifar, A., Faryadian, E., & Gowhary, H. (2014). The Effect of Anxiety on Iranian EFL Learners' Speaking Skill. *International Research Journal of Applied and Basic Sciences*, 8(10), 1747–1754.
- Baharuddin, S. S., & Rashid, S. M. D. (2014). English Language Learning Anxiety and Oral Performance among Undergraduate Learners. *Journal of Language and Communication*, 1(2), 137–153.
- Baran-Lucarz, M. (2011). The Relationship between Language Anxiety and the Actual and Perceived Levels of Foreign Language Pronunciation. *Studies in Second Language Learning and Teaching*, 1(4), 491–514.
- Chakrabarti, A., & Sengupta, M. (2012). Second Language Learning Anxiety and Its Effect on Achievement in the Language. *Language in India*, 12(8), 50–78.
- Chan, D. Y., & Wu, G. (2004). A Study of Foreign Language Anxiety of EFL Elementary School Students in Taipei County. *Journal of National Taipei Teachers College*, 17(2), 287–320.
- Chen, I.-J., & Chang, C.-C. (2009). Cognitive Load Theory: An Empirical Study of Anxiety and Task Performance in Language Learning. *Electronic Journal of Research in Educational Psychology*, 7(2), 729–746.
- Cheng, Y., Horwitz, E. K., & Schallert, D. L. (1999). Language Anxiety: Differentiating Writing and Speaking Components. *Language Learning*, 49(3), 417–446.
<https://doi.org/10.1111/0023-8333.00095>
- Chun, S., Kim, H., Park, C.-K., McDonald, K., Sun Ha, O., Kim, D. L., & Lee, S. M. (2017). South Korean students' responses to English-medium instruction courses. *Social Behavior and Personality: An International Journal*, 45(6), 951–966.
<https://doi.org/10.2224/sbp.6049>
- Dewaele, J.-M., Özdemir, C., Durmus, K., Uysal, S., Özdemir, E. D., & Balta, N. (Unpublished). The effect of classroom emotions, attitudes and sociobiographical variables on foreign language exam performance of high school and university learners. *Unpublished Manuscript*, 1–16.
- Doğan, Y., & Tuncer, M. (2016). Examination of Foreign Language Classroom Anxiety and Achievement in Foreign Language in Turkish University Students in Terms of Various Variables. *Journal of Education and Training Studies*, 4(5), 18–29.
<https://doi.org/10.11114/jets.v4i5.1337>
- Dordinejad, G. F., & Ahmadabad, M. R. (2014). Examination of the Relationship between Foreign Language Classroom Anxiety and English Achievement among male and female Iranian High School students. *International Journal of Language Learning and Applied Linguistics World*, 6(4), 446–460.

- Elkhafaifi, H. (2005). Listening Comprehension and Anxiety in the Arabic Language Classroom. *The Modern Language Journal*, 89(2), 206–220. <https://doi.org/10.1111/j.1540-4781.2005.00275.x>
- Ganschow, L., Sparks, R. L., Anderson, R., Javorshy, J., Skinner, S., & Patton, J. (1994). Differences in Language Performance among High-, Average-, and Low-Anxious College Foreign Language Learners. *The Modern Language Journal*, 78(1), 41–55. <https://doi.org/10.1111/j.1540-4781.1994.tb02013.x>
- Gardner, R. C., Tremblay, P. F., & Masgoret, A.-M. (1997). Towards a Full Model of Second Language Learning: An Empirical Investigation. *The Modern Language Journal*, 81(3), 344–362. <https://doi.org/10.1111/j.1540-4781.1997.tb05495.x>
- Ghorbandordinejad, F., & Nasab, A. H. F. (2013). Examination of the relationship between perfectionism and English achievement as mediated by foreign language classroom anxiety. *Asia Pacific Education Review*, 14(4), 603–614. <https://doi.org/10.1007/s12564-013-9286-5>
- Gocer, A. (2014). The Relationship between Anxiety and Attitude of Students Learning Turkish as a Foreign Language and Their Achievement on Target Language. *Educational Research and Reviews*, 9(20), 879–884.
- Hewitt, E., & Stephenson, J. (2012). Foreign Language Anxiety and Oral Exam Performance: A Replication of Phillips’s MLJ Study. *The Modern Language Journal*, 96(2), 170–189. <https://doi.org/10.1111/j.1540-4781.2011.01174.x>
- Horwitz, E. K. (1986). Preliminary Evidence for the Reliability and Validity of a Foreign Language Anxiety Scale. *TESOL Quarterly*, 20(3), 559–562. <https://doi.org/10.2307/3586302>
- Jee, M. J. (2014). Affective factors in Korean as a Foreign Language: Anxiety and beliefs. *Language, Culture and Curriculum*, 27(2), 182–195. <https://doi.org/10.1080/07908318.2014.918626>
- Jee, M. J. (2016). Exploring Korean heritage language learners’ anxiety: ‘We are not afraid of Korean!’ *Journal of Multilingual and Multicultural Development*, 37(1), 56–74. <https://doi.org/10.1080/01434632.2015.1029933>
- Kamarulzaman, M. H., Ibrahim, N., Yunus, M. M., & Ishak, N. M. (2013). Language Anxiety among Gifted Learners in Malaysia. *English Language Teaching*, 6(3), 20–29.
- Khodadady, E., & Khajavy, G. H. (2013). Exploring the Role of Anxiety and Motivation in Foreign Language Achievement: A Structural Equation Modeling Approach. *Porta Linguarum*, 20, 269–286.

- Legac, V. (2007). Foreign-Language Anxiety and Listening Skill in Croatian Monolingual and Bilingual Students of EFL. In J. Horváth & M. Nikolov (Eds.), *UPRT 2007: Empirical Studies in English Applied Linguistics* (pp. 217–243). Lingua Franca Csoport.
- Lian, L. H., & Budin, M. (2014). Investigating the Relationship Between English Language Anxiety and the Achievement of School Based Oral English Test Among Malaysian Form Four Students. *International Journal of Learning, Teaching and Educational Research*, 2(1). Retrieved from <http://ijlter.org/index.php/ijlter/article/view/32>
- Liu, H.-J. (2013). Effects of Foreign Language Anxiety and Perceived Competence on Learning Strategy Use. *International Journal of English Linguistics*, 3(3), 76–87.
<https://doi.org/10.5539/ijel.v3n3p76>
- Liu, M., & Huang, W. (2011). An Exploration of Foreign Language Anxiety and English Learning Motivation. *Education Research International*, 2011, 1–8.
<https://doi.org/10.1155/2011/493167>
- Liu, M., & Zhang, W. (2008). An exploration of Chinese EFL learners' foreign language anxiety, personality and self-esteem. *Journal of Applied Linguistics*, 5(2), 181–203.
- Liu, M., & Zhang, X. (2013). An Investigation of Chinese University Students' Foreign Language Anxiety and English Learning Motivation. *English Linguistics Research*, 2(1), 1–13. <https://doi.org/10.5430/elr.v2n1p1>
- Loo, D. B., & Kitjaroonchai, N. (2015). Gender, Academic Achievement and Years of Experience: Investigating Potential Reasons for Foreign Language Anxiety among Thai High School Students. *The New English Teacher*, 9(2), 73–93.
- MacIntyre, P. D. (1992). *Anxiety And Language Learning From A Stages Of Processing Perspective* (PhD, The University of Western Ontario). Retrieved from <https://ir.lib.uwo.ca/digitizedtheses/2155/>
- Marcos-Llinás, M., & Garau, M. J. (2009). Effects of Language Anxiety on Three Proficiency-Level Courses of Spanish as a Foreign Language. *Foreign Language Annals*, 42(1), 94–111. <https://doi.org/10.1111/j.1944-9720.2009.01010.x>
- Matsumura, Y. (2001). An Inquiry into Foreign Language Reading Anxiety among Japanese EFL Learners. *Eibeibunka: Studies in English Language, Literature and Culture*, 31, 23–38. https://doi.org/10.20802/eibeibunka.31.0_23
- Na, Z. (2007). A Study of High School Students' English Learning Anxiety. *The Asian EFL Journal*, 9(3), 22–34.
- Olivares-Cuhat, G. (2010). Relative Importance of Learning Variables on L2 Performance. *Linguistik Online*, 43(3), 99–116.

- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics*, 20(2), 217–239.
<https://doi.org/10.1017/S0142716499002039>
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (2000). Cognitive, Affective, Personality, and Demographic Predictors of Foreign-Language Achievement. *The Journal of Educational Research*, 94(1), 3–15. <https://doi.org/10.1080/00220670009598738>
- Orbeta, E. D., & San Jose, A. E. (2013). Apprehension in Language Learning Anxiety as Significant Correlate of Oral Performance in English of College Freshmen. *International Journal of Multidisciplinary Research*, 5(1). <https://doi.org/10.7718/iamure.v5i1.622>
- Park, H., & Lee, A. (2006). L 2 Learners ' Anxiety , Self-Confidence and Oral Performance. *Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics*, 197–208. Retrieved from <http://www.paaljapan.org/resources/proceedings/PAAL10/pdfs/hyesook.pdf>
- Phillips, E. M. (1992). The Effects of Language Anxiety on Students' Oral Test Performance and Attitudes. *The Modern Language Journal*, 76(1), 14–26. <https://doi.org/10.1111/j.1540-4781.1992.tb02573.x>
- Rastegar, M., & Karami, M. (2015). On the Relationship between Foreign Language Classroom Anxiety, Willingness to Communicate and Scholastic Success among Iranian EFL Learners. *Theory and Practice in Language Studies*, 5(11), 2387–2394.
<https://doi.org/10.17507/tpls.0511.25>
- Salehi, M., & Marefat, F. (2014). The Effects of Foreign Language Anxiety and Test Anxiety on Foreign Language Test Performance. *Theory and Practice in Language Studies*, 4(5).
<https://doi.org/10.4304/tpls.4.5.931-940>
- Satar, H. M., & Özdener, N. (2008). The Effects of Synchronous CMC on Speaking Proficiency and Anxiety: Text Versus Voice Chat. *The Modern Language Journal*, 92(4), 595–613.
<https://doi.org/10.1111/j.1540-4781.2008.00789.x>
- Serraj, S., & Noordin, N. B. (2013). Relationship among Iranian EFL Students' Foreign Language Anxiety, Foreign Language Listening Anxiety and Their Listening Comprehension. *English Language Teaching*, 6(5), 1–12.
- Shao, K., Yu, W., & Ji, Z. (2013). An exploration of Chinese EFL students' emotional intelligence and foreign language anxiety. *The Modern Language Journal*, 97(4), 917–929. <https://doi.org/10.1111/j.1540-4781.2013.12042.x>
- Shinge, M. (2005). *Interplay among Anxiety, Motivation, and Autonomy in Second Language Learners of French: A Quantitative and Qualitative Study* (PhD, University of Florida). Retrieved from http://etd.fcla.edu/UF/UFE0011620/shinge_m.pdf

- Sparks, R. L., & Ganschow, L. (2007). Is the Foreign Language Classroom Anxiety Scale Measuring Anxiety or Language Skills? *Foreign Language Annals*, 40(2), 260–287. <https://doi.org/10.1111/j.1944-9720.2007.tb03201.x>
- Subekti, A. S. (2018). Investigating the Relationship between Foreign Language Anxiety and Oral Performance of Non-English Major University Students in Indonesia. *Dinamika Ilmu*, 18(1), 15–35.
- Tanielian, A. R. (2014). Foreign Language Anxiety in a New English Program in Thailand. *International Education Journal: Comparative Perspectives*, 13(1), 60–81.
- Tanielian, A. R. (2017). Foreign language anxiety among first-year Saudi university students. *The International Education Journal: Comparative Perspectives*, 16(2), 116–130.
- Tittle, M. (1997). *The Effects of Foreign and Second Language Students' Irrational Beliefs and Anxiety on Classroom Achievement* (PhD, University of Illinois). Retrieved from <https://eric.ed.gov/?id=ED411674>
- Tóth, Z. (2007). Predictors of Foreign-Language Anxiety: Examining the Relationship Between Anxiety and Other Individual Learner Variables. In J. Horváth & M. Nikolov (Eds.), *UPRT 2007: Empirical studies in English applied linguistics*, 123–148. Retrieved from <http://vmek.niif.hu/07500/07557/07557.pdf#page=129>
- Vo, T. D., Samoiloova, V., & Wilang, J. D. (2017). *Debilitating Effects of Anxiety on Engineering Students' Language Performances*. 275–285. Retrieved from <https://eric.ed.gov/?id=ED583662>
- von Worde, R. (1998). *An Investigation of Students' Perspectives on Foreign Language Anxiety* (PhD, George Mason University). Retrieved from <https://eric.ed.gov/?id=ED479986>
- Wang, Y., & Li, J. (2011). The interference of foreign language anxiety in the reading comprehension of agricultural engineering students. *2011 International Conference on New Technology of Agricultural*, 660–663. <https://doi.org/10.1109/ICAE.2011.5943882>
- Wilson, Jean. T. S. (2006). *Anxiety in Learning English as a Foreign Language: Its Associations with Student Variables, with Overall Proficiency, and with Performance on an Oral Test* (PhD, University of Grenada). Retrieved from <http://digibug.ugr.es/bitstream/handle/10481/1074/162?sequence=1>
- Zhao, A., & Whitchurch, A. (2011). Anxiety and its Associated Factors in College-Level Chinese Classrooms in the U.S. *Journal of the Chinese Language Teachers Association*, 46(3), 21–47.